ART R104A: COLOR AND DESIGN: 2-D FOUNDATIONS

Originator
cmorla

College
Oxnard College

Discipline (CB01A)
ART - Art

Course Number (CB01B)
R104A

Course Title (CB02)
Color and Design: 2-D Foundations

Banner/Short Title
Color and Design 2DFoundations

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course is an introduction to the concepts, applications, and social and historical contexts of two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Emphasis is placed on the development of a visual vocabulary for creative expression.

Taxonomy of Programs (TOP) Code (CB03)
1002.00 - Art (Painting, Drawing, and Sculpture)

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Field trips will include possible destinations such as local galleries, 643 Project Space and VITA Art Center in Ventura and museums such as Los Angeles County Museum of Art.

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
Yes

Select the other courses that make up this family
ART R104B - Color Theory

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
17.5
Maximum Contact/In-Class Lecture Hours
17.5

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
105
Maximum Contact/In-Class Laboratory Hours
105

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
122.5
Total Maximum Contact/In-Class Hours
122.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
35
Maximum Outside-of-Class Hours
35

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Students will demonstrate basic knowledge of design elements such as line, shape, space and color.
2	Students will execute color mixing skills.
3	Students will apply knowledge of color theory working with acrylic paints.
4	Students will articulate in verbal and written form their ideas and artistic choices in relation to their work.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate a working knowledge and understanding of the basic elements of two-dimensional art, including line, shape, texture, value, color and spatial illusion
2	Skillfully use a variety of artistic materials, techniques and tools
3	Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis and visual movement
4	Independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art
5	Make individual aesthetic decisions and judgments related to their own artwork
6	Translate ideas and visual experience into images using both formal and conceptual approaches
7	Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates

8	Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art
9	Examine, compare and analyze historical and contemporary examples of two-dimensional art within a global context

Course Content

Lecture/Course Content

1. Fundamental concepts and terms related to all two-dimensional assignments including elements of line, shape, texture, space, value, spatial illusion and color
   a. Elements
   b. Principles of Design
   c. Light and Space
2. Dynamic Relationships and Organizing principles of 2-D Elements
   a. Balance
   b. Proportion
   c. Repetition
   d. Contrast
   e. Harmony
   f. Unity
   g. Emphasis and visual movement
   h. Tonal value and value patterns
   i. Volume and form in space
3. Introduction to the Color Wheel
   a. Hue, value, saturation
   b. Color Schemes
4. Introduction to a Variety of Design Materials and Media
   a. Pencils and inks
   b. Charcoal and oil sticks
   c. Paints
   d. Glues and cutting tools
5. Introduction to Techniques for 2-D Art
   a. Use of traditional and non-traditional drawing styles
   b. Problem solving visual exercises
   c. Understanding the principles of craftsmanship
6. Developing a Body of Art Work
   a. Translation of ideas into images
      i. Formal approaches
      ii. Conceptual approaches
   b. Presentation aesthetics
      i. Mounting work
      ii. Hanging work
      iii. Portfolio presentation
   c. Critical evaluation and critique of class projects
7. Evaluation and critique of examples of 2-D Art
   a. Cultural contexts
   b. Focus on art from various periods
   c. Different aesthetic sensibilities
   d. Examination of contemporary trends, materials and approaches

Laboratory or Activity Content

1. Drawing activities that demonstrate art elements and principles
2. Experiments with a variety of mediums such as graphite, ink and acrylic
3. Use of various tools such as rulers, T-square, tape, glue and water-based mediums
4. Value and shading excercises
5. Demonstrations of collage techniques
6. Taping and masking techniques
7. Measuring techniques

8. Color mixture techniques
9. Color wheel activity with exercises on various color scales
10. Concept development projects
11. Portfolio development

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Individual projects
Oral analysis/critiques
Projects
Problem-Solving Assignments
Portfolios

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class discussions
Distance Education
Demonstrations
Field trips
Instructor-guided interpretation and analysis
Internet research
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will give a skills demonstration on the proper use of materials and techniques specific to each assignment, such as how to mix paint for the color wheel.

2. Instructor will give Power Point slide presentations of art historical and contemporary art examples related to projects. This would include the compositional style and color scheme used by Impressionist Artist, Henri Matisse.

3. Guided in-class problem-solving assignments followed by instructor-guided group critiques. For example, students will be asked to create a series of complementary mixtures that demonstrate warm-cool gradated scales.

Representative Course Assignments

Writing Assignments

1. Written gallery response assignments, by which students demonstrate an understanding of the broader context for a two-dimensional artwork.

Critical Thinking Assignments

1. Participate in group critiques to identify art elements and principles. Then provide constructive feedback on content and technical execution.

Skills Demonstrations

1. Students will demonstrate proper use of materials such as acrylic paint, brushes and cutting tools.

2. Students will demonstrate the understanding of ink application and collage techniques.

Other assignments (if applicable)

1. Homework exercises on design, typically once a week.

Outside Assignments

Representative Outside Assignments

1. Written gallery response assignments, by which students demonstrate an understanding of the broader context for a two-dimensional artwork.
2. Homework exercises on design, typically once a week.

Articulation

C-ID Descriptor Number

ARTS 100

Status

Approved

Comparable Courses within the VCCCD

ART M20 - Two Dimensional Design
ART V11A - Color and Design: Two-Dimensional Design

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Pentak, S., & Lauer, D. (2016). *Design Basics* (9th). Wadsworth Publishing. 1285858220

Resource Type
Other Instructional Materials

Description
Required Image examples (slides, PowerPoints, or web references) .

Resource Type
Other Instructional Materials

Description
Required DVD's on art movements and styles .

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used fo Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.
Face to Face (by student request; cannot be required)	Face to face contact will take place during weekly class meetings. This will give students the opportunity to discuss and ask questions about course content to facilitate learning objectives.
Synchronous Dialog (e.g., online chat)	Synchronous Dialog (e.g., online chat)
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools including recorded PowerPoint lectures, narrated slides and technical demonstrations that are ADA compliant.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used fo Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools including recorded PowerPoint lectures, narrated slides and technical demonstrations that are ADA compliant.
Synchronous Dialog (e.g., online chat)	Professor will set regular hours where they will be available in the discussion board to chat with students, provide feedback and answer questions related to the course material.
Telephone	Students may request to reach instructor via telephone in order to discuss topics related to the course material, grade or works in progress.

Examinations

Hybrid (1%—50% online) Modality
Online

Hybrid (51%—99% online) Modality
Online
On campus

Primary Minimum Qualification
ART

Review and Approval Dates

Department Chair
04/28/2020

Dean
04/28/2020

Technical Review
5/13/2020

Curriculum Committee
5/13/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
11/25/2020

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000545502

DOE/accreditation approval date
MM/DD/YYYY