

ART R180: 3-D FOUNDATIONS

Originator

cmorla

College

Oxnard College

Discipline (CB01A)

ART - Art

Course Number (CB01B)

R180

Course Title (CB02)

3-D Foundations

Banner/Short Title

3-D Foundations

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is an introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects.

Taxonomy of Programs (TOP) Code (CB03)

1002.20 - 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

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

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 | Develop projects that explore the use of traditional sculptural materials. |
| 2 | Articulate their intentions and aesthetics choices in relationship to projects they produce. |
| 3 | Develop a personal artistic language expressed through the artistic process. |
| 4 | Demonstrate methods and processes used to refine their artistic ideas and techniques. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify and understand the formal elements and organizing principles of three-dimensional art; |
| 2 | Independently produce objects, forms, and problem-solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional art; |
| 3 | Discuss, describe, analyze and critique three-dimensional works of art through references to the formal elements and principles of design; |
| 4 | Make individual aesthetic decisions and judgments related to their own design work; |
| 5 | Translate ideas and visual experience into tactile forms objects using both formal and conceptual approaches; |
| 6 | Recognize the presence of specific design elements and principles in works of art as well as in the everyday physical world around them, throughout history and across cultures; |
| 7 | Compose in three dimensions and work with a variety of media which may include but is not limited to clay, wood, metal, paint, plaster, paper, fibers, mixed media, and in the use of digital technology such as 3D scanners and printers in an appropriate and safe manner. |

Course Content

Lecture/Course Content

1. Fundamental theoretical concepts and terminology common to all three-dimensional art and design activities, including the elements of design which may include line, shape, form, space, value, texture, and color.
2. Organizing principles of three-dimensional design, which may include balance, proportion, repetition, variety, scale, and emphasis.
3. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic three-dimensional elements.
4. Dynamic relationships of three-dimensional elements and organizing principles.
5. Introduction to a variety of three-dimensional materials and techniques.
6. Translation of ideas or visual experience into tactile forms using both formal and conceptual approaches.
7. Evaluation and critique of historical examples of three-dimensional design from various cultures, historical periods, and aesthetic sensibilities.
8. Written assignments and/or exams in which students must clearly articulate comprehension of the basic elements and principles of three-dimensional design.
9. Critical evaluation (practical, written and/or oral) of three-dimensional works through references to formal elements and principles of design.
10. Contemporary trends, materials, and approaches in three-dimensional design.

Laboratory or Activity Content

1. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic three-dimensional materials.
2. Studio projects that explore the elements and organizing principles of three-dimensional design.
3. Development of skills and processes using a variety of artistic materials, techniques and tools appropriate to an introductory study in design, which may include paper, wood, plaster, wire, metal, clay, fibers, mixed media etc.
4. Participation in group and individual critiques.

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

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

Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will give a demonstration on the safe and proper use of tools and materials such as how to build a three-dimensional form using chicken wire.
2. Instructor will give Powerpoint slide presentation of Postminimal Art examples including soft sculpture techniques of Eva Hesse.
3. Guided in-class problem-solving assignments followed by instructor-guided group critiques.

Representative Course Assignments

Writing Assignments

Students will visit an accredited museum or gallery with sculpture exhibit and write a 2-4 page type-written analysis about the art.

Critical Thinking Assignments

Critical thinking assignments focus on (but are not limited to):

1. Critical evaluation (practical, written and/or oral) of three-dimensional works through references to formal elements and principles of design.
2. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic three-dimensional materials.

Reading Assignments

Reading assignments will emphasize (but are not limited to):

- Research supporting the development of projects
- Review of technical information as needed

Skills Demonstrations

Skills demonstrations include:

1. Studio projects that explore the elements and organizing principles of three-dimensional design, such as:
 - a. Components of design
 - b. Making clay studies
 - c. Structure with cardboard
2. Development of skills and processes using a variety of artistic materials, techniques and tools appropriate to an introductory study in designs, including, for example tools specific to working:
 - a. Clay
 - b. Wood
 - c. Cardboard

Other assignments (if applicable)

Students will research contemporary art sculpture and work on studio projects outside of class.

Outside Assignments

Representative Outside Assignments

1. Students will visit an accredited museum or gallery with sculpture exhibit and write a 2-4 page type-written analysis about the art.
2. Reading from text, Principles of Three-Dimensional Design, on sculpture techniques and historical examples, typically twice a month
3. Students will research contemporary art sculpture and work on studio projects outside of class.
4. Possible field trips to local galleries or museums such as 643 Gallery (Ventura) or L.A. County museum of art followed by written analysis on art exhibit.

Articulation

C-ID Descriptor Number

ARTS 101

Status

Approved

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

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2014

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

Fichner-Rathus, L. (2014). *Foundations of Art and Design* (2). Cengage Learning.

Resource Type

Textbook

Classic Textbook

Yes

Description

Kay, J (2017). Portrait Revolution: Inspiration from Around the World for Creating Art in Multiple Mediums and Styles. Watson-Guption Publishing.

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)	Students will post images of their art and provide comments and have discussion about the artwork.

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: <ul style="list-style-type: none"> • 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
Other DE (e.g., recorded lectures)	Instructor will show video demonstration of step-by-step project procedures.
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.
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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.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ART

Review and Approval Dates**Department Chair**

04/30/2020

Dean

04/30/2020

Technical Review

05/13/2020

Curriculum Committee

05/13/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000553328

DOE/accreditation approval date

MM/DD/YYYY