

INSTITUTION

Dawson College
(Montreal, Canada)

DEPARTMENT

Fine Arts

SEMESTER

Fall 2013

COURSE NUMBER

510-112-91 / 01

COURSE TITLE

Visual Language I, 2-D

PRE-REQUISITE

None

PROGRAM

Illustration & Design (Term 1)

PONDERATION

1-1-1

COMPETENCY

Explore 2-D design using elements and principles of visual language.

INSTRUCTOR

Andres Manniste

CONTACT INFORMATION

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INSTRUCTOR AVAILABILITY

Office hours: posted outside office.
Communication preference: e-mail or make an appointment

This course outline has been prepared in conformity with the **Institutional Student Evaluation Policy (ISEP)**. The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore **a crucial policy to read and understand**. The policy describes the rights and obligations of students, faculty, departments, programs, and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. The **ISEP** is available on the Dawson website.

GENERAL DESCRIPTION

The objective of the two-dimensional design part of this course is to develop visual literacy using the elements and principles of two-dimensional design through thumbnail drawings, the handling of 2-D design tools and materials, form and space, tonality and texture, and the presentation of projects. In the three-dimensional design portion of the course (taught by a 3D instructor), the student will develop visual literacy using the elements and principles of three-dimensional design through thumbnail drawings, the handling of 3-D design tools and materials, the presentation of projects, and elements of 3-D design including line, plane, positive/negative form, light and shadow, geometric and amorphic shapes, and additive and subtractive form.

OBJECTIVES—Competency & Elements

Explore 2-D design using elements and principles of visual language.

1. Apply studio etiquette.
2. Relate principles of design to elements of visual language.
3. Research existing elements and principles of visual language.
4. Explore materials and techniques appropriately.
5. Organize elements and principles of visual language into a design concept.

STANDARDS—Performance CriteriaGeneral

Individual or in assigned team within class hours: ♦ with formative critique, ♦ applied home projects.

Specific

- 1.1 Accept to work in a studio context.
- 2.1 Use the vocabulary of visual language.
- 2.2 Begin to use sketchbook for exploration of elements and principles in a design concept.
- 3.1 Recognize the significance of thumbnail and pre-production research.
- 3.2 Recognize elements and principles of visual language in own design.
- 4.1 Select materials and tools appropriately.
- 4.2 Develop adequate skills in manipulating tools and materials.
- 5.1 Select appropriately elements and principles for tasks.
- 5.2 Can adapt or transfer elements and principles of visual language to a new concept.
- 5.3 Can adapt or transfer elements and principles of visual language to another material.
- 5.4 Begin to show expressive solution to problems.

LEARNING ACTIVITIES

Student will complete in-class exploration of elements and principles of visual language (line, shape, space, value, texture). Student will practice and apply principles of visual language (unity, emphasis, focal point, scale and proportion, balance, rhythm and motion). Student will attempt to apply concepts of visual language (simplicity, diversity, compactness, complexity, vitality, expressiveness). Student will improve familiarity with materials and proficiency with tools. Exploration and application of visual concepts will take the form of an artist book composed of mixed media. Renowned artwork and illustrations will be analyzed for their visual properties.

TEACHING METHODS

Practical demonstration of principles, concepts and techniques; verbal and written presentation of assignments; individual formative critique and class critique; audio-visual presentation; field trip or gallery visit (when applicable); individual assigned work.

GRADE DISTRIBUTION – A minimum grade of 60% is required to pass this course.

90% – Visual journal work: class exercises, projects, research, thumbnail sketches, rough sketches, exploring media
10% – Organization, participation and professional conduct

- **Organization, participation and professional conduct** includes applied problem-solving, organization, self-motivation, self-discipline, and consideration and respect for others and for the studio.
- The student will keep a course visual journal book for class notes, thumbnail sketches, experiments and class exercises/projects related to specific art and design principles.
- Assignments will be evaluated on presentation, use of tools and materials, problem solving, and understanding of visual principles presented.
- Students will hand in all sketches and research materials with their projects.

GRADING POLICY FOR LATE ASSIGNMENTS

Project deadlines (date and time) **MUST BE RESPECTED**. During the term late submissions will carry penalties, however, the **FINAL ASSIGNMENT / TEST** must be handed in by the deadline to be considered for grading.

Penalties for late assignments

Up to: 1 week late	10% deducted
2 weeks late	15% deducted
3 weeks late	20% deducted
4 or more weeks late	0% assigned

Penalties for late/missed final assignment or test

Final assignment/test	0% assigned
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If the project is late due to sickness, then a medical note must be handed in to reduce or waive the penalty. Evaluation of all assignments, tests and presentations requires that students **MUST** be available in class for teacher feedback.

ATTENDANCE & PARTICIPATION POLICY

Presence and participation are necessary components of learning. Students who fail to attend or participate may jeopardize their successful completion of the course.

Attendance will be taken in every class. Arriving late or leaving early is considered an absence. After two absences, the instructor will notify the student and the department of his/her precarious state in the course. Three absences represent a loss of 20% of class time and course work. It is at the instructor's discretion to require documentation for absences.

Note: *When absent from class, the student is responsible for inquiring about missed information and assigned homework.* Students should refer to the Institutional Student Evaluation Policy (Section III-C) regarding attendance.

LITERACY POLICY

The 10% professional attitude mark will include an assessment of the student's ability to discuss and criticize his or her work within the large context of art and its traditions.

ACADEMIC INTEGRITY POLICY

Academic integrity is a fundamental value of Dawson College. Both academic achievement and creative production are based on honesty and artistic integrity. Authorship of submitted work, in part or in whole, must not be misrepresented. If it is suspected that the work submitted is the result of the un-acknowledged use of source material or involvement in any dishonest or deceptive practice, the student may be required, at the teacher's discretion, to provide proof of authorship in the form of preliminary work. The same assignment may not be submitted to multiple courses unless approved by all the respective teachers. Any student who submits work where cheating or plagiarism is suspected will be reported to the office of the Dean of Creative & Applied Arts in accordance with ISEP Section IV-C.

STUDENT CONDUCT

Everyone has the right to a safe and non-violent environment. Students are obligated to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students. (ISEP Section II-D)

POLICY ON RELIGIOUS OBSERVANCES

Students, who intend to observe religious holidays, must inform their teachers in writing as prescribed in the ISEP Policy on Religious Observances. (ISEP Section III-C) Alternative arrangements will be discussed to make up for class material missed. All resulting changes in the tentative schedule of assignments must be finalised within the first two weeks of classes.

CELL PHONE AND INTERNET POLICY

All cell phones must be turned off during class / studio / lab time. Use of social networking sites, personal e-mail, text messaging, etc. is allowed only during class breaks. Failure to respect this policy may result in marks being deducted from the student's 10% professionalism grade.

INTENSIVE COURSE CONFLICTS

If a student is attending an intensive course, the student must inform the teacher within the first two (2) weeks of class, of the specific dates of any anticipated absences.

REFERENCE SOURCES

Design Basics by David A. Lauer & Stephen Pentask, 4th ed. (Harcourt Brace College Publishers, 1995).

Design Principles and Problems by Paul Zelanski & Mary Pat Fisher, 2nd ed. (Harcourt Brace College Publishers, 1996).

REQUIRED MATERIALS

- Sketchbook: 8 1/2 X 11 to 9 X 12 inches
- Acrylic paint or gouache: mars black and titanium white
- Sabeline or nylon watercolor brushes (app. #8 - #10 round, #10 - #12 flat)
- Palette in plastic
- One fine point black felt pen
- One roll of" masking tape
- Tracing paper pad (9" x 12")
- Set of pencils (H8, 2B, 4B)
- Plain white eraser
- Small utility knife with snap-off blades
- Glue stick
- One can of workable fixative*
- Pencil sharpener*
- Ruler
- Scissors*
- Two plastic water containers (one 1 litre yogurt or ice cream container)
- Paper towels as needed*
- Mayfair paper as needed
- Box or plastic case with cover to carry materials and other supplies
- Black and white photo sources such as magazines, discarded photos, electronic imagery

*Optional

Art Supply Stores

Au Papier Japonais	514-276-6863	24 Fairmount West
British Blue Print	937-8550	1831 St. Catherine West
Concordia University Art Store	514.848-4609	1395 Rene-Levesque (corner Crescent)
Coop De Solidarité St-Laurent	514-289-1009	4665 Saint-Laurent
DeSerres	514-938-4777	Place Montreal Trust, 1500 McGill College
UQAM Art Coop	514-987-3000, x 1862	405 St. Catherine East (Pavillon Judith-Jasmin J-M100) – Berri

TENTATIVE WEEKLY SCHEDULE

Week 1 (August 26): Introduction to Design, Line Exercises.

Week 2 (September 4): Vertical, Diagonal, Horizontal, and Curved. Introduction to Project 1

Week 3 (September 9): Line Quality.

Week 4 (September 16): Line Exercises, Thumbnails, First Project.

Week 5 (September 23): Introduction to Shape.

Week 6 (September 30): Geometric Shapes, Organic Shapes, Shape Exercises, Introduction to Project 2

Week 7 (October 7) : Introduction to Value, Grey Scales.

Week 8 (October 17): Texture, Texture & Value Exercises.

Week 9 (October 21): Positive & Negative Space, Introduction to Project 3

Week 10 (October 28): Space Concepts, Perspective.

Week 11 (November 4): Pattern, Rhythm, Movement, and Repetition.

Week 12 (November 11): Pattern Exercises, Introduction to Project 4

Week 13 (November 18): Integrated Use of Space, Unity, and Idea Generation.

Week 14 (November 25): Exercises and Project 4

Week 15 (December 2): Final critique and evaluation.

Project 1 (15 marks)

Project 2 (20 marks)

Project 3 (20 marks)

Final project (20 marks)

Workbook and exercises (15 marks)