Art 140: Basic 2D Design, Fall 2018

Instructor: Omid, omid@csun.edu
Office hours: T /TH 5:30pm - 6:00pm and via email
Classroom: Art600

Course website: Canvas / omid.studio

Catalog description

Introduction to the two-dimensional elements of art and principles of design that are the language of the visual arts. Foundation course stressing visual perception and an effective knowledge of the graphic means of expression and communication.

Class description

2D design refers to the underlying visual structure of painting, drawing, photography, graphic design and illustration. The images below are an example of design at work. Note that each image has a similar composition in which a large image on the left is balanced by a smaller image at the right. The images look different but in terms of design, they are similar.

While this class is open to non-art majors, it is a requirement for art majors. This means that it has to provide rigorous preparation for art students. Most students are surprised that design basics are founded on clearly-defined concepts instead of pure intuition. There is creativity in what we do, but if you 're looking for a class that will allow you to be free and express yourself without inhibition, this is NOT it. The work we do in class will be a combination of photography (camera phone is fine), work on the computer, and simple work with pencil/pen on paper. Most of the work for the semester will be done in class but we may have a few outside assignments.

Important things to know

1. Art is not subjective

When students say that art is subjective, they usually mean that there is no way
to determine whether one person's art (or one kind of art) is better than another
person's and that art is purely a matter of opinion. However, no one *really* believes
this. We judge art all the time. We instinctively don't trust ugly, poorly-designed
websites and we avoid terrible animation and bad visual effects. This class will help
you understand why certain visual approaches are more effective than others. In the
end, art is a matter of *judgment*. Judgment is based on experience and is not arbitrary.

2. Art does not visualize the imagination

Students often think that the goal of art is to help them visualize the ideas in their
heads. In fact, the imagination, like memory, is very fuzzy. That's why artists and
designers work out ideas on paper/computer. They need to see and reflect upon what
they're doing. In other words, while art may begin in the imagination, it needs to be
worked out in real life.

**3. Good art doesn't come from following a checklist. Therefore, art
can't be graded using a checklist.**

Art cannot be graded objectively using a checklist because art cannot be created
by following a formula. Creating and evaluating artwork involves making artistic
judgments. Criteria for grading projects include level of craft, understanding of the
assignment, understanding of technology/procedures and the ability to personalize
and extend the assignment in a meaningful way going beyond a simple duplication of
the provided examples.

4. Art doesn't mean whatever an artist says it means

Art exists at the intersection of private and public meaning. Art, by its nature, can
be interpreted in many ways but it cannot be interpreted in ANY way. The painting
below is not about the future of globalization nor is it a symbol for the postmodern
loss of affect no matter what the artist may say. In art, both the artist and viewers
contribute to the meaning of the work.

5. The meaning of art does not necessarily depend on how you feel while creating it.

One misconception is that if you're happy, you create happy art and if you're sad, you create sad art. This is not true. When people say that art is "expression" this does not mean expelling one's emotions onto paper. Expression refers to the process of converting one's understandings and perceptions into public form. Some of the happiest works of art were created by miserable people.

6. This class uses the computer

This class is taught using computers. If you prefer a traditional section, please try one of the other sections. In a typical basic design class, there is a lot of cutting and coloring shapes by hand. It's faster and easier to do this on the computer and it's also easier to experiment with various options. If you have a laptop with the necessary software (Photoshop and Illustrator), it will help if you bring it to class since this semester, we're a little short on computers. These can be old versions of the software since we're only using basic commands. If you don't have the software, it is available for a $20/month subscription from creative.adobe.com (see student pricing).

7. Don't take this class if you need a certain grade

Art requires specific ability just like math or history or any other subject. Some people are good at certain subjects and others struggle. You can't expecct to get an A in this class just because you turn in everything on time. That certainly didn't work for me in math class where I did all the work, turned it in on time and got Cs. Generally speaking, if you do all the work on time and do a decent job, you'll get some kind of B. Having said that, a lot of non-majors end up doing really well in the class and do get As.

Overview

The following does *not* correspond to weeks and is subject to change, especially after #20.

1. Value
2. Background contrast
3. Background contrast in photography
4. Shape, dot, line, value
5. Dot, texture, value
6. Line, texture, value
7. Trace a figure
8. Composition
9. Wide frames
10. Good/high/low contrast
---Review/Project

11. Hue, value
12. Changing the value of a hue
13. Color, value, intensity
--Review/Project
14. Emphasis/scale/background contrast
15. Emphasis with framing
16. Emphasis with overlap
17. Emphasis with lines
18 Emphasis with focus/blur
19. Emphasis by controlling conrast
--Review/Project
20. Integration by echoing value
21. Integration by echoing color
22. Integration with transitional edges
23. Integration with a lattice.
24. Integration with patina
--Review/Project
25. Complementary colors
26. Triadic, warm, cool colors
--Review/Project
27. Understanding shape
TBA

Grading

Exercises 25%
Projects 40%
Participation/citizenship 20%
Tests/writing assignments 15%

Note—
1. If you miss four classes your final grade will be a C or lower.
2. If you miss five or six classes your final grade will be a D or lower
3. If you miss seven or more classes you will fail.

Attendance

For most classes, you will be given an assignment to complete in class. Please show me the work when done. We'll discuss it and when you're finished, you'll upload the project onto our moodle site. Attendance/participation in class means that you've completed all of these activities. I use your uploaded work for the day for attendance.

More on grading, attendance, participation

At least 20% of the grade for a project will be deducted for late work. You may turn in late work only up to the day that a portfolio is due. If you will miss class because of illness, etc., please email me before class. Please do not submit work via email. Most work in this class is collected via uploading. Please do not upload from outside of class—the work will either be deleted or will not count. You will find me

surprisingly unsympathetic if you lose your work because your hard disk crashed or if someone erased your work from a lab computer or you lost your flash drive. These problems can easily be solved if you make backup copies on a disk, online, on your home computer, etc. Please don't try to turn all your work in late at the end of the semester. You will not pass the class. Students are expected to follow the student code of conduct available on the CSUN website.

Required text/supplies

I will be distributing PDFs for many of the projects in this class. There is a formal text, *Launching the Imagnation*, but it is optional. Some other items may be required later in the class (for example, you may have to print your work out). This should not cost more than $20.

You need the following supplies.
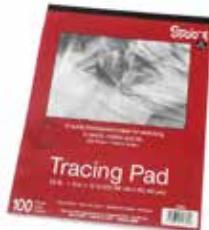
Tracing paper
Tracing paper is special see-through paper than you can get at most art stores or places like Aaron Brothers. The Darice 9x12 100 sheet Tracing pad available on Amazon for about $8 is good.

Regular pencils
Generally, any pencil with a B, like 2B is good. Pencils with an H designation like 6H will be too hard and won't work well.

Pencil sharpener

Eraser
White ones, not pink.

>Since these classes tend to be crowded it's helpful if you bring a laptop if you have one but it's not a requirement. Lab hours are posted on the doors of each computer lab. We'll be using Photoshop and Illustrator in class.

>Flash Drive. You need a flash drive! Last semester I let students save their work to network drives and a lot of students lost work for various reasons. Save your work to your drive! 8 GB+ is fine. Don't forget to make backup copies of your work.

Miscellaneous

Please don't use your cell phone in class. > Don't leave your work on the hard disks in the computer lab and expect it to be there later. Many students have had projects (including final projects) deleted. > I like to keep copies of student work for use as examples in future classes or on the web. If for some reason, you don't want your work saved or shown, please let me know > Please don't eat or drink in the lab. >Please don't type/mouse/text when I'm demoing/lecturing.

Email

CSUN considers your CSUN email account to be the official means of contacting you. This means that if the University or I send something to this address, we will assume that you received the information and you are consequently responsible for it. If you regularly use another account, please set your CSUN mail to forward to your preferred email account.

Course Description Detail

Production, analysis and discussion of 2D images and compositions incorporate artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships and applications. Course activities and objectives align with the goals for General Education in the area of Arts and Humanities.

Art Department Program Goals Addressed in This Course

• Basic Skills: Developing a foundation of art knowledge, theories, skills, craftspersonship and technologies, where ideas and concepts are communicated in writing, speaking and art making.

• Art Knowledge: Broadening knowledge of ancient through contemporary art and to develop an understanding of art within theoretical, cultural, and historical contexts.

• Critical Thinking: Analyzing, interpreting, and questioning traditional methodologies and pre-conceived notions of art and art making through the process of generating and solving problems.

• Global Perspectives: Promoting an appreciation and tolerance of diverse perspectives dealing with art, culture, teaching and learning.

Course Student Learning Outcomes

• Explore and utilize various two-dimensional art media and techniques, using the Elements and Principles of design.

• Acquire conceptual knowledge of art, accurately define and utilize the formal vocabulary (elements of art and principles of design) of the visual arts to analyze works of art.

• Explore and utilize methods for visual problem-solving, acquire and demonstrate conceptual knowledge of a diversity of 2-D forms, purposes, media, and functions of art as they respond to, analyze, interpret and critique their own and others' artworks.

• Acquire and demonstrate conceptual knowledge of 2-D art in cultural context, including the visual nature of contemporary culture, fine art and design, world arts, the history and diversity of art in societies past and present.

GE Student Learning Outcomes addressed in this course

Goal: Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions and philosophy.

1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;

2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;

3. Produce works/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of forms;

4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;

5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged.