

TWO-DIMENSIONAL DESIGN

- I. Course Description:
This course is a studio class exploring the fundamentals of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of media.
- II. Credit Hours: Three (3) A studio class meeting six (6) clock hours per week
- III. Media:
A variety of two-dimensional black and white and color media which may include:
- | | | | |
|---------|----------|--------------|---------|
| Pencil | Markers | Graphite | Ink |
| Tempera | Acrylics | Tissue/paper | Digital |
- IV. Concepts and skills should include, but not be limited to:
- | | | |
|--------------------------|-----------------------------------|--------------------|
| Figure/ground | Value/chiaroscuro | Space/shallow/deep |
| Surface effects | Shape | Composition |
| Pattern/repetition/motif | Color Schemes | Color mixing |
| Contrast | Implied lines | Balance |
| Unity/harmony | Expressive lines | Implied Movement |
| Dominance/subordination | Expression/interpretation/meaning | |
- Computer generated practice in *Photoshop* or *Painter* is encouraged in this class.
- V. Critical Analysis:
Class and individual critiques providing for understanding the criteria and standards used in assessing performance
- VI. Historical Reference:
Connect historical models to this particular studio/aesthetic practice
- VII. Suggested references/texts:
Art Fundamentals-Ocvirk, Stinson, Whigg, Bone, Clayton
Elements of Art-Pumphrey *Design Dimensions*-Dantzie
Visual Forces-Martinez, Block *Principles of Design*-Wong
Basic Design-Lauer, Pentak

Adopted by IHEAA, 4-16-99

Endorsed by IAI Art Major Panel, 10-29-99

The Illinois Higher Education Art Association (IHEAA) and the IAI Art Major Panel both recognize that each discipline within an art program has specific objectives that are routinely formulated by faculty within the discipline. These objectives are further defined and implemented by each faculty member during the course of teaching a class. It is not the intention of these skills and content outlines to impose specific course objectives or approach or to prescribe projects—the domain of each individual instructor. These skills and content outlines, however, are intended to suggest a set of minimum expectations or standards from which specific individual objectives and approaches can be developed. Instructors may provide additional experiences, content and skills, but they should cover what is outlined to assure continuity among courses with similar titles.