

THREE-DIMENSIONAL DESIGN

I. Course Description:

A studio course exploring the fundamentals of the formal systems and basic elements of visual organization through three-dimensional design principles and theories using a variety of materials.

II. Credit Hours: Three (3) A studio class meeting (6) clock hours per week

III. Media and Tools:

A variety of media to support the concepts and design principles listed below which may include wood, clay, metal, foam core, paper, wire, plaster. Instruction on the use of a variety of hand & power tools is integral to this course.

IV. Concepts and skills should include, but not be limited to:

Relief/In the Round	Contour/Plane	Cutting	Gesture
Concave/Convex	Unit to whole	Mass/Form	Proportion
Fabrication	Modeling	Emphasis	Shaping
Volume	Weight	Casting	Additive/ Subtractive
Motif/Pattern	Carving	Positive/Negative	Light modulation
Visual/Conceptual	3D Space	Scale	Organic/Synthetic
Kinetic/Static	Joining/Attaching	Balance	Movement
Combining unlike materials		Figurative/Non-Figurative	

Note: It is strongly recommended that students maintain sketchbooks in this class.

V. Critical Analysis

Class and Individual Critiques providing for understanding the criteria and standards used in assessing performance

VI. Historical Reference:

Historical 3-dimensional structures as models for design reference

VII. Suggested References /texts

Shaping Space-Zelinski & Fisher *Principles of Form & Design-Wong*
Experiments in Form-Pearce

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.