A. DESIGN III: COLOR THEORY

Design III is a studio course which further investigates the problems of two-dimensional concepts with an emphasis on color theory and personal expression.

This course emphasizes the importance of developing color study through a disciplined practice. The assignments will help students avoid the tendency to systemize color. By utilizing a hands-on approach students will develop an eye for color.

B. FOCUS, PURPOSE AND GOALS OF COURSE:

1. COURSE PURPOSE: The purpose of DESIGN III is to further explore the elements and principles of two-dimensional design with an emphasis on color composition. To investigate primary color concepts through a series of interrelated studio projects. To assist the student in graphic skills development, understanding visual issues, ideas, and creative problem solving. To further develop critical thinking and graphic analysis skills through studio project evaluation.

2. COURSE GOALS: DESIGN III is designed to extend each student's basis of visual knowledge, critical thinking skills, and working disciplines through the exploration of major color theories as well as the practical use as applied to pictorial composition. Information on materials, techniques and color nomenclature are provided and experienced through studio projects with a class critique evaluation process.

By the end of the semester the student will:

a. possess a higher level of perceptual awareness.
b. have translated color theories and two-dimensional compositional concepts into effective plastic forms.
c. have demonstrated confidence in and strategies toward individual creativity.
d. have demonstrated sensitivity for the psycho-physiological "language" of color and two-dimensional composition.
e. have demonstrated knowledge of contemporary and historic artistic models.
f. have demonstrated knowledge of art as cultural information.
g. have performed exercises in visualization and critical thinking.
h. have performed refined, higher level technical practices.
i. have demonstrated knowledge of and performed safe and effective studio practices.

C. PERFORMANCE OBJECTIVES - Expected student outcomes by domain:

1. COGNITIVE: (Development of critical thinking skills, conceptual constructs, specialized vocabulary and art history.)

   a. Each student will be able to design effective two-dimensional, compositional color pattern strategies.
   b. Each student will be able to understand the principles of relative two-dimensional design studio technology and safety.
   c. Each student will be able to design, shape and scale optimum formats to accommodate individualized expressive concerns for problematic color-compositional expressions.
   d. Each student is required to complete a range of projects that explore, color composition, perceptual awareness, knowledge of contemporary formal issues and archetypes, creative synergy, and a broad range painterly effects.
   e. Each student will be able to employ appropriate technical processes for expression of physical, social and psychological aspects of pictorial composition and color theory.
   f. Each student will be able to employ unifying principles of design including repetition, variety, rhythm, balance, emphasis, and economy.
   g. Each student will be able to research historical and contemporary aspects of color and pictorial form.
   h. Each student will be able to write a fundamental, comprehensive analysis of two-dimensional form.
   i. The student will demonstrate interest in design by seeking design information from a variety of sources such as books, periodicals, exhibitions, museums, etc.
   j. The student will demonstrate a capacity for design synthesis by making designs which incorporate and unify disparate elements, processes, motifs and concepts.
   k. Each student will be able to offer a fundamental oral critique of two-dimensional form.
   l. Each student will be able to participate in group critiques.
   m. Each student will be able to use vocabulary specific to the design process.

2. PSYCHOMOTOR: (Development of manipulative, work-oriented skills; demonstration of specific process skills)

   a. Each student will be able to select and effectively use various stable grounds and support surfaces as formats for color exercises and pictorial compositions.
   b. Each student will learn to manipulate various color media in order to control color pigment optics and tactile qualities. (various color media should be determined by responsible faculty members relative to the maintenance of safe, healthy learning environments within each institutional facility.)
   c. The student will demonstrate flexibility and adaptability by using a variety of technical and conceptual strategies in resolving design problems.
   d. The student will demonstrate fluency by producing several solutions to the same problem.
   e. Each student will learn to manipulate two-dimensional materials in order to explore the expressive potential of line, shape and form, space, texture, pattern, and value.
f. The student will demonstrate respect for design work by presenting neat, clean, well-crafted projects.
g. Each student will be able to present completed project solutions for class critique.
h. Each student will be able to install design solutions for critique exhibit.
i. Each student will be able to orally critique design project explorations.

3. AFFECTIVE: (Development of behavioral skills which help the student acquire a positive attitude toward self, other students, faculty, facilities and equipment, housekeeping in the work area, and the ability to carry out directions, meet deadlines, meet attendance requirements, etc.)
a. The student will demonstrate interest in design by regular and punctual class attendance.
b. Each student will observe safe studio and shop practices.
c. The student will demonstrate the ability to follow assignment instructions as well as intrinsic motivation by persistence in staying on task and frequently exceeding the production requirements set by the instructor.
d. Each student will demonstrate the ability to self initiate tasks and demonstrate courage and tenacity by persistence in resolving design problems and completing assignments in a timely manner - by repeated attempts to resolve or improve upon solutions to design problems, especially in the face of risk taking and failure.
e. The student will demonstrate resistance to premature closure and openness to discovery by allowing technical and conceptual processes to evolve and by permitting and even seeking a variety of design sources and processes to generate design ideas and products.
f. The student will demonstrate awareness by producing designs in which nuance is evident (nuance in form, nuance in content).
g. The student will demonstrate independence of judgment (and resistance to peer sanctions) by producing designs which are personally unique or unusual in character.
h. The student will demonstrate confidence by his or her willingness to attempt difficult or complex design problems.
i. The student will demonstrate persistence in working on design problems in which neither the problem nor the solution is clearly evident or defined.
j. Each student will demonstrate the ability to contribute to the studio-working environment.
k. The student will demonstrate an ability to analyze by verbally identifying and articulating the salient design elements in particular designs.
l. Each student will demonstrate the ability to tolerate diverse views.
m. The student will demonstrate interest in design by asking relevant design related questions and by participating, without prompting, in group and individual critiques.
n. Each student will demonstrate the ability to offer and receive constructive criticism.

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Course Structure

The assignments in this course are sequential and build upon each other. Therefore attendance is extremely important. If a student MUST miss a class, they MUST make up the missing work before progressing to the next assignment. Class time will be used so the instructor can explain assignments and provide feedback. Students must also devote several hours between
classes to make further progress in their practice. The successful completion of this course will lay a strong foundation for further pursuits in visual arts.

Class schedule to follow.

Participation in Critiques

Critiques are an essential part of the creative process. Students should be open to hearing feedback about the quality of their work on an ongoing basis throughout the semester. When receiving criticism, listen with an open mind. The value of being in school, and in a small studio class, is not only to give and receive as much feedback as possible, but to learn how to make the most of it.

Do not take what is said about your work personally, no matter how difficult this seems. These assignments require that you take risks and try new things. Your effort and willingness to learn is a reflection of your worth as an artist.

Attendance Policy

The professor is an important facilitator in the student’s development. The graduate student must have excellent attendance to be successful in the class. Students who habitually come to class late, leave during class or leave early demonstrate negative interest and energy level. This will always affect the quality of the product in a negative way. Unexcused absences and tardiness will jeopardize your grade.

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>100 points maximum</th>
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<tbody>
<tr>
<td>90-100 points (90%-100%)</td>
<td>A</td>
</tr>
<tr>
<td>80-89 points (80%-90%)</td>
<td>B</td>
</tr>
<tr>
<td>70-79 points (70%-80%)</td>
<td>C</td>
</tr>
<tr>
<td>60-69 points (60-70%)</td>
<td>D</td>
</tr>
<tr>
<td>59 points and below</td>
<td>F</td>
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</tbody>
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Other Policies

Safety

Because art studios use materials and tools that could be dangerous, safe and cooperative behavior by students is absolutely necessary. The studio course instructor will be the ultimate judge of cooperative as well as safe and unsafe behavior. Individuals engaging in uncooperative and/or unsafe behavior will be cautioned and instructed once by the instructor.
If a second occasion of uncooperative and/or unsafe behavior occurs, that student will be un-enrolled from the course and given a “wd” with no refund of tuition and fees.

Required Supplies

- 1 box of Color-aid Paper
  6”x9” Full Set – 314 colors
- 10 sheets of White Poster Board
- 1- 6 oz. of Rubber Cement
- 1 X-acto Knife
- 1 metal edge ruler 18” long
- #2, 4, & 6 Pencil
- #H Pencil
- Pick up Eraser
- Cutting surface

Note: You will not need the Color Aid paper until the fourth day of class, after which you will be counted absent each day you do not have your box of paper.

Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816*

**ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the
appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.