

## Course Outline

<b>Course Title:</b>	Design I	<b>Approval Date:</b>	2023/8/16
<b>Course Number:</b>	ARTS960	<b>Academic Year:</b>	2023
<b>Course Hours:</b>	45 hours		
<b>Academic School:</b>	Haliburton School of Art + Design		
<b>Faculty:</b>	Rose Pearson - rose.pearson@flemingcollege.ca		
<b>Program Co-ordinator or Equivalent:</b>	Rose Pearson - rose.pearson@flemingcollege.ca		
<b>Dean (or Chair):</b>	Xavier Masse - Xavier.Masse@flemingcollege.ca		

## Course Description

Effective works of art engage the viewer on sensory, emotional, and intellectual levels. Through an understanding of the principles and elements of design in the development of the art object, the student is better able to reflect on both their own work and that of others. This understanding affords insight into the way that certain aspects of a visual experience can stimulate responses in the audience. Students will realize the basic elements and principles of two-dimensional design through a variety of applied exercises using paint and collage in conjunction with examples from design history. Through research, discussion, critical thinking, and design projects, students begin to recognize and understand the powerful implications of different design solutions.

**Prerequisites:** None.

**Corequisites:** None.

**Experiential Learning:** On-Campus Teaching Lab

## Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Use key design terms and vocabulary accurately.
2. Evaluate the application of the principles and elements of design in a wider range of artwork.
3. Experiment with varied applications of the elements and principles to change the visual form and content of 2D works.
4. Use basic paint media to demonstrate the properties and systems of colour as an element in design solutions.
5. Analyze the characteristics of the major style movements through research and presentation.

6. Compose works of specific attributes with regard to focal point(s), spatial depth, subject, and visual narrative appropriate to the frame of reference in compositional studies.
7. Use a variety of visual arts materials and tools using best practices for safety and respectful conservation of studio materials and facilities.

## Learning Resources

## Assessment Summary

Assessment Task	Percentage
In-class activities	5%
Quizzes	5%
Presentations	10%
Applied Learning	80%

## Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)  
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)  
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)  
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)  
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)  
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

**Alternate accessible formats of learning resources and materials will be provided, on request.**

## Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link ([www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)).

## Detail Plan

<b>Term:</b>	2023 Fall
<b>Faculty:</b>	Rose Pearson - <a href="mailto:rose.pearson@flemingcollege.ca">rose.pearson@flemingcollege.ca</a>
<b>Program Co-ordinator or Equivalent:</b>	Rose Pearson - <a href="mailto:rose.pearson@flemingcollege.ca">rose.pearson@flemingcollege.ca</a>
<b>Dean (or Chair):</b>	Xavier Masse - <a href="mailto:Xavier.Masse@flemingcollege.ca">Xavier.Masse@flemingcollege.ca</a>
<b>Academic Planning and Operations Department:</b>	Amber Lynch - <a href="mailto:amber.lynch@flemingcollege.ca">amber.lynch@flemingcollege.ca</a>

## Learning Plan

<b>Wks/Hrs Units</b>	<b>Topics, Resources, Learning, Activities</b>	<b>Learning Outcomes</b>	<b>Assessment</b>
Unit 1	<b>BLACK &amp; WHITE</b> - overview of course - Bauhaus Exercises (line, shape, space) - Design Language: Elements and Principles & Arthur Wesley Dow - Simulated Texture + Value Scales	1,3,7	Black & White Exercises
Unit 2	<b>COLOUR PROPERTIES</b> - HUE; colour wheels - VALUE: Collaborative Itten Colour Stars with 2 sets of primaries - Intensity scales	1,4,7	Colour Mixing Exercises
Unit 3	<b>KOLORMONDO</b> - Additive & Subtractive Colour Wheels - RGB light mixing with flashlights - Constructing Kolormondo Spheres - Colour Perception Exercises - Personal Colour Family & colour matching exercise	1,3	In class exercises completed in sketchbook
Unit 4	<b>COLOUR SYSTEMS</b> - finding, labelling, colour matching examples of colour systems from print media - The Parts & The Puzzle exercise - Judgement & Designing the Assessment Tool	1,2,3,4,7	Colour Systems & Matching Exercise The Parts & The Puzzle Exercise
Unit 5	Colour & the Elements of Design Quiz <b>PRINCIPLES OF DESIGN</b> - emphasis & balance & proportion (black square exercises) - Golden Ratio - Mixed Media Collage #1:	1,2,6,7	Quiz Black Square Exercises Part 1 Mixed Media Collage #1
Unit 6	<b>PRINCIPLES OF DESIGN</b> - spatial illusion, scale, repetition (black square exercises) - Mixed Media Collage #2	1,2,6,7	Black Square Exercises Part 2 Mixed Media Collage #2
Unit 7	<b>PRINCIPLES OF DESIGN</b> - Collage #1 & #2 Critique - pattern, variety, movement (black square exercises) - harmonic armature - Mixed Media Collage #3	1,2,6,7	Black Square Exercises Part 3 Mixed Media Collage #3
Unit 8	- Collage #3 Critique <b>COMMUNICATION</b> Black Square Exercises	3,7	Black Square Exercises Part 4

<b>Wks/Hrs Units</b>	<b>Topics, Resources, Learning, Activities</b>	<b>Learning Outcomes</b>	<b>Assessment</b>
Unit 9	PPTX: Elements & Principles of Design Review IN-CLASS EXERCISE: Draw It With Your Eyes Closed - Drawing #1 GROUP CRITIQUE: Analyze drawings and identify P&E of Design IN-CLASS EXERCISE: Draw It With Your Eyes Closed - Drawing #2	1, 2, 3, 7	In-class - Principles & Elements of Design Drawings Participation in group critique.
Unit 10	IN-CLASS EXERCISE: Draw It With Your Eyes Closed - Drawing #3 GROUP CRITIQUE: Analyze drawings and identify P&E of Design DESIGN MOVEMENTS & STYLE PPTX - assign topics for research and presentation	1, 2, 3, 5, 7	In-class - Principles & Elements of Design Drawings Participation in group critique.
Unit 11	LECTURE: CRAP Rules of Design, Gestalt Principles of Design AD ANALYSIS: Exercise in applying design rules to advertisements IN-CLASS EXERCISE: Reconfigure DIWYEC Drawings with consideration of design rules	1, 2, 3, 6, 7	GOOD AD/BAD AD Exercise In-class - Reconfigured Drawings
Unit 12	GROUP CRITIQUE: Reconfigured DIWYEC Drawings ASSIGN: GIG Poster Diptych In-class work to begin analysis of Poster. Write-up design analysis of GIG Poster analyzing varies P&E and other Design rules and principles.	1, 2	Participation in group critique DUE: Analysis of Poster - write-up in dropbox (Part of GIG Poster mark.)
Unit 13	PRESENTATIONS: Present Design Movements Research Presentation to class - pptx with images In-class work on GIG Poster Diptych	1, 2, 5	DUE: Designing Movements & Styles: Research Project
Unit 14	CRITIQUE: Present and critique final project - GIG Poster Diptych Write a review on someone else's project (part of the GIG Poster mark)	1, 2, 3, 4, 5, 6, 7	DUE: GIG Poster Diptych: Designing An Encore (Act II) (Mark includes 1 page write-up reviewing a peer's GIG Poster Diptych.) Participation in group critique.

## Assessment Requirements

<b>Assessment Task</b>	<b>Date/Weeks</b>	<b>Course Learning Outcome</b>	<b>Percentage</b>
Black & White Exercises	Due Unit 2	1,3,7	5%
Colour Exercises	Due Unit 2,3,4	1,3,4,7	15%
Elements of Design Quiz	Due Unit 5	1	5%
3 part mixed media collage exercises demonstrating elements & principles of design.	Due Unit 7 & 8	1,4,6,7	15%
In-class 3 part drawing exercise following verbal prompts to create non-representational line and tonal drawings. Drawings are then used to identify and analyze Principles & Elements of Design.	Due Unit 9 & 10 Principles & Elements of Design: Draw It With Your Eyes Closed Drawings	1, 2, 7	7.5%
In-class drawing exercises from previous week are reconfigured (cut up, re-organized and enhanced) to create new works that highlight various design rules and principles (CRAP Rules of Design, Gestalt Principles, Rule of Thirds, Dynamic Symmetry, etc.)	Due Unit 11 Draw It With Your Eyes Closed Drawings	1, 2, 3, 6, 7	7.5%
In-class analysis of advertisements using Design Language	Due Unit 11 Ad analysis exercise	1,2	5%
4 Part Exercise using black squares to illustrate Principles of Design and Communicate Ideas	Due Unit 12 Black Squares Project.	1, 2, 3, 6, 7	10%
Each student is assigned a specific Design Movement or Style (Bauhaus, Goth, Art Deco, etc.) to research. Students present a 5-7 minute pptx presentation to class showing images and using design language to describe characteristics of the style.	Due Unit 13 Designing Movements & Styles: Research Project	1, 2, 5	10%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Choose a GIG Poster from the provided anthologies. Scan and print out the poster to actual scale. Do a 1 page write-up analyzing the colour palette / combinations, various design rules and principles and stylistic approach of your chosen poster. Use any medium to create a companion piece to the original poster. Your work must be exactly the same size but should NOT be a copy or bear close resemblance. You SHOULD however ILLUSTRATE and EMULATE identifiable design attributes from the original poster. Your "Encore" artwork should look totally different, but use the same design rules, principles, elements, and/or colour palette as the original poster. Assessment includes 1 page write up analyzing original poster, "Encore" artwork (second poster) created to scale, 1 page write up reviewing one of your peer's GIG Poster Diptych.	Due Unit 14 GIG Poster Diptych: Designing An Encore (Act II)	1, 2, 3, 4, 5, 6, 7	15%
Engagement and Contribution to class activities		1-7	5%

Late assignments may be penalized 10% for each day that they are late. Late assignments will not be accepted after 3 days (30%) unless there are extenuating circumstances that have been discussed with the instructor, and the instructor has agreed to extend the deadline. Late work beyond 3 days will not be accepted without arrangements made with the instructor.

## Exemption Contact

Program Coordinator  
VCA  
Haliburton Campus

## Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

## Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

**Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at [freedomofinformation@flamingcollege.ca](mailto:freedomofinformation@flamingcollege.ca) or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.**

1. Final grades in this course are assigned based on the level of achievement which corresponds to the assessment plan as noted in this course outline.
2. Students are expected to submit assignments and projects at the specified time and location and in the correct format. This enables faculty to provide timely and appropriate evaluation for the student's work. Work not submitted according to the required terms may receive a grade of zero.
3. Students are responsible for work missed due to absence. It is highly advisable to consult with faculty well in advance of planned absences or when deadlines may not be feasible.
4. Whatever the reason, missed evaluations and due dates for assignments, including those missed due to illness, will be dealt with by faculty.
5. The learning sequence, assignment weighting, and assessment plan may be subject to change. See Academic Regulations.
6. It is the responsibility of faculty to promote a safe, constructive and comfortable learning environment. For this reason, students may be asked to refrain from using headphones and cell phones in classrooms and studios.

Faculty and learners will be ever mindful of, and practice all relevant Health and Safety rules, demonstrating care and concern for themselves, others, and the environment.