



**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**I. Course Information**

**Subject:** ART  
**Course Number:** 130  
**Descriptive Title:** Two-Dimensional Design I  
**Division:** Fine Arts  
**Department:** Art  
**Course Disciplines:** Art

**Catalog Description:**

This course introduces the elements and principles of two-dimensional design and provides instruction in the fundamentals of graphic communication.

**Conditions of Enrollment:**

**Course Length: Full Term**

**Hours Lecture (per week):** 2  
**Hours Laboratory (per week):** 4  
**Outside Study Hours:** 4  
**Total Hours:** 108

**Course Units:** 3

**Grading Method:** Letter Grade only  
**Credit Status:** Credit, degree applicable

**Transfer CSU:** Yes Effective Date: Prior to 07/1992  
**Transfer UC:** Yes Effective Date: Prior to 07/1992

**General Education:**

ECC

**Term:** Other:

**CSU GE:**

**Term:** Other:

**IGETC:**

**Term:** Other:

## **II. Outcomes and Objectives**

### **A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)**

#### SLO #1 Formal Analysis

Students will be able to demonstrate an understanding of the principles and elements of design and the ability to use the formal vocabulary in the evaluation and analysis of works of art.

#### SLO #2 Self-Critique

Students will be able to demonstrate the ability to analyze and assess their own design projects.

#### SLO #3 Two-Dimensional Composition

Students will be able to design and execute original two-dimensional compositions, using professional tools and materials.

### **B. Course Objectives (The major learning objective for in this course are listed below)**

1. Assess the purpose, scope, and specifications of design projects and formulate solutions by applying the appropriate formal and conceptual approaches.
2. Translate preliminary sketches and concept drawings into finished art work using appropriate media, materials, and equipment.
3. Compose designs using the principles of pictorial organization: balance, rhythm, dominance, sub-dominance, repetition, and unity.
4. Manipulate and synthesize line, shape, value, texture, and color to create spatial effects, pictorial structure, and expressive imagery.
5. Create a variety of compositional effects and emphases through the use and integration of pictorial strategies including space (two-dimensional and three dimensional), figure/ground relationships, symmetry, asymmetry, approximate symmetry, focal point, pattern, volume, chiaroscuro, and tenebrism.
6. Explore, invent, and apply different line types to generate a variety of compositional and expressive effects.
7. Create designs that incorporate the principles and characteristics of color.
8. Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art.
9. Examine, compare, and analyze historical and contemporary examples of two-dimensional art, within a global context.

## **III. Outline of Subject Matter**

**(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)**

### **Major Topics**

#### **I. Formal approaches to the translation of ideas and visual experiences using the elements of pictorial organization (6 hours, lecture)**

- A. Line
- B. Shape
- C. Value
- D. Texture
- E. Color Balance
- F. Rhythm
- G. Dominance
- H. Sub-dominance Repetition
- I. Unity

## **II. Compositional Strategies (6 hours, lecture)**

- A. Two-/three-dimensional space
- B. Negative/positive shapes
- C. Figure/ground relationships
- D. Symmetry, asymmetry and approximate symmetry
- E. Focal point
- F. Pattern
- G. Transparency
- H. Volume
- I. Chiaroscuro
- J. Tenebrism

## **III. Color Relationships (6 hours, lecture)**

- A. Primary
- B. Secondary
- C. Intermediary
- D. Tertiary
- E. Triadic
- F. Analogous
- G. Complementary
- H. Split-complementary

## **IV. Color Characteristics (6 hours, lecture)**

- A. Hue
- B. Value
- C. Temperature
- D. Intensity

## **V. Introduction and development of skills in a variety of mediums (34 hours, lab)**

- A. Preparing sketches and concept drawings
- B. Modifying and refining preliminary drawings
- C. Translating rough drawings using variety of mediums such as; ink, marker, construction paper
- D. Preparing artwork for display

## **VI. Analysis and Criticism of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities (6 hours, lecture)**

- A. Formal and conceptual approaches
- B. Purpose and techniques
- C. Image and expression
- D. Composition and graphic communication

## **VII. Two-dimensional Art (6 hours, lecture)**

- A. Contemporary trends
- B. Materials
- C. Approaches

## **VIII. Articulation and comprehension of the basic elements and principles of two-dimensional art (10 hours, lab)**

- A. Analysis of two-dimensional art

## **IX. Format of Conceptual Approaches (28 hours, lab)**

- A. Purpose
- B. Scope
- C. Specifications of designed projects

D. Formulate solutions

<b>Total Lecture Hours:</b>	36
<b>Total Laboratory Hours:</b>	72
<b>Total Hours:</b>	108

#### **IV. Primary Method of Evaluation and Sample Assignments**

##### **A. Primary Method of Evaluation (choose one):**

3) Skills demonstration

##### **B. Typical Assignment Using Primary Method of Evaluation**

Divide a volumetric subject into light, middle, and dark tones, using a cropping technique which allows negative shapes to compete equally with positive shapes. Create a design that depicts an equivocal space illusion using the principles of light logic.

##### **C. College-level Critical Thinking Assignments**

###### **Critical Thinking Assignment 1:**

Using contour line, visually simplify an image into major shapes and subdivisions. Create a composition applying the principles of dominance and subdominance in conjunction with positive/negative spatial relationships.

###### **Critical Thinking Assignment 2:**

Create a design emphasizing the principles of atmospheric perspective, and incorporate the illusion of foreground, middleground, and background.

##### **D. Other Typical Assessment and Evaluation Methods**

Class Performance, Homework Problems, Other (specify)

#### **V. Instructional Methods**

Demonstration, Lab, Lecture, Other (specify)

If other:

***Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.***

#### **VI. Work Outside of Class**

Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Study

If Other:

## VII. Texts and Materials

- A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**  
Stephan Pentak and David Lauer, Design Basics, 9th Ed., Wadsworth Publishing, 2015 (Discipline Standard)
- B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**
- C. Required Supplementary Readings**
- D. Other Required Materials**

## VIII. Conditions of Enrollment

**A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

Category:

**Requisite course(s): List both prerequisites and corequisites in this box.**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

**Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable**

**C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course:

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite:

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

**E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

Course Created by: Carson Gladson/Rodman de la Cruz on 04/26/1988

Original Board Approval Date:

Last Reviewed and/or Revised by: Andrea Micallef

Date: 03/17/2021

Last Board Approval Date: 05/17/2021