

2-D Design – Spring 2010 Calendar

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Week 1

1/12 -- I handed out the syllabus - <http://dedeharter.com/Calendar%20for%202-D.pdf> - and discussed the class policies. We reviewed the supply list and examples of some items. Students were asked to bring the following supplies to the next class – the drawing pad, ruler, triangle, and pencils.

1/14 – I handed out instructions for handmade books <http://dedeharter.com/Handmade%20Books.pdf> - and demonstrated how to properly tear pages for a deckled edge on all four sides. Students should tear 24 pages of 11" x 17" and complete steps one through three in the instructions. Next, students went to the library and printed out a copy of the Texture Rubbings exercise found on the class website, found under the Handouts link. Students should use the side of a pencil to complete this exercise and finish as homework. Bring to the next class all single star items listed on the syllabus and wax paper, Sobo glue, brush for glue, 2 large clips, unwaxed dental floss, sewing needle, and the cardboard from the back of the drawing pad.

Week 2

1/19 – Students completed through step 6 of the instructions for making the handmade books (sewing and gluing the book block). Students sliced their syllabus sheets in half along the centerline and attached the 4 pages into the pages of their book block – attachment should start with the backside of the second page (the first page is reserved for attachment to the covers). Next, the texture rubbings were cut apart and placed into the book block. Note taking should occur in the book block... and include lecture notes. We discussed the 7 Elements of Art: line, shape, texture, value, color, form, and space. I gave the following bookmaking terms (not in the textbook): deckle, signatures, and book block. We discussed the divisions of a ruler (eighths and sixteenths) and how to do the math for calculating the measurements needed in step 7 of the bookmaking instructions. Students should come to the next class with all single star items, fabric (for covering the book), wax paper, glue brush, and a laptop (if you have one).

1/21 – Students continued working on their handmade books and completed through step 4 of page 4. Once the glue is dry, students should test to see if the book block fits inside the book covers (covers should extend beyond the pages by 1/8" on all sides). If you have a poor fit, you need to redo the covers for homework. Next, I lectured on the qualities of line – line weight (thick/thin), calligraphic line, expressive vs. controlled, line continuous/discontinuous, implied line, and the connotations associated with various line orientations (horizontal, vertical, and diagonal). We discussed other vocabulary as well – picture plane and the 3 visual categories of representational, abstract, and nonobjective. If you missed this lecture, please get notes from another student and read about the vocabulary in chapter 1. I distributed a new assignment - <http://dedeharter.com/Texture%20Inventory.pdf> and we looked at artist books on the web, found at http://wsw.hvi.net/php/artist_books_archive_viewer.php For homework, students should complete step 4 on page 4 of the instruction sheet

for making the handmade books, complete half of the Texture Inventory assignment, and read chapter 1.

Week 3

1/26 – Students completed the steps on page 5 of the instruction sheet for making the handmade books. Students continued working on Assignment 1. For homework, students are to finish reading chapter 1, have Assignment 1 completed for critique on Feb. 2, and put 2 to 3 thin coats of Mod Podge on the outside book covers (applies to students that have removed their books from the press).

1/28 – I discussed vocabulary terms: shape, positive/negative space, figure/ground, figure-ground reversal, rectilinear/curvilinear shapes, geometric/organic shapes. (all of these are in chapter 1). Other vocabulary: symmetry (bilateral, radial), near symmetry, asymmetry, balance, unbalance, composition, unity/variety (all of these are in chapter 3). Please become familiar with the artist M. C. Escher and his work that demonstrates figure/ground reversal (chapter 1). I distributed black construction paper and students used it to complete two class work exercises called Designs from Shapes, see <http://dedeharter.com/Designs%20from%20Shapes.pdf>. Next, I gave a visual presentation of artwork by those who utilize line as an important part of their designs: Paul Klee, Jackson Pollock, Piet Mondrian, Keith Haring, Vic Muniz, and Paula Scher. I distributed Assignment 2 called Slicing the Puzzle, <http://dedeharter.com/Slicing%20the%20Puzzle.pdf> and we looked at several student examples/grades associated with this assignment. For homework, students are to finish putting layers of Mod Podge on the outside book covers, complete the class work exercises, complete Assns. 1 & 2 for critique next class, and finish reading chapter 1.

Week 4

2/2 – We critiqued Assns. 1 & 2. These will be collected on 2/16 for grading. We discussed the vocabulary terms: value gradation and volume. I gave a new handout of exercises for the handmade book called "Expressive Line", see <http://dedeharter.com/Expressive%20Line.pdf>. We discussed these and students starting working on them. The homework is to read chapter 3 and to bring to the next class the paints, brushes, palette, palette knife, and cup. Some students may want to redo one of their assignments because of what they heard in critique – more black paper can be found in the drawers inside the classroom marked HARTER.

2/4 – We discussed the vocabulary terms: value, contrast (high/low), definition (high/low), emphasis, and gestalt. These terms are in chapters 1 and 3 of your text. I gave an alternate definition for gestalt – the whole is worth more than the sum of its parts. Students continued working on the Expressive Line exercises during the first hour. Next, I gave a demo of how to paint with gouache. Students worked on an exercise for the handmade books which was to make five 5-step

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gradation scales for each of the following: pencil shading, black marker stippling, black marker hatching/crosshatching combination, gouache paint (using black and white tubes), and found text from magazines or printouts. All gradations are to be 1" squares, occurring on the same page. Next, I gave a handout called Compartmentalized Shapes, Assignment 3, see <http://dedeharter.com/Compartmentalized%20Shapes.pdf>, and we discussed Part I. For homework, students are to complete all classwork exercises, finish reading chapter 3, complete Part I of Assn 3 (doing the 5 thumbnails), and bring in an item next time to class as instructed in Part II in Assn 3.

Week 5

2/9 – I discussed the concepts associated with Assn #3 (handout given on 2/4) which are abstraction, unity, proportion, balance, and craftsmanship. Students started work on Part II of this assignment. As a minimum, students should have completed a full scale drawing of each rectangle in the design and a full scale drawing of the factual silhouette of their chosen tool in their handmade book.

2/11 – Students continued working on Assn 3, the Compartmentalized Shapes. I discussed a new vocabulary term, trompe l'oeil, and an artist, Julian Beever, who works in that style. Beever's work can be found on the web at: <http://users.skynet.be/J.Beever>. I announced that I will be grading the handmade books on 2/18. For homework, students are to complete all drawings in full scale for Assn #3, print out a color copy example of their choosing of Julian Beever's work and place it in their handmade books with a label stating artist name and style, and read chapter 2. Bring to the next class your textbook, paints and associated painting supplies, and Assns 1 and 2 which will be collected for grading.

Week 6

2/16 -- I distributed a checklist for exercises in the handmade book, see: <http://dedeharter.com/handmade%20book%20checklist.pdf>. All exercises should be complete for grading next class. I announced there would be a written exam in 2 weeks, Tuesday, March 2. I distributed grey and black Canson paper and students used it to complete their Compartmentalized Shapes assignment. I gave a lecture and slide presentation on color theory, chapter 2. All terms/images are in our textbook except for one additional term: a double complementary color scheme. For next class, students should bring their handmade books for grading and bring their textbooks.

2/18 – Students drew a large doughnut shape in pencil on an 8" x 10" piece of Bristol or watercolor paper and painted a color wheel like the one in figure 2.12 in the textbook. The color wheel should be painted using only 3 tubes of paints -- primary red, primary yellow, and primary blue to -- make all of the 12 colors pictured (the center of the doughnut should be left blank). The color wheel should contain no text; it will be referenced for future exercises and exams. Students were given an opportunity to look through a loupe at a magazine printout to see the printed dots of process colors used. I gave a handout for the next assignment, Color Inventory, see: <http://dedeharter.com/Color%20Inventory.pdf>. I demonstrated how to use drafting tape in regards to the painting process. Students began work on the Color Inventory. For homework, students are to complete the Compartmentalized Shapes assn. for critique on Tuesday, 2/23.

Week 7

2/23 – We critiqued the Compartmentalized Shapes assignment. Students continued working on their Color Inventory assignment.

2/25 – I gave a review for the upcoming midterm exam, which occurs next class. I announced Tuesday, 3/9, as the due date for turning in Assns. 3 and 4. Students did an exercise of painting three 7-step gradations for placement in the handmade books. On a single page, three rows of seven 1-inch squares were drawn as prep. Next, within each row, two complementary colors of gouache were chosen by the student and painted into each extreme end. And finally, the remaining five squares within each row, were painted with even steps of gradation between the color complements, using just the two colors for mixing. Next, our class went to the gallery in the Fine Arts building and viewed the student competition exhibit. Students are to photograph one piece of artwork of their choosing within the exhibit, print the picture, and write a 2-paragraph critique/review about it using 10 vocabulary words taken from chapters 1, 2, and 3. The picture and review should be placed in the handmade book. The homework is to study for the exam, print a color copy of the color squares painted in the Color Inventory Assn. in prep for the next exercise, and do the critique/review. Make sure to bring the color wheel next class.

Week 8

3/2 – Students took the written midterm exam. I gave a handout called Color Value, see <http://dedeharter.com/Color%20Value.pdf>. Students were reminded that I will collect assns 3 and 4 for grading on Tuesday 3/9. If anyone needs a digital camera for completing the critique given on 2/25, equipment and assistance is available in the library's Media Center.

3/4 – The midterm exams were graded and returned. We reviewed correct answers to the midterm questions, as these will provide a study guide to the final exam, a comprehensive test. I gave a handout for Assignment 5 called Take a Letter, see <http://dedeharter.com/Take%20a%20Letter.pdf>. Students started drawing their 12 thumbnails for this project. The homework is to complete the 12 thumbnails and to bring Assns 3 and 4 for grading – Compartmentalized Shapes and Color Inventory.

Week 9

3/9 – We reviewed the attendance and grading policies stated in the syllabus. I announced the deadline for applying for entry into the Interior Design program has been extended until March 12 (see the VSU website for further details). I collected Assns 3 and 4 for grading – the Compartmentalized Shapes assn. and the Color Inventory assn. I gave an exercise for the handmade books – paint two 1.5" squares of grey. The first grey should use a mixture of black and white paint. The second is a chromatic grey and should be a mixture of paints other than black and white paint to achieve a grey. Next, I reviewed each student's thumbnails for the Take a Letter assn in prep for making a large version in paint. Students worked on drawing and painting the large version. The homework is to complete or nearly complete the Take a Letter assignment... we will critique these during the second half of next class.

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Week 9 (continued)

3/11 – I gave an exercise for the handmade books – paint a rectangle the same exact hue as the given fabric swatch (for those who missed this, swatches are stored in the upper drawer in the classroom marked HARTER). Complete the exercise by attaching the swatch and making a painted version of the same size. Next, we critiqued Assn 5, the Take a Letter project. For homework, students are to make any necessary changes to Assn 5 in prep for turning in a final version for grading on Tuesday, 3/23. Also, students are to read pp. 91-98. Spring break is next week.

-- SPRING BREAK --

Week 10

3/23 – Students turned in Assn 5 for grading and I handed back Assns 3 and 4 with grades. I discussed vocabulary terms: linear perspective, 1-pt. perspective, 2-pt. perspective, vanishing point, horizon line, and lines of convergence. I demonstrated perspective by drawing a 1-pt. box and a 2-pt box, once as solidly opaque and once as transparent. Students did a pencil drawing in their handmade books of boxes in 1-pt. perspective -- 3 boxes above the horizon line, 3 boxes below the horizon line, and 1 box at the horizon line. The exercise was repeated on a new page for 2-pt. perspective boxes. On yet another page, students drew the 3-letter initials of their name using 1-pt perspective, shown below eye level. The letters should appear as if they were dimensional forms and the letters should have 3 values of textures added to them with a light source from above. Next, I gave handouts for the Sun/Moon Symbols Assn. (see <http://dedeharter.com/Sun%20-%20Moon.pdf>), Final Project – Option A (see <http://dedeharter.com/Final%20Project%20Option%20A.pdf>), and Final Project – Option B (see <http://dedeharter.com/Final%20Project%20Option%20B.pdf>). I gave a slide presentation about all three. For homework, students are to finish the exercises given today.

3/25 – I handed back Assn 5 with grades. Students started making thumbnails in their handmade books for the Sun/Moon Assignment. Later, we went to the VSU Gallery and viewed the works of Po Chi Chu and Mary Stewart. For homework, students should complete all thumbnails with shading, sketch out one full size version, and bring their black mat board and foam core to the next class.

Week 11

3/30 – I gave a demonstration of cutting mat board frames in room 2014 of the UC. Those who missed this should bring mat board to class next time and get with another student. Students continued working on their Sun/Moon assignment, painting their full-scale version and cutting their mat board / foam core to size. Students were asked to sit at my computer, with side lighting shining on them, and take a picture of themselves (head and shoulders) in PhotoBooth. Those who missed this should get a digital picture made of themselves and bring it to the next class. The homework is to finish painting the full-scale version and to bring tracing paper (optional) to the next class.

4/1 – We discussed 3 methods of achieving an illusion of depth – linear perspective, overlapping shapes, changes in scale (see 4/6 for a 4th method). I gave students a new handout, 4-Portrait Harmony, (see <http://dedeharter.com/4-Portrait%20Harmony.pdf>). I sent everyone who attended class on 3/30 an email

with an altered version of their portrait, for use in the 4-Portrait Harmony assignment. Students printed out the portrait, sized at 9.25” high and 7” wide, and began tracing the main contours with black marker onto copy paper, for eventual transfer to Bristol paper (a two-step process). I gave a demo of how to transfer line drawings using pencil – if you missed this, consult with a classmate. For homework, students are to complete their Sun/Moon Assn for crit on Tuesday and complete the first painted portrait of the 4-Portrait Harmony Assn.

Week 12

4/6 – We discussed the term atmospheric perspective (see chapter 4). We had a critique of the Sun/Moon assn. Students continued working on the 4-Portrait Harmony assn and brainstormed ideas for the Final Project. Due dates are as follows: Tues. 4/13 – critique of 4-Portrait Harmony; Thurs. 4/15 – turn-in for grading Sun/Moon assn. and 4-Portrait Harmony assn.

4/8 – Students continued working on the 4-Portrait Harmony assn and brainstormed ideas for the Final Project. I listed a few ways to achieve “brownie points” for obtaining a better score on the Final Project: (a) Make an entire deck of cards instead of just the minimum; (b) use design concepts we learned in class... I would particularly like to see repeating textures/patterning; (c) use innovative ideas... one way to do this is to relate the imagery to YOU and YOUR life; and (d) make an accordian-style book. Due dates are as follows: Tues. 4/13 – critique of 4-Portrait Harmony; Thurs. 4/15 – turn-in for grading Sun/Moon assn. and 4-Portrait Harmony assn.; Tues. 4/20 – handmade book check (cumulative); and Thurs. 4/29 presentation and turn-in of Final Project. The homework is to have two FIRM ideas for the final project and to sketch these out in the handmade book. Also, students are to complete the 4-Portrait Harmony.

Week 13

4/13 – Students had a mini-critique of the 4-Portrait Harmony project by exchanging their work with a classmate and asking for comments. Students worked for the remainder of the class on any needed adjustments to the 4-Portrait Harmony assignment and on their final projects. Due dates are as follows: Thurs. 4/15 – turn-in for grading Sun/Moon assn. and 4-Portrait Harmony assn.; Tues. 4/20 – handmade book check (cumulative); and Thurs. 4/29 presentation and turn-in of Final Project.

4/15 – Students turned-in their Sun/Moon assn and their 4-Portrait Harmony assn for grading. Students continued working on their final projects. Due dates are as follows: Tues. 4/20 – handmade book check (cumulative) and Thurs. 4/29 – presentation and turn-in of Final Project. I announced that the VSU gallery critique, inside the handmade books, has 10 vocabulary words used in the text... these need to be highlighted or underlined.

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Week 14

- 4/20 – I handed back the graded assns for the Sun/Moon. I started grading the handmade books and will continue grading these on 4/22. Students continued working on their final projects. As a guideline, students should be halfway to completion on their final projects. I announced that we will have a review for the final exam on Tues. 4/27. I also announced that the on-line survey, Student Opinion of Instruction (SOI), is now available on-line through Banner and the completion of this survey will count as a grade towards your class participation grade. I gave the following list of important dates: Thurs. 4/29 – presentation and turn-in of Final Projects, Mon. 5/3 – SOI survey due date, Wed. 5/5 – 2:45-4:45 final exam (bring color wheel and ruler).
- 4/22 – I handed back the graded assns for the 4-Portrait Harmony. I continued grading the handmade books and will continue grading these on 4/27. Students continued working on their final projects. As a guideline, students doing cards should have their card deck completed by 4/27 so they have time to laminate and do the box. The list of important date is as follows: 4/29 – presentation and turn-in of Final Projects, Mon. 5/3 – SOI survey due date, Wed. 5/5 – 2:45-4:45 final exam (bring color wheel and ruler).