

## 2-D Design – Spring 2011 Calendar

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### Week 1

- 1/11 -- 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. I distributed drawing paper and I demonstrated how to properly tear pages for the upcoming handmade book project. Students tore six pages of 11" x 17". Students were asked to bring the single starred items on the supply list to the next class.
- 1/13 – I gave the following bookmaking terms (not in the textbook): deckle, signatures, and book block. I handed out instructions for handmade books <http://dedeharter.com/Handmade%20Books.pdf> - and students finished tearing 24 pages of 11" x 17". I asked students to attach all 4 pages of their syllabus inside their book block. I handed out the Texture Rubbings exercise (see <http://dedeharter.com/Texture%20Rubbings.pdf>) and the Texture Inventory assignment (see <http://dedeharter.com/Texture%20Inventory.pdf>). Students got started on their texture rubbings in class. For homework, students should complete the first page of instructions for making the handmade book, start reading chapter 1 of the text, finish drawing the grid for the Texture Inventory assignment, and complete the Texture Rubbings assignment. Students should bring all single star items next class and the cardboard (or book board) and fabric.

### Week 2

- 1/18 – I lectured on the 7 Elements of Art and the various types of line: continuous/discontinuous, calligraphic, line weight, implied line, and controlled/expressive. Students worked on sewing and gluing the signatures together of their handmade book and completed some of their Texture Inventory project. For homework, students are to buy their cardboard and fabric for their handmade book and bring those to the next class.
- 1/20 – I demonstrated steps of the bookmaking instructions – how to properly measure and cut covers, how to attach cover guides to the covers, how to attach fabric to the covers, and how to attach the book block to the covers. Students worked on their bookmaking and on their Texture Inventory. For homework, students are to finish reading chapter 1, finish the Texture Inventory assignment, and finish attaching their book covers to the book block.

### Week 3

- 1/25 – We had a short critique of the Texture Inventory assignments. I will collect these with the next assignment. I lectured on paper grain, line orientation, and shapes (organic, rectilinear, and curvilinear). I gave two handouts, Designs from Shapes (see <http://dedeharter.com/Designs%20from%20Shapes.pdf>) and Expressive Line (see <http://dedeharter.com/Expressive%20Line.pdf>) and some black paper. Students completed the Designs from Shapes and finished Part A of the Expressive Line exercises, all of which go in the handmade book. For extra credit, students may attend a viewing of the drawing show at The Turner Arts Center, located at 527 N. Patterson, from 5:15 to 6:00 on Thursday, 1/27.

### Week 3 (cont.)

- 1/27 – I lectured on symmetry, asymmetry, near symmetry, radial symmetry, and balance. I gave a handout for the Slicing the Puzzle exercise (see <http://dedeharter.com/Slicing%20the%20Puzzle.pdf>). Students were given black paper to complete it during class. We critiqued the outcomes. Students exchanged their exercises with each other and were asked to do a written critique and a photo printout within their handmade books (see the instructions sheet). I gave a handout for an Architectural Abstractions assignment (see <http://dedeharter.com/Architectural%20Abstractions.pdf>). Students were asked to read this over to brief them for what we will be doing next week. For homework, students are to complete the written critique for the Slicing the Puzzle exercise, finish the Expressive Line exercise (see 1/25), finish artwork of their choosing on the covers of their handmade book (no oil paint, no glitter, and nothing "cute", trite, or cliché), and seal the book covers with 3 lightly-applied layers of brushed on Mod Podge. I put out an email to announce that I will collect the Textures Inventory assignment on Tuesday, 2/1 for grading.

### Week 4

- 2/1 – Students exchanged with their Expressive Line exercise with each other and gave a peer-on-peer critique. I lectured about linear perspective and gave vocabulary terms for 1-pt. perspective, 2-pt. perspective, horizon line, lines of convergence, and vanishing point. Students drew two exercises in their handmade books. The first was a page devoted to 1-pt. perspective with 3 shaded boxes drawn above and 3 below the horizon line. The second was the same but for 2-pt. perspective. If you missed this exercise, get with another student for details and explore the website link: <http://studiochalkboard.evansville.edu/draw.html> to learn about linear perspective. Students began work on their Architectural Abstractions assignment (see 1/27). For homework, students should have one page of this assignment sketched in pencil.
- 2/3 – I handed back the graded Texture Inventory assn. Students were asked to gain my approval for their first sketches before continuing with the Architectural Abstractions assn. I lectured about value, optical value, hatching, cross-hatching, and stippling. I showed a PowerPoint of past student work for this assignment (see <http://dedeharter.com/AA%20Examples.ppt>). Students continued working on the Architectural Abstractions assn. For homework, students are to fully complete 2 of the 3 required pages of the Architectural Abstractions assn. and to read chapter 3.

### Week 5

- 2/8 – Students exchanged page 2 of their Architectural Abstractions assn. with a fellow student to have an informal critique. I lectured about value contrast (high/low) and value gradation. Students started working on page 3 of their Architectural Abstractions assn.

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### Week 5 (cont.)

2/10 – I lectured on the terms: representational, abstract, non-objective, trompe l'oeil, and Julian Beever. I gave a new handout of exercises called Gradation Scales (see <http://dedeharter.com/Gradation%20Scales.pdf>) and I gave a demonstration of how to paint with gouache. Students completed this in their handmade book. Next, I gave a new handout called Labyrinth Collage (see <http://dedeharter.com/Labyrinth%20Collage.pdf>). Students began making drawings for this assignment in their handmade books. For homework, students are to complete 5 drawings for the Labyrinth Collage and complete their Architectural Abstractions assn. for critique.

### Week 6

2/15 – We critiqued the Architectural Abstractions project. Students continued working on their Labyrinth Collage drawings (see 2/10). For homework, students are to complete 10 drawings, make multiple good-quality photocopies of the drawings (both enlarged and reduced). Also bring to class an 18" x 24" piece of paper (or illustration board) for attaching the collage and your completed Architectural Abstractions project for grading. Our next class meeting will start at 3:15 p.m., on Thursday, 2/17. We are meeting at a later time so that students have the chance to photocopy.

2/17 – I gave a handout for the Handmade Book Checklist (see <http://dedeharter.com/handmade%20book%20checklist.pdf>). The handout will serve as a grade sheet, each item worth 10 points. The mid-semester grading of the handmade books is Tuesday, 2/22. Students worked on their Labyrinth Collages. I gave a slide presentation about the Labyrinth assignment and showed examples of student work (see the PowerPoint at <http://dedeharter.com/links%20for%202-D.htm>). The Labyrinth assignment must be completed by Thursday, 2/24, for critique. For homework, students are to complete the 20 drawings for this assignment.

### Week 7

2/22 – I graded the handmade books. The grade counts as two assignment grades. I gave a handout called Take a Letter (see <http://dedeharter.com/Take%20a%20Letter.pdf>). I discussed the terms: serif, san-serif, thumbnail sketches, contrast (high/low), and unity/variety. Students began drawing thumbnail sketches for the Take a Letter. For homework, students should complete the Labyrinth Collage for critique next class.

2/24 – We critiqued the Labyrinth Collage assignments. Students continued working on their Take a Letter assignment. For homework, students are to complete any changes needed for the Labyrinth Collage assignment, complete the Take a Letter assignment for critique, and read chapter 2.

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### Week 8

3/1 – I collected the Labyrinth Collages for grading. We critiqued the Take a Letter assn. I gave a handout called Color Inventory (see <http://dedeharter.com/Color%20Inventory.pdf>) and students began working on it. We discussed sample midterm questions in prep for next week's written midterm. The midterm will cover chapters 1 and 3 and terms covered in class. For homework, students are to work on improving their Take a Letter assn (due Tuesday, 3/8) and study for the midterm (on 3/8).

3/3 – I gave a review for the upcoming midterm exam. I asked students to visit the Julian Beever website (see <http://users.skynet.be/J.Beever/>) and printout their favorite image by this artist in color. Students are to attach the picture into their handmade books and label it with the style (Trompe l'oeil) and the artist's name. Students continued working on their Color Inventory assn. For homework, students are to complete their Take a Letter assn., study for the exam, and do the Julian Beever exercise.

### Week 9

3/8 – Students turned in their Take a Letter assns for grading and took the written midterm. Next, students continued work on their Color Inventory. I gave a new handout exercise called Color Value (see <http://dedeharter.com/Color%20Value.pdf>). For homework students are to complete their Color Inventory and get a color copy printout of the color squares.

3/10 – I collected the Color Inventory assns. for grading. Students completed the Color Value exercise (see 3/8). Students were asked to paint a color wheel of their own design on an 8" x 10" page of Bristol paper. The wheel must be a 12-step color wheel made using gouache paint tubes of primary red, primary blue, and primary yellow (see chapter 2 example) and additionally show a tint, tone, and shade for each of the 12 hues using additions of black/white gouache. No text is allowed. For homework, students are to complete the color wheel.

### Week 10

Spring Break, no classes.

### Week 11

3/22 -- I gave two exercises for the handmade books. The first exercise asks for three 7-step gradations of complimentary colors. Each set is composed of adjoining 1-inch squares containing a color of the student's choosing in the first square and its color complement in the seventh square. The gradations are made by mixing the paint used in squares 1 and 7. The second exercise asks for two 2-inch squares of paint – one showing grey (using black and white paint) and one showing chromatic grey (using color mixture... okay to add a little white for brightening the result, but no black allowed). I had students take photo self-portraits for the new assignment 4-Portrait Harmony (see <http://dedeharter.com/4-Portrait%20Harmony.pdf>). I also handed out instruction sheets for the final project (see <http://dedeharter.com/Final%20Project%20Option%20A.pdf> <http://dedeharter.com/Final%20Project%20Option%20B.pdf>)

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### Week 11 Continued

For homework, students are to print out their posterized portraits and bring them to class. Also, students are to cut the 4 sheets of Bristol according to the directions listed on the 4-Portrait Harmony assignment.

3/24 – Students worked on their 4-Portrait Harmony project. For homework, the first portrait painting is to be completed.

### Week 12

3/29 – Students worked together in pairs and took a set of fabric swatches that I brought to class. Together they painted a matching color according to exact hue, saturation, and value. The painted version is painted the same size as the fabric swatch and both are placed side-by-side as an exercise in the handmade books. If you missed this exercise, extra fabric swatches are located in the top drawer marked HARTER. For the remainder of class, students continued work on their 4-Portrait Harmony project. For the next class, students are to bring a camera.

3/31 – I lectured about Process Colors and mass production printing processes, optical color, and the artist Georges Seurat. Students were given a loupe device to view a magazine color printout. Students were given an exercise to do in the handmade book – to paint 3 optical colors using dots of paint, the first one should use 1-color of paint, the second should use 2-colors, and the third should use 3-colors. When viewed at a distance these 3 optical colors should read as a color different than the actual paint. Students continued working on the 4-Portrait Harmony project. During the last hour, we went to the gallery in the FA building to view the Student Competition show. Students were asked to write a paragraph about a piece in the show. The write-up should describe the artist's use of color and include vocabulary that we have studied in chapter 2. The paragraph should be attached inside the handmade book, along with a photo of the artwork. For homework, students should complete the paragraph about color and complete 2 of the portraits in the 4-Portrait Harmony assn.

### Week 13

4/5 – I lectured about the additive and subtractive systems of color and the primary colors of each. And, I gave a slide lecture about the final projects. Students exchanged their gallery write-ups (see 3/31) for peer review. Students continued work on the 4-Portrait Harmony project.

4/7 – I lectured about primary, secondary, and tertiary colors and I reviewed the instructions for the final project. Students continued working on their 4-Portrait Harmony project and started their final project planning. For homework, students are to complete the 4-Portrait Harmony project and have two plans for the Final Project laid out in the handmade books, one plan for Option A and one for Option B.