

VIST 106
Spring '16
Davison

I. COURSE DESCRIPTION

VIST 106. Principles of Design II. (1-5) Credit 4.

Fundamentals of spatial design; theory of form; transformations additive/subtractive techniques as process; 3D composition; traditional modeling and construction techniques; formal visual analysis and critique.

Prerequisite: ARTS 115, VIST 105

II. INTRODUCTION

With the advent of the “digital revolution”, analogue, or manual/mechanical means of solving problems have become largely supplanted by digital means. Stated differently, since the computer has become the primary tool that most people use for conveying most of their ideas, more conventional or traditional tools and means have become under-utilized as well as generally misunderstood. Yet it is essential that any student of design, from pure art to architecture, needs to have an awareness of the fundamentals of the discipline, many of which can only be fully realized by traditional, physical means.

There are two terms that most aptly describe “design” (2 dimensional as well as 3 dimensional) in the context of essentials or foundational principles of visualization; those terms are “*vision*” and “*invention*”. *Vision* because visualization is fundamentally, well, visual. *Invention* because design, by its nature, is a creative process; to create is to invent. But real creation or invention amongst us humans seldom happens “*ex nihilo*” (from nothing) or “out of the blue”. The best design always involves *development* and that will be a core principle in this course.

The project emphasis of this course is 3 dimensional, and through 3 dimensional design, hopefully you will extend the spirit of designing from VIST 105 and continue to cultivate a sense of the critical thinking that is essential to being a good (specifically visual) designer. This course is project based (no tests per se) with a series of problems, usually in a sequence that brings knowledge from one learning experience into the next, so that it is reasonable to expect the projects to increase in sophistication and quality as the semester unfolds.

III. LEARNING OUTCOMES

1. Identify and demonstrate the vocabulary and techniques pertinent to working with a variety of three-dimensional media.
2. Develop an understanding of the relationship between viewpoint, perspective, space and form.
3. Demonstrate skills in the construction and realization of compelling forms.
4. Understand aspects of craft insofar as they interface and overlap with art.
5. Practice the interplay between 2 and 3 dimensions; how information is passed from one to the other.
6. Solve problems with the emphasis particularly on physical space, form and design within the parameters imposed by those dimensions.
7. Illustrate and apply aspects of light in the context of 3-Dimensional design.
8. Illustrate and apply aspects of color in the context of 3-Dimensional form.
9. Practice and analyze degrees of reduction and abstraction in sculptural form.
10. Analyze, evaluate and apply criticism as a means to develop creative works and personal expression.

Core Curriculum Learning Outcomes

	1	2	3	4	5	6	7	8	9	10
Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Weave Assessment Learning Objectives

	1	2	3	4	5	6	7	8	9	10
To Stimulate Visual Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Nurture Design Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Enhance a Multidisciplinary Focus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To Encourage Collaborative Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Strengthen Ethical Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To Improve Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

IV. COURSE TOPICS AND CALENDAR

Below is an outline of the subjects that we will cover; it is neither chronological nor complete.

Week 1: Drawing (always drawing!) as it relates to physical (3D) design; intro project 1; lecture/presentation, work on drawings, gather materials, designing within a particular medium; examples.

Week 2: Translation between 2 and 3-dimensional space; 1st models due; more drawing,
Week 2: The nature of illusionism; examples, discussion
Week 3: Optics and the appearance of things; working on, finishing project 1
Week 4: Present project 2; photograph project 1; discuss examples, gather materials, concept drawings
Week 5: Color and light; lecture/presentation, working in class on proj 2
Week 6: Composition and abstraction; discussion/presentation of project 3: light sculptures; work on drawings, gather materials
Week 7: Pattern and texture; more presentations; work in class on sculptures
Week 8: Desk reviews, class discussions, presentations of examples.
Week 9: Proj 3 due; review, photograph proj 3
Week 10: Organization of form and space; intro project 4 (final project), presentation/lectures, gather materials; divide into teams, preliminary drawings due, presentations
Week 11: more preliminary drawing, study models, presentation, parameters of actual sculptures. Discussion of structure, parameters of actual sculptures.
Week 12: Design development; presentation/lecture, working on final project, final surface tests due.
Week 13: Working on final project; presentation concepts, preliminary reviews.
Week 14: Finals in progress
Week 15: Final Review, photograph final projects.

V. REQUIRED MATERIALS

Straight edge (to be discussed)
30/60 degree or 45 degree triangle
18 x 24 drawing paper
smaller size drawing pad
pencils HB-6B
pens
charcoal pencils and sticks
oil pastels (suggest 24)
erasers - kneaded
water color pencils
soft pastels (suggest 24)
fixative

The above list contains basic supplies, much of which you may have from 105/115. Additional items will need to be purchased as the semester unfolds, including model/sculpture supplies. We will discuss those items as needed.

VI. TEXT

There is not a required text for this course though there will be periodic assigned readings, usually in the form of handouts.

VII. GRADING AND EVALUATION

There will be several “major” projects, likely 4, which focus on specific problems. There will also be a number of lesser “exercises”.

Grades will divide out like this:

Exercises	20%
Project 1	10%
Project 2	15%
Project 3	20%
Project 4	25%
Class participation	10%

Attendance: Attendance is essential to complete the course successfully.

Attendance in this class is mandatory. Punctuality is a symbol of professionalism and responsibility. Arrivals fifteen minutes after the scheduled start of class will be considered absent.

Unexcused absences: The fourth unexcused absence and each subsequent absence thereafter will result in a 5-point deduction from the final grade. Unexcused absences during scheduled final project reviews will result in a one-letter grade deduction from the project grade.

Excused absences: Both unexcused and excused absences have an impact on your ability to learn. Students with four or more absences should contact the instructor concerning completion of the design project or completion of the course.

University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu/>.

The working habits and the environment of other students should be respected. **The use of social networking sites and cell phone use in the studio is prohibited.** Use power tools in the shop area. Each student must ensure that his studio space is cleaned at the end of the semester. **Failure to clean up after the studio course is completed will result in a 5 point deduction from the final grade.**

American Disabilities Act: 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 contact Disabilities Services, in

Cain, Hall Room B118 or call 845-1637. For additional information, visit <http://disability.tamu.edu>.

Copyright: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets and additional problem sets and the contents of the class Web site. Because these materials are copyrighted, you do not have the right to copy the handouts, unless you are expressly granted permission. You have permission to make printouts of the on-line class notes and the class web site strictly for your use in this class.

Plagiarism: In this course, we want to encourage collaboration and the free interchange of ideas among students and in particular the discussion of reading and writing assignments and review questions, approaches to solving them, etc. However, we do not allow plagiarism, which, as commonly defined, consists of passing off as one's own the ideas, words, writings, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one form of scholastic dishonesty. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section on Scholastic Dishonesty.

Aggie Honor Code: “An Aggie does not lie, cheat or steal or tolerate those who do”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/.

Costs: Costs for materials will be between \$100 and \$200 depending on the materials selected for individual projects.

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