

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

CICE COURSE OUTLINE

COURSE TITLE:	Art Fundamentals	
CODE NO. :	GAS115	SEMESTER: Winter
MODIFIED CODE:	GAS0115	
PROGRAM:	General Arts and Sciences-Arts	
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MODIFIED BY:	Marnie Bunting, Learning Specialist CICE Program	
DATE:	Jan. 2013	PREVIOUS OUTLINE DATED: Jan. 2012
APPROVED:	"Angelique Lemay"	Jan. 2013

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<i>Dean, School of Community Services and Interdisciplinary Studies</i>	DATE

TOTAL CREDITS:	3
PREREQUISITE(S):	
HOURS/WEEK:	3

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I. COURSE DESCRIPTION:

This course is designed to introduce CICE students to the fundamentals of visual art. Students will experiment in a variety of art forms, using a variety of techniques and materials in an open-studio environment. Through the making of art projects, students will gain a basic understanding of the elements, principles, and methods of visual communication. Students will develop an appreciation for art by creating and evaluating art works of their own and others. Students will be responsible to purchase supplies required for the course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Demonstrate a basic understanding of the use of the elements of design and their principles in visual imagery.

Potential Elements of the Performance:

- identify the appropriate use of lines and planes in the creation of patterns and rhythm in visual imagery;
- identify the appropriate use of contrast and texture in the creation of mixed media collage, paintings and 3-D objects;

2. Demonstrate a basic understanding of the key principles in the use of colour in visual imagery.

Potential Elements of the Performance:

- identify the differences in hue, value and intensity when employing colour in collages, paintings, drawings and sculpture;
- explain how colour may convey an emotion, sensation or temperature in a visual image;
- identify expressive content due to the use of colour and texture in visual works.

3. Apply a basic understanding of the elements of design and colour in creating 2-D and 3-D art works.

Potential Elements of the Performance:

- demonstrate the proper use of design elements and principles in creating effective two-dimensional and three-dimensional visual projects;
- demonstrate sensitivity in the effective mixing of colour to convey emotion, sensation and/or temperature in a visual project.

4. Apply a basic understanding of painting, drawing, collage and sculptural techniques as explored during the class sessions.

Potential Elements of the Performance:

- demonstrate the proper use of chosen media in creating meaningful visual art projects;
- practice various art-making techniques through the maintenance of a visual journal;
- illustrate comprehension of art-making techniques demonstrated in class through the creation of the 'self-portrait project' on one's own time.

5. Analyze the effective use of media and stylistic techniques in conveying the interrelationship of design elements and their principles in the construction of visual imagery.

Potential Elements of the Performance:

- compare and contrast the effectiveness of acrylics vs watercolours vs dry media in creating thematic two-dimensional works;
- compare and contrast the effectiveness of a variety of textured and plastic (malleable) materials in creating free-standing structures;
- compare and contrast the material needs of creating 3-D ephemeral works as opposed to permanent 3-D structures;
- construct two and three dimensional projects where-in the use of specific design elements has been scrutinized and therefore, effectively organized and applied.

6. Synthesize one's experiences from in-studio explorations through the creation of self-directed visual imagery, culminating in the creation of the 'self-portrait project'.

Potential Elements of the Performance:

- organize the products of one's in-studio visual art explorations in terms of a hierarchy of successes in terms of skills attained and those needing more development;
- employ skills in the planning of a visual work based on the theme of 'the self-portrait';
- reflects one's understanding of the proper use of the fundamentals of design and colour in expressing 'the self';
- articulate the pros and cons of the resultant use of media, colour, and design elements.

III. TOPICS:

The following topics will be explored in two week intervals. In each class, participants will be led through a series of activities designed to explore the topics specific to that week. At the end of each two week exploration of the topic, participants will be required to submit their in-studio projects for evaluation. Please note that every attempt will be made to offer the topics as listed; the instructor reserves the right to add/remove topics as required.

In addition to the topics listed below, students will be required to maintain a visual journal (for which exercises will be assigned) and to complete a 'self-portrait' project based on the coupling of media/art-making techniques with design elements/principles as listed below.

1. Dry Media—line, plane, pattern and rhythm
2. Collage and Mixed Media—contrast, texture, positive and negative space
3. Wet Media (acrylics/watercolours)—colour (hue, value, intensity); overlap and transparency
4. Wet Media (acrylics/watercolours)—colour as sensation; texture and expressive content
5. 3-Dimensional Space—permanent constructions: balance, proportion, dominance
6. 3-Dimensional Space—ephemeral constructions: harmony, variety, movement.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

A text is not required for the course.

A variety of art-making supplies and tools will be needed to participate fully in the course. A supply list will be issued during the first class.

V. EVALUATION PROCESS/GRADING SYSTEM:

- 10% Attendance**
- 20% Visual Journal Exercises**
- 50% In-studio exercises—5 topics x 10 marks each**
- 20% Self-portrait Project—created outside of scheduled class time**
- 100% of final grade**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Please Note: GAS0115 Art Fundamentals is a 'studio' course and students will be expected to arrive on time, with supplies in hand, ready to participate fully in scheduled activities. As the studio/classroom will be used by other groups throughout the semester, it is expected that each student will be responsible for cleaning up after themselves and returning desks/chairs to their original position after use. Some storage will be available in G1501 for art works too large to be stored in student lockers.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.