

Art 103 : 3-D Foundation

Northern Illinois University

Spring 2014 | Mondays & Wednesdays 3:30 P.M. - 6:00 P.M. | AB 213

Instructor: Luis Sahagun

Office: AB 213 | **Office Hours:** By appointment

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Course Description: To develop and encourage creative interest in three-dimensional art via an intensive study of form, meaning, and structure.



Focus: Three dimensional communication, expression, composition, craftsmanship and concept development.

Objectives:

In this course, you will be expected to:

- Construct a variety of 3D forms, using dominance, balance, proportion, contrast, emphasis, and rhythm to create structures of increasing complexity;
- Learn 3D vocabulary, as listed in the textbook;
- Use at least three different idea generation strategies effectively;
- Explore the structural, compositional and conceptual implications of basic materials.
- Use a band saw, drill press, sander and basic hand tools effectively;

- Speak and write critically about personal and peer artworks and propose alternatives.

Course Fees and Distribution:

The \$25 fee is used for bulk orders of start-up supplies, basic tools, photocopies, visiting artist fees, and other costs directly related to instruction.

Required Text:

Launching the Imagination- A comprehensive guide to basic design (Mary Stewart)

Black Board: TBD

Art Adventures: Students are required to attend and write in their journals about 5 art adventures outside of class. Location examples would be Gallery 214, NIU Art Museum, Anthropology Museum, Jack Olson Gallery, and /or Chicago art galleries/museums.

Evidence of the art adventure must also accompany the writing (1-2 paragraphs) in your journals.

Assessment: Grades are based on three major factors.

- Is the work conceptually inventive? How many ideas did you develop? Were these ideas resonant, gripping, inventive, or memorable?

- Is the work visually and physically compelling? How well have the elements and principles of design been used to construct compelling objects? Is the craft appropriate to the concept

-How substantial is your learning process? Do you bring intensity, commitment, and energy to each class meeting? Do you arrive on time and bring the necessary supplies? Do you take risks and use your sketchbook regularly? Are your contributions to critiques substantial and supportive? To what extent do you help others learn

In addition to these general course criteria, specific assessment criteria will be stated at the beginning of each new project.

Attendance: It is Impossible to really “make up” missed demonstrations or critiques, and getting the information second-hand is rarely satisfactory. You are entitled to 3 absences, for any one additional missed class your final grade will be lowered by one letter grade as a penalty.

Come with your supplies in hand and ready to work!

NOTE ON CLASSROOM ETIQUETTE:

Cell phones and other devices are to be off and stored during class. If you have an emergency situation please alert your instructor at the beginning of class. The uses of headphones, and other insulating obstructions to hearing the instructor, are to be used as allowed by the instructor in class. Your brief time in this class is a valuable, applicable learning experience that needs your entire focus. We will be using the cell phone for investigation, documentation and as a learning tool. Drawing from your cell phone is prohibited.

Grades will be defined as follows,

A = Outstanding. Expansive investigation of ideas and excellent use of design elements and principles. All assignments completed on time, with at least one extra credit project done well. Insightful contributions to critiques. Goes substantially beyond basic requirements.

B = Above average: very good work. Substantial investigation of concepts and compositions; very good craft. All assignments completed on time, insightful contributions to critiques.

C = Average. All assignments done competently and completed on time; consistent contributions to critiques.

D= Marginal work, due to one or more late projects, limited investigation of ideas, poor craft, incoherent compositions, minimal contribution to critiques or more than 4 absences.

F = Unsatisfactory work. Course failure due to minimal idea development, poor craft, disjointed compositions, lack of participation, late assignments, or more than 6 absences.

The grade of "I" (Incomplete) is conditional. (According to the 2012-13 UG Catalog: "must be cleared no later than 200 calendar days from the end of the term in which the student received the grade..." According to the 2012-13 GRAD Catalog: "In no case may the deadline be later than 120 days after the last day of final examinations during the term for which the incomplete is assigned. The incomplete must be removed within 120 days.") After the deadline, the "I" becomes an "F." Grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the withdrawal deadline.

Grade Percentage Breakdown:

Participation: 15% Craftsmanship: 20% Concept: 25%
Creativity/Risk: 25% Concept: 25%
Journal/ Sketchbooks (Readings/Writings): 15%

Art Adventures: Students are required to attend and write in their journals about 5 art adventures outside of class. This means you must physically experience museum exhibits, art gallery openings, and artist lectures. Some local examples would be Gallery 214, NIU Art Museum, Anthropology Museum, Jack Olson Gallery, and /or Chicago art galleries/museums.

Evidence of the art adventure must also accompany the writing (1-2 paragraphs) in your journals.

Basic Supplies:

9x12 sketchbook	Glue gun
Xacto knife	Scissors
Sandpaper (400,500,600) Scotch tape & masking tape	

***Additional supplies and materials as needed**

PLAGIARISM POLICY

Plagiarism is a type of cheating that involves the use of another person's ideas, words, design, art, music, etc., as one's own in whole or in part without acknowledging the author or obtaining his or her permission. Plagiarism is not just restricted to written text, but is applicable to other works such as ideas, design, art, and music.

Types of Plagiarism

Plagiarism can occur in many ways:

1. Direct Plagiarism
2. Direct “patchwork” plagiarism
3. Insufficient citation of partial quotations
4. Paraphrasing (or summarizing) without citing sources
5. Insufficient citation of paraphrase (or summary)
6. Plagiarism of graphs, charts, figures, or images
7. Misinterpretation of materials as “common knowledge”

DISABILITY STATEMENT-This information must be included in the syllabus.

NIU abides by Section 504 of the Rehabilitation Act of 1973, which mandates reasonable accommodations be provided for qualified students with disabilities. Students with a documented disability on file with the University need to meet individually with the instructor during the first week of classes to discuss special

needs to attain appropriate accommodations for optimum achievement and success in this course.

Students with disabilities need to register with the N.I.U. Center for Access-Ability Resources [CAAR], located on the fourth floor of the University Health Services [815-753-1303], the designated office on campus to provide services and accommodations to students with diagnosed disabilities.

Your success as a student is of utmost importance to me. If you have a disability or any

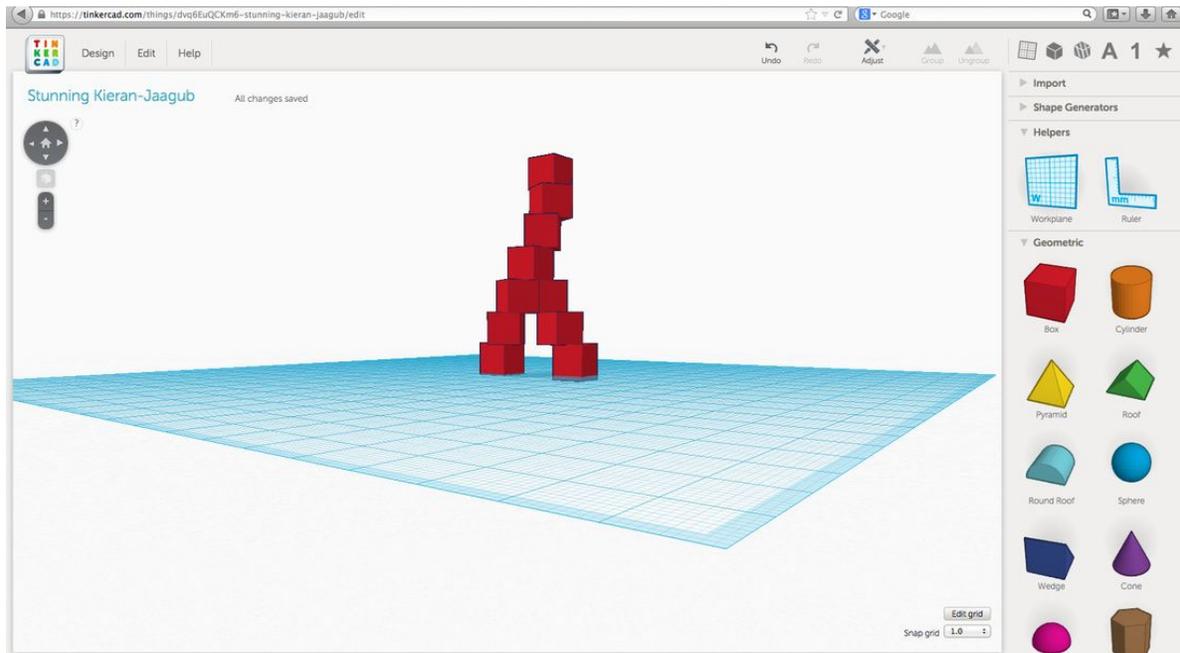
other special circumstance that may have some impact on your work in this class, and for which you may require special accommodations, please contact me early in the semester so that accommodations can be made in a timely manner. You should note, however that accommodations may not be made if you have not registered with CAAR

SYLLABUS CHANGE POLICY

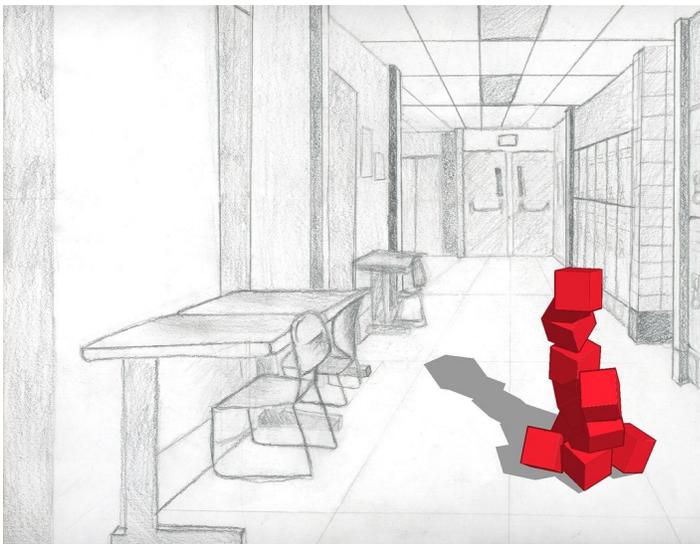
This syllabus is a both a guide and a legal contract. While every attempt is made to provide an accurate overview of the course unanticipated circumstances or events may make it necessary for the instructor to modify the syllabus during the semester. Such circumstances may arise as a consequence of the progress, needs, and experiences of the students, or may result from other extraneous circumstances. Changes to the syllabus will be made with advance notice so as not to disadvantage students. Should the indicated change present any unanticipated difficulties please contact the instructor immediately.

Assignment Example:

3D C.A.D: Invent to Learn (*images are from student work)



3D C.A.D: Invent to learn, is a project that merges 2d drawing and 3d design into one world. This classroom collaboration allows for students to combine their strengths and participate together to develop a 3 part schematic for a hypothetical campus based sculpture proposal. The learning targets for this project are fundamental in today's constantly growing technological culture.



Learning Objective:

- To expose 3d foundation students to a computer aided design process.
- To learn basic 3d software knowledge including shape, scale, copy & paste manipulation, basic camera controls, and an understanding of X,Y, and Z grid axis.
- Simple guide to exporting for 3D printing (Makerbot printer).
- How to combine (import/export)

Adobe Photoshop files with 3D Software (tinkercad).

-Common 2D & 3D practices for creating art exhibition proposals.

Assignment Example:

Fragmented Objects: Abstraction Through Scale (*images are from student work)



Guidelines: Find a common everyday object. Crop a portion of it and recreate a composition as a 3D model. Alter the scale to abstract the portion of the object. Alternate option: Combine 1 portion of 3 different objects into one cohesive design. Design must be larger than 12" in all directions.

Learning Objectives:

- To understand that abstract art is based on imagery from the real world.
- Learn how to alter shapes with scale as a means to abstract.
- To work on developing a strong craftsmanship.
- To discern the "stripping down" of color from objects.

Materials:

Choose one raw material. Must be monochromatic. Examples are foam core, cardboard, or fabric.

Possible Tools:

Exacto knives, tape, strong adhesive/ hot glue, wood laminate (no thicker than 1/4 in)? bandsaw? chop saw? sewing machine? ETC.

Assignment Example:

Urban Mining: The city is our studio. (*images are from student work)



Learning Objective:

- To learn about an artwork's content and context, how materials can contain meaning.
- To develop a "can do" attitude by using our creativity to be resourceful.
- To use collaboration as a means to maximize our art supplies and other resources.
- To learn how to safely take apart found objects in order to amplify their artistic use.

Guidelines:

-With your group, dive into our community and salvage materials that may be used to create a 3D painting.

Group 1 (earth): find materials that come from our earth (grass, branches, rocks, etc).

Group 2 (Human): find materials that were intervened by humans (plywood, small furniture, cardboard, etc)

-Only using a \$10 bill, independently go to a store and buy paint and supplies to glue or attach with (feel free to buy any other items if you have \$ left over). Remember to be creative, think about where you are going to shop, how can you maximize your money?

-Create a 3 dimensional painting (must hang on wall) that incorporates at least one material from each group and has evidence of class bartering.

-Focus on manipulating the material to make it your own. Is there a meaning? Humor? Beauty? Etc.

Class Activity Example:

Inside / Out- Skeleton of an Object

Task: Find an object that inspires you or that you consider interesting. Then using your sketchbook begin to sketch out what you think the skeleton (insides) of that object may look like. Then break/deconstruct the object using hand tools. Using the basic elements of design such as line, shape, and texture create a three-dimensional sculpture with the broken parts.

Objective:

- To learn how objects are manufactured.
- To learn the basic principles of drawing in space, and to understand the importance of compositional hierarchies.
- To have fun in breaking things.

Linear materials May Include (but not limited to): wire, wood dowels, sticks, twigs, pencils, pens, straws, small scrap wood, and cardboard.

Tools: glue gun, found object, hand tools.

Vocabulary Words: Deconstruction, Line, Volume, Texture, Positive/Negative Space.



Class Activity Example:

Hand Waxing Mondays- Fun heals the cold.

The cold weather in Chicago can be cruel, so let's warm up! During winter we will be covering our hands in warm wax. A two person team of students will go once each day, together they will brush wax onto their hands to make a plaster mold of their hands.

Objective:

- To learn the basic practice of mold making.
- To warm up during cold days.
- To have fun.

Tools & materials provided:

- Poly skin-safe wax, brushes, plaster, and a hot plate.

