

2D Design and Color

Course: AVT 104-002, CRN 10978

Time: Tuesday/Thursday 1:30-4:10 PM

Location: Art and Design Building, Room L002

Spring Semester: January 22nd - May 16th

Instructor: Andy Yoder

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Course description

The focus here is on developing ideas, working out techniques and bringing flat, 2-dimensional imagery to life. It's also about problem solving, developing critical thinking, and having fun while working hard. We will use drawing, painting and collage to explore the fundamentals of 2D design such as value, texture, space, contrast and proportion. These techniques, along with the use of color, will become useful tools to help develop and express ideas, along with the individual personality of each student.

Sketchbooks

Use these at least once a day, and soon an obligation will become an extremely useful habit! Even the smallest doodle or observed sketch can lead to a new idea. It becomes a tool to help you work out problems, becoming an extension of your brain while saving you valuable studio time. Most importantly, sketchbooks help connect your eyes to your hands.

Attendance/Participation

This is an extremely important aspect of the class. Arrive on time, as I will take attendance, and only two excused absences are allowed during the semester. If you can't make it to class for whatever reason, be sure to email me beforehand. During critiques, active participation is a requirement. This will not only make the crits enormously more fun and interesting, but also sharpen our thinking and lead to insights that might otherwise get missed. Pay attention during demonstrations, and come to class ready to work.

Field Trips

Visits to DC museums and art galleries, along with attending Art Department special events and openings, are a requirement of the course that you will get huge benefits from. Studio art majors are required to make at least one of the Saturday bus trips to NYC, but non-art majors should try as well; seeing current shows in New York's galleries and museums is hugely energizing!

Grading

In my classes, it all comes down to effort, and putting in the time. I've found that as long as you really apply yourself, the results take care of themselves. Your grade will be based on my evaluation of the following:

- The effort and imagination you apply to your work
- Your individual progress gaining skills and developing work
- Active participation in class and during crits
- Sketchbook
- Attendance
- Meeting deadlines

Letter grading is especially hard to apply to visual art, but here is the framework I use:

A: over the top, far exceeding the requirements, with sustained effort & imagination

B: above average, and slightly exceeding the requirements

C: average effort while meeting the requirements

D: below average effort, reflected in the work, i.e. “mailing it in”, and missed classes

F: did not meet the requirements, missed classes, and work is clearly unsatisfactory

Studio Maintenance and Civility Rules

- If you don't know, ask
- Wear proper safety gear
- No food or drink on machinery
- No cell phones, headphones in the wood or metal studio
- Report broken machinery to faculty or technician immediately
- Never use a tool before receiving proper instruction
- Clean and return studio tools to proper storage area after each use
- Put your work in storage areas and clearly label at end of every class
- ID required for all non-class time tool use
- Clean up after yourself
- Treat people with respect

During the Semester

- Avoid wearing dressy clothes to class (dirt and drips happen)
- Sketch your ideas
- Expect to spend at least 6 hours working outside of class

During Critiques

- These will start at the beginning of class, after we set up the work
- Use the entire studio or SoA building to present your work
- Each student will have 5-12 minutes for discussion and crit
- Articulate your process and idea development honestly
- Make notes of your thoughts, ways to improve, or questions
- Most importantly, SPEAK UP! There is no such thing as stupid questions or bad ideas.
It's not a competition, and the more everyone contributes the more we'll get out of the discussion

Materials & Supplies

Make sure you have these on hand before class, rather than taking class time to gather them. We will also discuss materials before each project to help you with this. From campus, Michael's or Plaza Art Supplies are both great sources for these, and both offer discounts. Each is a short drive away; car pooling is the way to go if you don't have a car!

- Sketchbook, 9x12" or larger
- Drawing pencils: 8B, 6B, 2B, HB, 2H, 6H
- Pad of 18x24" Bristol or drawing paper, smooth surface. Important: do NOT get a newsprint pad. They are cheaper, but newsprint is awful to work on, and it sucks the life out of drawings
- Kneaded eraser, or a good strong pink-or-white one
- A handful of markers and pens, whatever you have around.
- Box cutter or utility knife, and extra blades
- Hot glue sticks (I believe we have large and small glue guns in the studio, but having your own is a great way to go)
- A small jar of rubber cement, this glues paper without wrinkling, great for collage
- Scissors
- Set of acrylic paints. Tubes are fine, the jars are probably more than you need. The most important colors are the basics: red, blue, yellow and white.
- Optional: three or more paint brushes, small medium or large. Cheap ones will be fine, and there are some in the room, but they've had a lot of abuse over the years.
- Empty large yogurt containers for rinsing out brushes
- Plastic plate or styrofoam meat tray for mixing colors
- Straight edge or ruler, 18" or larger

Semester Calendar

Project 1: Six Hands

As a warm-up exercise, in the course of one class you'll be drawing your hand 6 times using 6 completely different approaches, each one challenging in its own way (don't worry, no experience necessary).

Project 2: Value

Create two value scales, each composed of ten 2" square segments, using two different techniques: pencil, pen, ink washes, cross hatching, dots, collage, etc. Next, create an 18 x 24" work on paper using one of those techniques and as many values, from darkest to lightest, as possible.

Project 3: Color Wheel, Color Photo Match

As a preliminary exercise, and in order to get comfortable with mixing colors, reproduce the color wheel using acrylic or water-base paint. Next, you will re-create and extend the missing half of a color photo in paint, using your imagination to come up with the rest of the image.

Project 4: Punching Out Space

This unit will start with studies of foreground, middleground and background, move to relative size (scale) and overlapping, then on to different kinds of perspective. Afterwards, make a drawing with as much depth as you can come up with, using your new skills.

Project 5: Hole Reflections

Cut a hole somewhere in your paper. Then using color pencils, paint, collage, pencil, or any combination of these, create a image that incorporates the hole. You must also use a small or large piece of mirrored mylar (supplied by me) somewhere in the image. One of many options is to extend the drawing by having an element project out of the hole, or off the page.

Project 6: Big Time

Everyone will submit sketched ideas for a large-scale project, then vote on a winner. Next, we will map out a wall-sized version of the idea and divide it into parts, with each person carrying out their section in the materials and style of their choice, before reassembling the completed image.

This class fulfills a Mason Core requirement for Arts. Arts goal: Courses aim to achieve a majority of the following learning outcomes: students will be able to identify and analyze the formal elements of a particular art form using vocabulary appropriate to that form; demonstrate an understanding of the relationship between artistic technique and the expression of a work's underlying concept; analyze cultural productions using standards appropriate to the form and cultural context; analyze and interpret material or performance culture in its social, historical, and personal contexts; and engage in the artistic process, including conception, creation, and ongoing critical analysis.

This class fulfills a Mason Core requirement for Information Technology. IT goal: The purpose of the information technology requirement is to ensure that students achieve an essential understanding of information technology infrastructure encompassing systems and devices; learn to make the most of the Web and other network resources; protect their digital data and devices; take advantage of latest technologies; and become more sophisticated technology users and consumers.

- IT courses will fulfill a majority of the following learning outcomes: Students will be able to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
- Students will understand the core IT concepts in a range of current and emerging technologies and learn to apply appropriate technologies to a range of tasks.
- Students will understand many of the key ethical, legal and social issues related to information technology and how to interpret and comply with ethical principles, laws, regulations, and institutional policies.
- Students will demonstrate the ability to communicate, create, and collaborate effectively using state-of-the-art information technologies in multiple modalities.
- Students will understand the essential issues related to information security, how to take precautions and use techniques and tools to defend against computer crimes.

Mason Core Synthesis: Please include the following for sections of AVT 385, 497 and 498:

This course fulfills a Mason Core requirement for Synthesis. The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

A general education synthesis course must address outcomes 1 and 2, and at least one outcome under #3. Upon completing a synthesis course, students will be able to:

- Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
- Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
- Apply critical thinking skills to:
 - Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
 - Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

(2) GENERAL INFORMATION: Please include in ALL syllabi:

Important University Dates:

Martin Luther King Day (no classes)	Mon Jan 15
First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed	Mon Jan 22
Last day to add classes —all individualized section forms due Last day to drop with no tuition penalty	Mon Jan 29
Last day to drop with a 33% tuition penalty	Mon Feb 12
Final Drop Deadline (67% tuition penalty) Immunization Record Deadline	Fri Feb 23 Thu Mar 1
Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web	Mon Feb 19 – Fri Mar 23
Selective Withdrawal Period (undergraduate students only)	Mon Feb 26 – Fri Mar 30
Spring Break	Mon Mar 12 – Sun Mar 18
Incomplete work from Fall 2017 due to Instructor	Fri Mar 23
Incomplete grade changes from Fall 2017 due to Registrar	Fri Mar 30
Dissertation/Thesis Deadline	Fri May 4
Last day of classes	Sat May 5
Reading Days Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.	Mon May 7 – Tue May 8
Exam Period (beginning at 7:30 a.m.)	Wed May 9 – Wed May 16
Commencement	Fri May 18
Degree Conferral Date	Sat May 19

ArtsBus Credit and Policies: You are responsible for knowing and following Artsbus policies and rules. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for important information regarding ArtsBus policy. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment. * If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

ArtsBus - Dates for Spring 2018:

February 24

March 24

April 14

Visual Voices Lecture Series Spring 2018: Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater:

<http://soa.gmu.edu/visualvoices/>

January 24 – Brian Noyes

February 1 – Teresa Jaynes

February 22 – Sharif Bey

March 1 – Juliet Bellow

March 8 – John Henry

Students with Disabilities and Learning Differences If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide your instructor with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Cell Phones: School of Art Policies in accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity: This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In

turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design: As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours: SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

Official Communications via GMU E-Mail Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Attendance Policies Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Honor Code Students in this class are bound by the Honor Code, and are responsible knowing the rules, as stated on the George Mason University website' Academic Integrity page (<http://oai.gmu.edu/the-mason-honor-code-2/>). "To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Mason's Commitment: To create an environment that is innovative, diverse, entrepreneurial, and accessible-helping you avoid accidental or intentional violations of the Honor Code."

Writing Center Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and,

occasionally, on a walk-in basis. The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.