1. **TEMPLATE FOR NEW/CURRENT/REVISED COURSE CONTENT**

Academic Year	2017	**Semester**	1
Course Coordinator	Associate Prof Ina Conradi Chavez		
Course Code	DN1002		
Course Title	Foundation 2D I		
Pre-requisites	NIL		
No of AUs	3		
Contact Hours	52 (1h Lecture, 3h Tutorial)		
Proposal Date	31 March 2017		

Course Aims

This studio course introduces students to the basic elements and principles of 2D design and colour theory and practice. The course will provide students with the opportunity to develop confidence and skills in using a diverse range of media and practical techniques for creative problem solving. The course aims to offer a fresh and stimulating approach towards creative thinking that will develop students' skills in research, observation, interpretation, and self-expression. The special emphasis will be placed on signification and cultural context, originality through understanding of the use of visual reference and gaining awareness of the historical and contemporary resources of 2D graphic, visual and textual information.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. integrate elements and principles of design and color theory in order to bring ideas into their visual manifestation
2. apply various mediums and techniques (analogue/digital) for creative problem solving skills and making in design studio production
3. explain and critique the elements and principles of 2d dimensional design
4. demonstrate good practice in studentship and professional behavior

Course Content

2D Design is an introduction to the concepts relating to basic principles and elements of two-dimensional design through exploration and problem solving. The main emphasis is on developing understanding of the visual language of two dimensional design and color theory through experimentation with a diverse range of media and techniques. Through designed sets of assignments, with faculty and peer critique, the course will help students in learning fundamental concepts, solving visual problems, improving their ability to discuss artwork, and allow them to gain a solid understanding of the elements and principles of design. Group critiques will provide important opportunities for students to present their own work and support the work of their peers.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team Individual	Assessment Rubrics
Continuous Assessment 1 Assignments	1,2,3,4	Competence, Creativity, Communication and Character	60%	**Individual**	**Ideation (40%)** Ability to formulate idea, Ability to research, Ability to explore, Creative risk taking **Realisation & Delivery (40%)** Ability to apply principles of art and design to result effective communication, Ability to apply research, Coherence, Craftsmanship **Presentation 20%** Level of Readiness, Organization of presentation, Clarity of Voice, Command of Knowledge
Continuous Assessment 2: Participation	1,2,3,4	Competence, Creativity, Communication and Character	20%	**Individual** **Team**	**Engagement 50%** **Contribution** such as group discussion and presentations 50%
Final Project	1,2,3,4	Competence, Creativity, Communication and Character	20%	**Individual**	**Ideation (40%)** Ability to formulate idea, Ability to research, Ability to explore, Creative risk taking **Realisation & Delivery (40%)** Ability to apply principles of art and design to result effective communication, Ability to apply research, Coherence, Craftsmanship **Presentation 20%** Level of Readiness, Organization of presentation, Clarity of Voice, Command of Knowledge
Total			100%		

Formative feedback

Students will receive verbal feedback from instructor and peers on their ability, strengths and weaknesses at the end of each project through project critique and discussion. Students are expected to take note of the feedback and discuss with the instructor on ways to improve if required.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	• Students are introduced to fundamental concepts of art and design and practical techniques.
Studio Project	• Students are required to use and explore a range of media and practical techniques to develop creative content. • Students are required to demonstrate ability to utilise creative and conceptual elements and principles of 2D design processes. • Demonstrate ability to use a range of media and practical techniques introduced through individual and/or group-based assignments.
Project Critique	• Summarises Students' ability, strengths and weaknesses in utilising creative and conceptual elements and principles of 2D design processes.

Reading and References

a. C Wallschlaeger, and C Busic-Snyder, Basic Visual Concepts and Principles: For Artists, Architects and Designers, Wm. C. Brown
b. "The Process: A New Foundation in Art and Design" by Judith Wilde and Richard Wilde; Publisher: Laurence King
c. Johannes Itten, The Art of Color, Jon Wiley & Sons

Recommended
d. Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design by William Lidwell Rockport Publishers;
e. A. Brotchie A book of Surreal Games Shambhala
f. S Bleicher, Contemporary Color: Theory and Us, Thomson Delmar Learning
g. Banks A., Fraser T., Designer Color Manual: The Complete Guide to Colour, Chronicle Books

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. Students are expected to take responsibility to follow up with assignments and course related announcements. Students are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

Students are expected to be punctual for all classes. If you are more than 15 minutes late, you will be deemed as absent and will not be able to sign in to the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, and collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
Week 1-4	**Visual Elements of Design** • Introduction to Visual Journal for Creative Thinking and Idea Generation • Introduction to Experimental mark making and analogue design methods • Introduction to the Visual Elements of Design: Dot, Line, Value, Shape, Pattern and Texture	1,2,3,4	**Presentations** on Visual Elements of Design **Readings** on Elements of Design **In –Class Exercise** on experimental mark making and analogue design methods **Assign Project** on Visual Elements of Design **Project consultation** on Visual Elements of Design **Project Critique** on Visual Elements of Design
Week 5-8	**Visual Principles of Design** • Balance, Proportion Rhythm, Emphasis Unity Variety, Contrast • Gestalt Theory and Principles Figure/ Ground • Composition and visual organization • Introduction to using digital tools for Designing (Photoshop Illustrator)	1,2,3,4	**Presentations** on Visual Principles of Design **Readings** on Visual Principles of Design **Assign Project** on Visual Principles of Design **In –Class**-Introduction to using digital tools for Designing (Photoshop Illustrator) **Project consultation** on Visual Principles of Design **Project Critique** on Visual Principles of Design
Week 9-13	**Color in Graphic Design** -Notations, Systems and Theories: Subtractive/CMYK and additive/RGB colour mixing -Colour properties: Contrasts -Colour Illusions: Figure / Ground Simultaneous contrasts in Hue, Value, and Saturation Afterimage Phenomenon and Successive Contrast -Color Scheme Reviews -Color and Meaning	1,2,3,4	**Presentations** on Color in Design **Readings** on Color Notations, Systems and Theories, Color properties, Color Schemes and Harmonies, Color and Meaning **Assign Project** on Color **In –Class Exercise** Working on developing effective color scheme **Project consultation** on Colour **Project Critique** on Colour

Appendix 1: Assessment Criteria for 2D Foundation I

Marks	Criteria
85 - 100	**Outstanding** As below but difficult to see how the work/design can be improved within the resources allowed.
80 - 84	**Excellent** Design presented is entirely suited to the project and direction. Demonstrates originality in design concept and artistic choices. Good understanding of the project is apparent. Strong evidence of commitment to the project. Worked very well collaboratively as a member of the team. Technical ability and problem-solving skills exceed expectations. Develops effective documentation/communication and engagement of subject. Good level of professional practice. Reflective and systematic approach to the finished design work.
75- 79 70- 74 65- 69 60- 64	**Good** Design presented is generally appropriate to the project and direction. Good level of imagination. Able to grasp the main ideas of the project. Evidence of commitment to the project. Worked well collaboratively as a member of the team. Technical ability and problem-solving skills meets expectation. Develops useful documentation. Acceptable level of professional practice.
55- 59 50- 54	**Satisfactory** Design presentation is appropriate in parts. Design concept is relevant but not particularly inspiring. Able to grasp the main ideas of the project with some errors. Played useful but not vital role in the project. Generally able to work as a member of the team. Technical ability and problem-solving skills does not always meet expectations. Documentation adequate but basic. Passable standard of professional practice.
45- 49 40-44	**Mediocre** Design is adequate but shows little more than the basic grasp of the task. Design concept is 'ordinary'. May not fully understand the work. Inconsistent commitment to the project.

	Have difficulty working as a member of the team. Technical ability and problem solving skills fall short of expectations. Documentation incomplete. Lapses in standards of professional practice.
0- 39	**Fail** Den is not appropriate. Lacking in a coherent design concept and/or lacking understanding of the work. Lack commitment to the project. Inability to work as a member of the team. Technical ability and problem solving skills do not meet expectation at all. No documentation apparent. Absence of any documentation. Demonstrated unprofessional behavior. Failed to in all aspects of the role assigned. Poor assimilation and too little to sustain investigation. Inadequate knowledge of the subject.