

ART 100 - INTRODUCTION TO VISUAL ARTS

ART 100 INTRO TO ART - *On Campus* - Room AH-306 Spring 2023 - Jan 30th - May 26th

Class Meeting: This is a full *in-person* class. You must attend all scheduled class times on campus. Some information and activities will be through Canvas.

Instructor: Curtis Bracher

E-mail: cbracher@sdccd.edu- See below for alt contact

Class Video Link (if necessary) - <https://cccconfer.zoom.us/j/97512988439>

[STUDENT COVID PROCEDURES](#)

Office Hours: Mondays, 12:35PM. In room AH -306.

COURSE OBJECTIVES



This course is designed for non-art major students to help deepen their understanding of visual aesthetic experiences and gain an appreciation of how artists and designers develop artwork. In this course you will be actively involved in the viewing and analysis of works of art. You will explore both contemporary usages and the historical contexts that gave rise to some of the theories, themes, ideas and styles that make up the traditions of the visual arts. The class is organized around a series of lectures, assigned reading, class discussions, occasional videos as well as hands-on projects and activities. *Introduction to Visual Art* is intended to reach a wide audience. It satisfies a General Education requirement and has no prerequisite.

This course is a survey of the Visual Arts. Emphasis is placed on the various aesthetic approaches, philosophies and artistic orientations around the world in historical and contemporary perspective. This course is intended for humanities majors and all students interested in art and/or art history. It transfers as 3 units within most General Education course lists. [D; CSU; UC]

Though this online class has no prerequisites, strong computer skills are mandatory. Canvas experience, Eng 101 or the equivalent is strongly suggested.

SPRING 23 - EXTRA INFORMATION

WELCOME BACK

Thankfully, we are in a transition period of coming back to school.

Official COVID policies remain fluid. This semester, in general, is about consideration of others. For students, overall, all masking and vaccination policies are now of *personal choice* but lean heavily into precaution.

Both Masks and Vaccination are no longer required but instead HIGHLY SUGGESTED for all students. Vaccination continues to be required of Faculty and Staff.

Starting Point for Students. All things COVID.

STUDENT COVID PROCEDURES

PROTECTING OUR CLASSROOM WITH MASKS

Out of care and concern for the health and safety of the entire campus community, all faculty, employees, community members, and students who are on campus are asked, *but not required*, to wear a mask. KN95 masks are preferred and masks should be worn at all times while indoors. This request is not for your individual safety but for everyone on campus. If you do not have a mask, we can provide you one at any of the Student Services areas.

STAYING HOME IF YOU GET COVID

If at any time through the semester, you feel as if you might be not well, please use an abundance of caution. Stay home. If you feel you feel sick, test and be sure. Test frequently. If it is a positive test, seek care and contact your professors as soon as possible.

Should you get COVID during the semester, first and foremost you need to get better. However, there are testing procedures that we need to go through for documentation as well as official procedures to know if it is safe for your return.

STAYING CURRENT IN CLASS DURING COVID

There are plans in place to keep you active and current in the class should COVID present itself during the semester. *Communicate with me regularly via email if you get COVID.* We will make it work.

Class Video Link - if necessary

<https://cccconfer.zoom.us/j/97512988439>

BASIC NEEDS

Your success as a student inside and outside the classroom is important to me. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please contact [SDCC Student Services](#). If you believe your needs in the areas mentioned above may affect your performance in this course, know that there are support resources for you. If you are comfortable, please talk to me so I can help you find the available resources.



INTRODUCTION TO ART - LEARNING OBJECTIVES

At the completion of this course students will have a working knowledge of the following:

1. Students should be able to evaluate a range of subject matter, symbols, and concepts in relation to history and cultures.
2. Students should be able to integrate skills and concepts from other disciplines with the visual arts experience.
3. Students should acquire their own working definition of the term "art" which reveals the limitations and popular misconceptions of the term from lectures and participation in class discussion.
4. In their own words, students will be able to list and define the basic art elements (line, shape, value, texture, color, and space). From this knowledge, students should be able to identify these elements in representative artworks.
5. Students will be able to correctly define and identify both the principles and elements of art.
6. Students will be able to recognize basic trends and styles in the development of art when presented with representative imagery.
7. Students will be able to correctly identify major artists with the style and time period when presented with imagery seen in class lectures.
8. Form a new perspective on art, each student will be able to take what he or she has learned in class and apply it to the way in which they visualize and interact with the world around them.
9. Each student will begin to develop a personal set of standards for judging the visual information that surrounds them.
10. Each student will feel confident writing about and discussing various artists and their artwork.
11. Students will become familiar with the creative process of making art. This will be achieved through assignments geared towards understanding how the generation of ideas leads to creation of artwork.



INSTRUCTOR INTRODUCTION AND HOW TO CONTACT



Instructor: Curtis Bracher

Instructor Introductions

Who am I? Thirty-year practicing and teaching artist. Involvement in a wide variety of group and solo shows during that time. Some noted, some not. Shows in both Experimental Drawing Processes and Interactive/Kinetic Installation have stretched throughout the United States - NY through CA. I continue to work collaboratively as well. A current project example - Biology and Technology together as experimental drawing procedures - is based on temperate forest growth and AI as drawing source. Other projects have included MicroAlgae-based, interactive robotic Brittle Star - and involved partners in the field of Biology, Engineering, AI.

Instructor Contact

Here are a few ways to reach me or your fellow students with questions, ideas or concerns about this class.

1. **Office Hours.** Best way to get questions answered would be in person. Options are to attend the Class. Office Hours - **Mondays @ 12:35 PM after class in room AH-306**
2. **Canvas Inbox** from the Main Navigation is the fastest and safest way to reach me - SDCC email - cbracher@sdccd.edu.
3. **Pronto - Canvas-Based Student Lounge - Q and A Discussion Thread** - Pronto is text-based and will be a great spot to ask *and answer* class related questions of your fellow students. Think of it as your own Discord server.

I am available to answer **email questions on M-Th** and you can expect a reply within 24 hrs. Fridays and weekends will be longer response times. I will do my best to respond to all concerns, but please do not expect this class to be taught through email. Any confusion or questions about the class ideas, schedule, activities and specific information being presented are best answered in class or the Office hour on Wednesdays. Look for all specific activities, instructions, due dates, etc on Canvas, in the class **Modules** section You can find general schedule information in the class **Announcement** section. Those two sections will be your information go-to's.

Instructor Involvement

You can expect me to play an active role in our course. I will post email announcements every week, teach course material through online lecture content, join you through In-Class activities, as well as doing everything I can to help you understand course concepts. I will also provide detailed feedback on major assignments within one week of submission.

IMPORTANT DATES

If you decide not to finish this course, **you** must drop the class through administrative channels. Use [mySDCCD](#) to get you around the administration. The last day to add a class or drop for refund is Feb 12th. The last day to withdraw without receiving a "W" is Feb 12th. The last day to withdraw receiving a "W" is April 28th. No class activities will be scheduled for all of these observed holidays: Friday Feb 17th through Monday, February 20th. Presidents Day. Fri, March 31st , Cesar Chavez Day. March 27th - March 31st, Spring Break.

ONLINE FINAL: Available May 22nd on Canvas. Due May 26th at 11:59 PM

SCHOOL POLICIES

Access Agreement

By enrolling in this college course you agree that you are the person accessing and completing the work for this course and will not share your username and password with others.

Disability Support Services (DSPS) Accommodation Statement

Any student who, because of a disabling condition, may require special arrangements in order to meet the City College requirements recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, contact [DSPS](#) or call Phone: 619-388-3994.

Alternate forms of this syllabus, Closed Captioning and solutions to other course requirements are available upon request.

Academic Honesty Policy

Academic dishonesty of any type by a student provides grounds for: disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation

This course adheres to the policies outlined in the SDCC Catalogue. For further information, see the [Academic Policies stated in that catalogue](#)

STUDENT SERVICES AND SUPPORT

[City College Student Services](#)

The homepage of Student Services is a great place to start for all things City in support. There are a lot of resources available to you to make sure you get through your academic experience. Admissions, Academic Support, Course Information, Health, Food, Counseling, Job/Intern Information, Financial Aid and more.

CANVAS INFORMATION AND ONLINE LEARNING CENTER

This class is an in-person, on campus class. It will be run **both on SDCC Canvas** - reachable from your [mySDCCD checkin](#) and from our class Zoom.

[Student Support Services](#) for mySDCCD. Registration, enrollment, etc.

Canvas Support

Here are a set of tutorials that help you navigate through Canvas' many possibilities. Good for learning the terminology. Helps you understand where all of your assignments, reading, and general information are waiting for you. Watch this quick tutorial: [Canvas Overview for Students](#).

The [Canvas Guides](#) are an excellent resource for you, as well.

Canvas Online Learning Center

Taking your first online or hybrid course will be a different experience than a traditional face-to-face class. What should you expect when you take a distance education course? Here's a road map that can help you on your way.

Other Canvas Knowledge

- [Canvas Essentials resource site](#) with specific to Canvas questions



PARTICIPATION AND ATTENDANCE

Student Participation

A student's participation, in the form of consistent attendance, contributions to class discussions and completion of course assignments, is essential to a successful learning experience. It is crucial that you participate in **each** class activity at its **scheduled time**. Habitual tardiness and/or absence of participation will detrimentally affect your learning and progress in the course. That also means it will affect your grade.

You are considered absent if:

Attendance in an college course is determined by participation in academically-related activities. You will be considered present if there is evidence of your participation in course activities including, but not limited to, attendance and participation, submitting an assignment, taking a test, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course. Students who do not attend, complete the first assignments and/or are absent for more than the equivalent of two weeks may be dropped.

Catching Up - Online Discussion Threads

In our course Canvas page, there will be Student-based discussion topics for each of the modules. These are specifically to ask and answer questions about the materials, discussions, and projects. I will frequent these discussion threads often to answer questions as needed.

Time Commitment

This class will take approximately 6-8 hours during each of the 16 weeks, for a total of approximately 80 hours. Your time will vary based upon your level of experience with online education, Canvas, and using web technologies.

Make-Up Assignments

As the class information and the materials are readily available, no Make-Up Assignments will be given. See instructor, *in advance*, for exceptions. Tests cannot be taken at a later date.



"Ink Well" by Tim Hawkinson

RECOMMENDED SKILLS

Although this class is designed to accommodate a range of experience levels, you should have the following skills: Basic computer skills (word processing, email, file management) Basic Internet skills (use of browser, searches, uploading/downloading files) Basic Familiarity with Canvas, online discussions, and netiquette. And, of course, patience with technology and willingness to try new things.

[Student Readiness - Resources](#)

GROUND RULES AND TIPS FOR SUCCESS

1. Each week officially begins on Monday, 7 AM.

2. You will have assignments to complete throughout each of the weeks scheduled for this course. I usually will open the new week's module 48 hours early to give you some extra time for preview.

3. Pay close attention to your due dates at the start of each week They are found at the beginning and end of each Module.

4. If you need extra time for an assignment, please discuss with me as soon as possible. To keep moving forward as a group in this fast-paced course, we need to keep extensions rare and limit them to 24 hours.

5. If you require any other special accommodations for this class, please contact me ASAP.

6. Don't be shy. The more active you are in this community, the more you will get out of it . . . now and later. Participate in class discussions regularly.

7. Submit files the right way. There will be penalty for incorrect or un-openable files. Ask how.

8. If this is your first online learning experience, expect to invest extra time to orient yourself to the course design and tools. Moving Around The Digital Classroom is a good place to start.

9. Ask for help when you need it, and assist others when possible.

10. Be ready to embrace the use of different technologies aimed at different educational requirements. We are not living in normal times. The quality of your education depends on it.

11. Humor is good.

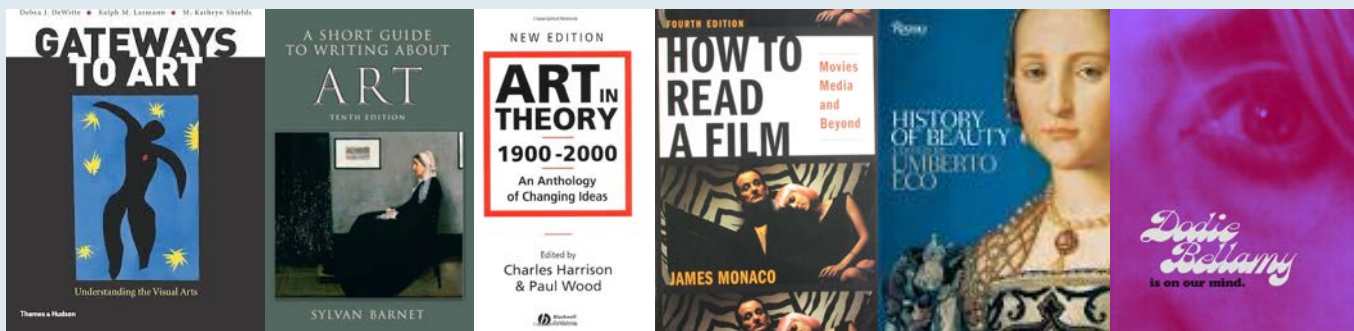


NO REQUIRED TEXT

There is a **NO** required text. All Reading and Study materials will be Open-Source and provided by the instructor at the time of the activity and testing.

These *Introduction to the Visual Arts* books are merely **suggestions** for further reading.

- Online: [Introduction to Art - Design, Context, Meaning](#) - Sachant, et al
- Frank, Patrick. **Preebles ArtForms**. 10th Edition. Prentice Hall, New Jersey. 2011
- Gettlin, Mark. **Living with Art**. MacGraw-Hill. 2015
- DeWitte, Debra, Larman, Ralph, Shields, M.Kathryn, **Gateways to Art**. Thames and Hudson. 2012



CLASS PROJECTS AND REQUIRED MATERIALS

Students are required to participate in four **art-making projects**. These projects are designed to help facilitate students understanding and appreciation of the various concepts, techniques and processes of Art. *There are no required skills* to create these carefully chosen projects. If you put forth the effort and complete the project, you will do well. This is not busy work. It is part of the introduction to art through its many personal motives and engagement. In this case, we will learn by doing.

Before each project, students will be informed what materials they will need. Students will be given assignment sheets explaining the requirements of each project as well as video tutorials for procedures. Student examples of prior work will be available as a gallery. Hopefully your artistic endeavors will land you a spot in that hallowed ground of “really, really good” and not in the “really, really didn’t try at all” section....

All work will need to be documented - well, lit, framed, high resolution JPGs, see our documenting info. It will be turned in through a pinned discussion thread. All projects will also require some participation in Peer Review as a form of constructive criticism, or class “crit”.

Note on Projects - Late or unfinished work will be graded down. Unfinished work MUST be completed before receiving a grade

REQUIRED ART MATERIALS

Part of the class is making art objects as a way to understand the visual language. Therefore, **materials and supplies are essential and required**. You can gather materials from anywhere, however I suggest getting a few of them - the Pencil Set, for instance - from an actual art store.

Best Art Store Online Ordering - Student pricing and good quality - Delivery or Store in Little Italy. [Blicks Art Store](#)



Buy Full Set of Graphite Pencils

Buy These Two Items.

- **8.5" x 11" (Minimum size) Sketchbook.** Either a bound or spiral sketchbook will work. Can be cheaply sourced.
- **Graphite Pencils as a kit - 4H-4B - Art Erasers, Sharpener, Stump -** see Materials List for further information

Gather These Items.

- **Writing utensils** (i.e. colored drawing pencils, pens, markers) Don't buy these, simply gather
- Access to a **Digital Camera** such as your iPhone or Android
- **Variety of Apps for iPhone or Android.**
- Get access to a **cheap Tripod** to hold your camera.
- **Bag** to keep all materials convenient.

ALL MATERIALS MUST BE PURCHASED BY THE TIME THE PROJECT IS STARTED

OTHER COURSE REQUIREMENTS AND RESOURCES

You will need some software to work with aspects of this class. Let's get a jump on how to get these tools (for free).



Use [Chrome](#) or Firefox as a browser for all Canvas work with this class. Mac users: Safari doesn't play nice with Canvas. Visuals don't load.



Microsoft Office - Word will be something that you use for your entire college career. Get [Office 365](#) free with your SDCC email address.



Zoom. If necessary, some activities will be handled through **ConferZoom video conferencing**. You will be required to have reasonable video and audio capabilities to participate, as well as, of course, a good WiFi connection.

There might be a small download to get to the **Zoom player**, but the usual procedure is simply to click on the link below to join the class. Go here for a tour of Zoom Video Conferencing and it's uses.

[Zoom Tutorial. Get Zoom.us](#)

Canvas Mobile App



[Canvas Mobile App Guides](#) - How to use the mobile version of Canvas.

[Canvas Student App](#) - iPhone

[Canvas Student](#) App- Google Play



PicCollage: Photo Grid Editor you will have to download a FREE Photo Collage App app for your phone. For both [Android](#) and [iPhones/Ipad](#) -



For Project 2 - Walking a Line you will have to download a FREE Animation app for your phone.

For iPhones - Get [iMotionHD](#),

For Android get [PicPac](#)



SLOW SHUTTER CAM

For a Light-Painting exercise



GRADING

Grades will be determined by **participation, tests, writings, as well as the quality and completion of assignments**. Points are given from four tests, three projects, and an assortment of class participation, exercises and discussions.

You can expect to have most assignments graded within a week of the due date. Find your Grade as a running tally on **Canvas in the Grades section**.

Grade Percentage	Assignment type	Points
45%	Tests, Quizzes, Critical Writing based on Lecture Material	225 pts
40%	Class Projects, Activities and Participation	200 pts
15%	Final	120 pts

There are approximately 545 total points given throughout the class

100-90% = "A", 89-80% = "B", 79-70% = "C", 69-60% = "D", Below 59% = "F"

Grading Criteria:

- Understanding and Application of Visual Concepts and Techniques through projects and testing.
- Exploration and Presentation of Ideas - Quality of Assignments
- Participation in class discussion.
- Demonstration of Abstract Thought and Critical Thinking through an assortment of writing assignments.

GRADING CONSIDERATIONS FOR ART-MAKING EXERCISES

The following will give you an idea of how each *Art-Making project* will be graded

PROJECT ONE

Abstraction Exercise - Letterform Transformations - 50 Points

Presentation

Use of correct format. Correct usage of App. Thorough, consistent, Proper grid, All Pix SAME size. All cropped in camera. All letters represented and on ONE grid. Orientation correct. All horizontal OR vertical. Turned in as a JPG.

/20

Transformations

Some kind of transformation from one FORM into another - a letter. Combinations, Change in Point of View, Angle, Position, Distance, The picture must be minimum 75% about letter - little to no background. No hand made or pre-existing transformations.

/30

GRADING RUBRIC FOR ART-MAKING EXERCISES (cont)

PROJECT TWO

Taking a *Line* for a Walk - Stop-Motion Animation - - 60 Points

Technical

On time, format, file title, solved issues, camera work (tripod), rigging.

/10

Narrative Story - Object Animacy

Objects come to life, Point of View considered. Use of camera shot as dialogue. Full story - beginning, middle, end.

/20

Self- Critique

Explanation of Language of Motion, Story Line and Concept. Demonstration of learning.

/15

Line as Motion and Direction

How well used Language of MOTION - Speed, spacing, acceleration, etc. Did you consider environment and other objects when changing action

/20

PROJECT THREE

Value and Light Exercise - Realistic Eye Drawing - 60 Points

Presentation

Size of Drawing. Correct use of pencils. Clean. Consistency and completeness will be measured.

/20

Transformations

Proper placement of values and gradations. Full range of values demonstrated- including lashes. Roundness of eye and lids. All lines have been blended into shadows - no sharp edges, no straight lines in the organic body. Large amounts of dark/light contrast in Iris.

/40

PROJECT FOUR

Painting with Point of View - Cubist Multiple View Portraits - 0 Points

Presentation

Use of correct board, size, thickness, background. Thoroughly glued, consistent format, 50 pictures. Each picture 4" x 6" photo quality. No cutting. All cropped in camera. Orientation correct. All horizontal or vertical.

/10

Story

Designed the photo-collage story using Multiple Viewpoints and other time-based considerations. You have explained your story abstractly using the Visual Principals such as Scale, Spacing, Visual Weight, Rhythm, Contrast, Repetition, Pattern, Movement and Direction. Story (as they always are) is varied according to description, length and experience of activity. Extra credit: Consideration of overall pattern of photos - shapes of the positive-negative spaces within the frame of background

/20

ART INTRO - THREE THEMES

Three visual literacy themes that are intertwined throughout the course.

1. Art as a Mirror to Time and Place. A Timeline of *Motives*



Art is and always will be a mirror to the society and time period that it was produced. The history of art is rife with variation that can be seen in context of the significant changes in world history. The way we see, understand and express the world around us has always been affected by that context. Changes in technology, transportation, wealth, and power structures continue to form what we have chosen to express and communicate. Understanding the history of Art is understanding your own history.

2. Art as an Engagement. Knowing from *Doing*. You are an Artist.



Art is innate human need for growth and communication. Creativity is human activity. It is inherent. We are all artistic. To further understand the various concepts of visual communication, we will spend time with a number of **art-making** projects to practice our abilities to visually tell our stories.

3. Art as a Communication - Speaking with the *Visual Language*



The visual language structures our thoughts, ideas, consciousness.

CLASS SCHEDULE - Tentative Timeline

This is a very, very tentative schedule. It represents a typical flow of this class over the course of a semester. Dates, projects, activities will change depending on the dynamics of the class. For specific Activities, Projects, Due Dates, refer to the current Module Summary

Week	Discussions, Activities, Projects	To Do List
Jan 30 - Feb 3	Class Intro	Canvas - Upload - This is Us Bio Canvas - Upload - Netiquette
	NATURE OF ART	
2/6-2/10	What is Art? - Art as Engagement - Art is You Art is Participation - Juggling Lessons	• Writing - "What is Art" • Canvas - Janine Antoni <i>Gnaw</i> Discussion
2/13-2/16	Creativity and Communication You are Creative. Eight Traits - You are an Artist. Visual Story-Telling - Pixar 22 Rules Art's Transformative Language Class Discuss - <i>All Art is Abstract</i> - What is Abstraction? How can Art be about no thing? Thought? Expression? Action? Instructions - Project 1 - Letterforms - Abstract Transformations	• Canvas - Find Visual Story • Canvas - Activity - Upload Juggling Vids
	Presidents Day Weekend - No Class on Feb 17th, Feb 20th	
2/21-2/24	What is an Image? Visual Vocabulary. - Meta - Elements of Image Subject, Form and Content Understanding an Image <i>Speaking</i> . Art's Meaning as Social, Cultural, Political, Moral and Psychological considerations	• Canvas - Watch Maya Lin Documentary • Writing - Clear Vision Discussion
2/27-Mar 3	Art as a Mirror Art as Response - Understanding <i>Context</i> Overview Western Art Timeline Connected to World Events - <i>Pre-Historic through Renaissance</i>	• Project 1 Transformations Due • Canvas - Peer Reviews • Canvas - TEST 1
	VISUAL LITERACY	
3/6-3/10	Language of Visual Experience Intro to Visual Elements - Point, Line, Texture, Shape, Form, Value, Color, Space, Time Andy Goldsworthy - Rivers and Tides Discuss <i>Time</i> as Visual Element	• Canvas - Watch Rivers and Tides • Canvas - Writing - Add to Goldsworthy-Time as Vis Element Discussion

Week	Activities and Discussions	To Do List
3/13-3/17	Visual Elements - Line Line as Movement, Direction and Suggestion Gestural Mark-Making - Quality, Description, Expression Paul Klee, Ca Quo Qiang, Ellen Gallagher, Brice Mardin Drawing Motion - Intro to Light Painting Activity Intro to Project 2 - Walk a Line - Stop-Motion	• Class Activity - Mark-Making • Canvas - Activity - Upload Light Painting • Canvas - Peer Reviews
3/20-3/24	Visual Elements - Texture Visual Elements as Symbology Discussion Mandalas, Illuminated Manuscripts Material as Meaning- Swoon Wheat Paste Prints Tachism, Arte Informale, Wols, Fontana, Tapiés, Burri	• Canvas - Watch Secret Kells • Class Activity - Symbolism Discussion • Canvas - Activity - Upload Pix-Drawing in Food
3/27 - 3/31	Spring Break - No Classes	
4/3-4/7	Visual Elements- Shape/Form Shape as Descriptive - Les Demoiselles D'Avignon Romare Bearden Touching Form - Balloon Animals Building w/ Volume - Character Design Digital 3D Extra Credit Explanation - Tinkercad Demo	• Class Drawing - Shaping Shape to Form • Class Activity- Balloon Animals • Canvas - Upload Project 2 • Canvas - Peer Reviews • Canvas - TEST 2
	Visual Literacy - Color and Value	
4/10-4/14	Visual Elements - Light/Color Discussions of Light - Impressionism Discussions of Light and Space - Robert Irwin Basics of Color Theory Color Relations - Sheppard Fairy - Meme Games Color is as Color Does - Itten's Contrasts	• Class Discussion - Color Relations as Meaning • Canvas - Writing - Political Poster (Color of Politics)
4/17-4/21	Visual Elements - Color Color Symbolism - If it's Purple, Someone's Gonna Die Wild Beasts, Post Impressionism Navajo Sand Paintings Psychology of Sneakers Create You - Using Color App -Symbolic Color Scheme	• Canvas - Adicolor Discussion • Download Adobe Color App • Canvas-Activity - Upload Personal Color Scheme • Canvas - Upload Extra Credit 3D Character
4/24-4/28	Visual Elements - Value Logic of Light 4 ways Value Effects your Perception Drawing Materials Discussion - Graphite Pencils Drawing Light - 3 Value Charts Intro Project Three - Drawing Value - Realistic Eye	• Canvas Activity - Upload - 3 Value Charts • Class - Draw Days • Canvas Upload- Project 3 - Eye • Canvas Peer Reviews • Canvas - TEST 3
4/24, 4/26	Drawing Days. I can help you work through your Drawing Exercise	

Week	Activities and Discussions	To Do List
	PRINCIPLES OF VISUAL COMMUNICATION	
5/1-5/5	Principles of Visual Communication Composition, Balance, Visual Relations, Visual Forces Seeing Space - Depth Cues - Perspective Drawing your View - Perspective Discussion - Cubism - Hockney/Joiners - Multi-POV	• Canvas - Activity - Upload - Forced Perspective • Class - Drawing Activity - Boxing Day. Perspective Exercises
	CONTEMPORARY ART AS PARTICIPATION	
5/8-5/12	Contemporary Practices Discussion: Can Art be Life? What are the Big Questions? Developing your own Questions - Research Strategies San Diego Barrio Logan Murals	• Canvas Writing Activity - Upload - Mural Proposal • Canvas - Watch - Vic Muniz - Wasteland • Writing - Example Social Practice as Art
5/15-5/19	Discussion Social Practice as Art Good Trouble - Can Cleaning a River or Registering People to Vote be considered Art?	SDCC Classes End Thursday, 5/26
5/22-5/26	FINAL - Open on Canvas May 22, Due May, 26th @11:59 PM	Canvas - TEST 4 - Final

