## Course Details

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2017</th>
<th>Semester</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Coordinator</td>
<td>Associate Prof Ina Conradi Chavez</td>
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<tr>
<td>Course Code</td>
<td>DN1002</td>
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<tr>
<td>Course Title</td>
<td>Foundation 2D</td>
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<tr>
<td>Pre-requisites</td>
<td>NIL</td>
<td></td>
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<tr>
<td>No of AUs</td>
<td>3</td>
<td></td>
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<tr>
<td>Contact Hours</td>
<td>52 (1h Lecture, 3h Tutorial)</td>
<td></td>
<td></td>
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<tr>
<td>Proposal Date</td>
<td>31 March 2017</td>
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### 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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Course LO Tested</th>
<th>Related Programme LO or Graduate Attributes</th>
<th>Weighting</th>
<th>Team</th>
<th>Individual</th>
<th>Assessment Rubrics (Appendix 1)</th>
</tr>
</thead>
</table>
| **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 |
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. Please discuss this and see if this is good to add.

Learning and Teaching approach

<table>
<thead>
<tr>
<th>Approach</th>
<th>How does this approach support students in achieving the learning outcomes?</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>• Students are introduced to fundamental concepts of art and design and practical techniques.</td>
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</table>
| 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

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  
e. A. Brotchie A book of Surreal Games Shambhala  
f. S Bleicher, Contemporary Color: Theory and Us, Thomson Delmar Learning  
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 30 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.

Course Instructors AY 2017/18

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Ina Conradi Chavez (Assoc Prof)</td>
<td>ART 04-32</td>
<td>6513 8055</td>
<td><a href="mailto:inaconradi@ntu.edu.sg">inaconradi@ntu.edu.sg</a></td>
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<tr>
<td>Ho Qi Yi Joy (PT)</td>
<td>-</td>
<td>-</td>
<td><a href="mailto:JoyHo@ntu.edu.sg">JoyHo@ntu.edu.sg</a></td>
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<tr>
<td>Lim Shirley (PT)</td>
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<td>-</td>
<td><a href="mailto:shirley.lim@ntu.edu.sg">shirley.lim@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Shamsuddin Mimi Zalina Binte (PT)</td>
<td>-</td>
<td>-</td>
<td><a href="mailto:MimiZalina@ntu.edu.sg">MimiZalina@ntu.edu.sg</a></td>
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</tbody>
</table>
| Week 1-4 | Visual Elements of Design | 1,2,3,4 | Lectures 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 |
|---|---|---|---|
| Visual Elements of Design | Lectures 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 | 1,2,3,4 | Lectures 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 |
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 | Colour in Graphic Design | 1,2,3,4 | Lectures 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 on developing effective color scheme  
Project consultation on Colour  
Project Critique on Colour |
| Colour in Graphic Design | Lectures 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 on developing effective color scheme  
Project consultation on Colour  
Project Critique on Colour |
Appendix 1: Assessment Criteria for DN1002 Foundation 2D

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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| A+    | **Outstanding**  
As below but difficult to see how the work/design can be improved within the resources allowed. |
| A     | **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. |
| A- to B- | **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 meet expectation.  
- Develops useful documentation.  
- Acceptable level of professional practice. |
| C+ to C | **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. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>D+ to D</td>
<td>Mediocre</td>
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<tr>
<td>• Design is adequate but shows little more than the basic grasp of the task.</td>
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<tr>
<td>• Design concept is ‘ordinary’.</td>
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<tr>
<td>• May not fully understand the work.</td>
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<tr>
<td>• Inconsistent commitment to the project.</td>
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<tr>
<td>• Have difficulty working as a member of the team.</td>
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<tr>
<td>• Technical ability and problem solving skills fall short of expectations.</td>
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<tr>
<td>• Documentation incomplete.</td>
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<tr>
<td>• Lapses in standards of professional practice.</td>
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<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>• Design is not appropriate.</td>
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<tr>
<td>• Lacking in a coherent design concept and/or lacking understanding of the work.</td>
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<tr>
<td>• Lack commitment to the project.</td>
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<tr>
<td>• Inability to work as a member of the team.</td>
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<tr>
<td>• Technical ability and problem solving skills do not meet expectation at all.</td>
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<tr>
<td>• No documentation apparent.</td>
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<tr>
<td>• Absence of any documentation.</td>
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<tr>
<td>• Demonstrated unprofessional behavior.</td>
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<tr>
<td>• Failed to in all aspects of the role assigned.</td>
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<tr>
<td>• Poor assimilation and too little to sustain investigation.</td>
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</tr>
<tr>
<td>• Inadequate knowledge of the subject.</td>
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</table>