

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type

☒ Existing/Restructured

☐ New Course Proposed in Current Cycle

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: FACS 1360

Course Title: Basic Principles of Design

Course Catalog Description (Copy and paste from [online catalog](#) for existing courses):

Specific attention is given to the fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture-demonstrations. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2).
3

Course Prerequisites:

Available Online? ☐ Yes ☒ No ☐ Anticipated (Semester:)

Number of Sections to be Offered per Year: 6

Estimated Enrollment per Section: 15

Course Level (freshman, sophomore): Freshman

Requestor Full Name (designated department rep – contact person): Patricia Ramsay, Clinical Assistant Professor of Design

E-Mail Address: Tramsay@gmail.com

Approvals

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

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PART II – THECB Foundational Component Areas

See [Appendix](#) for full description of each component area.

Select Component Area: V. Creative Arts

How Component Area Addressed: FACS 1360, Basic Principles of Design, enables students to develop their understanding of design theory as it is applied to fine art, architecture, fashion, interiors, art history and other design disciplines. Through the study of the design process, students conceptualize, analyze and critique, edit and present solutions communicated in final visual form. Project requirements in the course enable students to communicate through drawing, sketching, three-dimensional construction, rendering and layout. Students express artistic and creative solutions, a result of their critical thinking and analysis, by working through the design process.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Students completing FACS 1360, Basic Principles of Design, will have an appreciation of creative artifacts and works of the human imagination related to fine art, fashion, interiors and architecture.

How will requirement be addressed (including strategies and techniques)?

Texts, PowerPoint lectures, and video will provide a framework for discussion of the elements and principles of design as they are applied to visual art, fashion, interiors, architecture, graphic design and related disciplines. For example, we discuss how the Pantone Color Matching System is used by the corporate world of Design and how this influences fashion, interiors and trend forecasting each year.

Another opportunity for students to apply their understanding of the terminology of the elements and principles of design is through viewing and writing about artwork. We utilize campus art including collections at the Newton Gresham Library, the Gaertner Performing Arts Center and the 3G and Satellite Galleries in the Department of Art.

Describe how requirement will be assessed: Assessment of students' understanding is done through class discussion, five major assignments, a teamwork project, required homework, short written critiques of artworks, and a final examination.

Objective 2: Students completing FACS 1360, Basic Principles of Design, will be able to analyze creative artifacts and works of human imagination

How will requirement be addressed (including strategies and techniques)?

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Through the use of class discussion and oral critique of examples of art, design, fashion, interiors, and architecture, students develop an understanding of artistic forms and their related terminology. Textbook reading assignments, lectures and homework assignments provide multiple opportunities to familiarize students with concepts used in the field.

For example, when discussing the topic of Balance, we analyze art historical works from Japanese Edo-era artist Hiroshige Hokusai, whose woodblock print series "Thirty-six Views of Mt. Fuji" illustrates how asymmetrical balance can be achieved using color, value, texture and positive/negative spatial relationships.

Describe how requirement will be assessed: Assessment of students' understanding of the elements and principles of design is done through class discussion, five major assignments, a teamwork project, required homework, short written critiques of artworks, and a final examination. Please see copies of tests, homework and projects attached. .

Objective 3: Students of FACS 1360, Basic Principles of Design, will be able to synthesize and interpret artistic expression.

How will requirement be addressed (including strategies and techniques)?
Students apply their understanding of the elements and principles of design within their five major assignments, as well as one teamwork project. Please see attached Assignments #1-4.

To varying degrees in each two- and three-dimensional assignment, students implement color, line, shape, form, space, texture, as well as balance, emphasis, unity, rhythm, scale and proportion in order to create design solutions.

Describe how requirement will be assessed:

Each of the five major assignments and the teamwork project contain a project-specific rubric.


Objective 4:

Students completing FACS 1360, Basic Principles of Design, will be able to communicate critically, creatively, and innovatively about works of art.

How will requirement be addressed (including strategies and techniques)?
Students are given five major projects that require critical and creative visual, oral and written communication. In addition to grading rubrics, we utilize self-critique and group critique to aid student understanding, and in evaluation of design solutions and creative expression.

In addition to the application of art concepts via course projects and activities, students are required to participate in class discussions that take place during lectures and lab. During lectures, students are asked to give an oral analysis of the artworks used to illustrate a visual concept. For example, when Emphasis is discussed, students are asked why and how Francisco Goya used color to provide emphasis and a sense of drama in his 1808 painting "The Third of May". When discussing Line, students are shown Chicago's Aqua Tower, by MacArthur Fellow Jeanne Gang, and asked how the architect used line to create her award winning work.

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Describe how requirement will be assessed: Each project rubric. Final projects include concept statements written by students which describe the design process and make use of terminology used in the visual arts. 

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Objective 5: N/A

How will requirement be addressed (including strategies and techniques)?

N/A

Describe how requirement will be assessed: N/A

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. **Address ALL skill objectives associated with the selected Component Area. (See Appendix)**

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will requirement be addressed (including strategies and techniques)?

Students completing FACS 1360, Basic Principles of Design are able to identify relevant aspects of design problems including goals, objectives and performance criteria. Through the completion of assignments 1-5, they are able to synthesize information and generate multiple concepts and/or design responses to programmatic requirements. Students are able to demonstrate creative thinking, original and forward-thinking design through the solution and presentation of a variety of design problems.

For example, in FACS 1360, students are given an assignment that challenge them to incorporate the use of a "found object" into their new design. The formal qualities of the original object are explored through drawings, which are then transformed (through multiplication, dissection, distortion, inversion, etc.) into a new collection of objects (a fashion ensemble or interior furnishings collection).

Describe how requirement will be assessed: The students' solutions are assessed for their concept development and the creative and innovative use of the elements and principles of design as developed through the analysis of details shown in their illustrations. The quality of the drawing and renderings are also assessed. See Assignment #5 rubric.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will requirement be addressed (including strategies and techniques)?

Five major projects required in FACS 1360 require students to interpret and express their ideas clearly and creatively in visual, oral and written forms.

Visual communication: Students are able to produce competent visual presentation drawings across a range of appropriate media including pencil, colored pencil, and illustration markers.

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They are taught to use sketching techniques to draw concept ideas based on an inspirational objects or illustration. They also develop rendering and compositional design skills and apply these to first-level presentation projects.

Oral communication: Students have the opportunity to apply concepts and terminology in class discussions and critique. Through repetition and conversation with peers during teamwork and lab projects, design terminology is eventually assimilated into their working vocabulary for the course.

Written communication: These range from neatly labeling and describing the components of the design to composing more detailed concept statements in their final projects. Concept statements give students another opportunity to apply terminology, while focusing on a logical description of their ideas. Other writing in the semester includes evaluation of art at the campus Art Scavenger Hunt, at 3G Gallery or during visiting artist events.

Describe how requirement will be assessed: Oral communication is evaluated in person by instructor. Visual and written communication are evaluated using individual project rubrics. After receiving their rubrics, students have the opportunity to make revisions to final works before submission to the Interior Design Portfolio Review.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will requirement be addressed (including strategies and techniques)?

N/A

Describe how requirement will be assessed: N/A

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will requirement be addressed (including strategies and techniques)?

Working toward a shared goal is addressed in the teamwork assignment which requires students to be open to different points of view, to communicate effectively with one another and to organize their project and specific roles within the project. Divided into groups of three, students are required to plan and create a three-dimensional visual display to illustrate a given a topic. Topics range from contemporary artists, designers, design concepts and movements. From research and concept development to final execution within one of the display cases located in the Department of Family and Consumer Sciences, students must work as a team, using critical thinking, communication skills (with each other and their audience) and problem-solving skills. This assignment includes feedback from students including their individual responses to the teamwork experience.

Students also apply teamwork within discussions and assignments in FACS 1360, Basic Principles of Design by working together to critique one another's work. This provides meaningful and constructive criticism to help students improve assignments.

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Describe how requirement will be assessed: A rubric is used to evaluate the teamwork assignment. Instructor's observation is used to evaluate critique.

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5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

How will requirement be addressed (including strategies and techniques)?

N/A

Describe how requirement will be assessed: N/A

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)?

Students completing FACS 1360, Basic Principles of Design, will expand their knowledge of civic responsibility as well as their ability to be engaged in regional, national and global communities through exposure to these concepts in lecture and assignments. Examples are shown relating to environmentally responsible and sustainable design, universal design, and cultural sensitivity and inclusiveness.

To help students broaden their cultural awareness, lectures include analyzing examples of non-western cultural art and artifacts such as Turkish quab quib shoes (worn in the Turkish bath houses during the time of the Ottoman Empire), Japanese jizo (Shinto ancestral) shrines, and Indian Mogul (Islamic) architecture. Assignment #6, the final project of the course, asks students to study a region and its' culture (Kenya, Tokyo, Japan, Fiji Islands, Mongolia, Myanmar, etc.), then to create a textile inspired by the material culture and landscape of that region. The textile design is then developed into a fashion collection or interior design collection for a home. Alongside the visual research, students are required to include information in their concept statement about aspects of the culture relating to their design, and to provide accompanying visual examples to describe the relationship between the inspirational culture and their final designs. Class discussion covers aspects of artistic plagiarism and cultural sensitivity related to the use of appropriated symbols, imagery and patterns.

Describe how requirement will be assessed: Project #6 is evaluated by a rubric.

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Introduction. What is Design?
Week 2	Lecture on Line. Begin Assignment #1
Week 3	Lecture on Shape and Form. Continue Assignment #1. PowerPoint #1 homework due.
Week 4	Lecture on Color and Value. Assignment #1 Due. Begin Assignment #2.
Week 5	Lecture on Texture. PowerPoint #2 homework due. Continue work on #2.

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Week 6	Lecture on Space. Assignment #2 due. Begin Assignment #3.
Week 7	Lecture on Time and Motion. PowerPoint #3 homework due. Continue work on #3.
Week 8	Lecture on Rendering. Assignment #3 due. Begin Assignment #4.
Week 9	Lecture on Rendering. Assignment #3 due. Begin Assignment #4. Art Scavenger Hunt. Written assignment for Scavenger Hunt due.
Week 10	Lecture on Unity and Balance. PowerPoint #4 due. Continue work on #4.
Week 11	Lecture on Scale and Proportion. Assignment #4 due. Begin Assignment #5.
Week 12	Lecture on Emphasis and Rhythm. Begin concept writing. PowerPoint #4 due.
Week 13	Assignment #5 due. Begin working on Assignment #6.
Week 14	Review for Final Exam.
Week 15	Final Exam. Continue working on #6 until end of classes.

2. Attach course syllabus

Syllabus Attached? ☒ Yes ☐ No

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Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

Foundational Component Areas	CT	COM	EQS	TW	SR	PR
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	

FACS 1360-05,06
BASIC PRINCIPLES OF DESIGN
FALL SEMESTER 2017
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
COLLEGE OF HEALTH SCIENCES

CLASS LOCATION: MLHB Rm 302
LAB LOCATION: MLHB Rm 302
INSTRUCTOR: Trish Ramsay
Office Location: MLHB, Rm 213
email: Tramsay@shsu.edu
Office Hours: M/W 9-10am, 2-3pm
F 12:00-1:30pm

CLASS MEETING TIME: T/TH 5-6:50pm

COURSE DESCRIPTION: Specific attention is given to fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture and demonstration. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). 3 Credit Hours

COURSE CONTENT:

FACS 1360, Basic Principles of Design, enables students to develop their understanding of design theory as it is applied to fine art, architecture, fashion, interiors, art history and other design disciplines. This course will include a combination of lecture, class discussions, assignments, a teamwork project and a final examination. Through the study of the design process, students conceptualize, analyze and critique, edit and present solutions communicated in final visual form. Project requirements in the course enable students to communicate through drawing, sketching, three-dimensional construction, rendering and layout. Students express artistic and creative solutions, a result of their critical thinking and analysis, by working through the design process.

TEXT: Pipes, A., *Introduction to Design*, Second Edition, Pearson Prentice Hall, 2009.

COURSE SUPPLIES: See Supply List on Blackboard

IDEA OBJECTIVES:

In this course, our focus will be on the following major objectives as assessed by the IDEA course evaluation system:

1. **IMPORTANT:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. **IMPORTANT:** Learning to apply course material (to improve thinking, problem solving, and decisions)
3. **ESSENTIAL:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

COURSE OBJECTIVES:

Objectives set for FACS Teacher Education Program

Upon completion of this course the student should have the ability to:

1. appreciate creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture
2. analyze creative artifacts and works of the human imagination related to fine art, fashion and design of interiors.
3. synthesize and interpret artistic expression.
4. understand fundamentals of design theories and design composition that apply to two-dimensional and three-dimensional art, interior spaces and fashion.
5. recognize characteristics of the art elements and principles of design as depicted in works of fine art, fashion, interiors, and architecture with importance placed on elements of space, line, mass, shape, texture, and color, and principles of design including scale, proportion, balance, rhythm, emphasis and harmony.
6. investigate practical means by which the art elements and principles of design relate to coordinating visual appeal in interior design and fashion design through use of fabrics, finishes, and accessories.
7. develop critical thinking and visualization skills related to visual merchandising and marketing of fashion, interiors, or other approved merchandising products in two and three dimensional design displays.

8. develop successful communication skills in written and oral form applied to concept development.
9. develop visual communication skills applied to assignment solutions through sketching and rendering in marker and color pencil media.
10. be able to understand and apply color principles and theories to two dimensional projects and three-dimensional displays.
11. develop creative solutions to problems through the application of art elements and principles of design including:
 - a. interior planning based upon analysis of the function of a space, furniture selection, and interior details in residential interiors.
 - b. apparel design based upon analysis of the body's shape and posture, textile fabrication, and apparel construction elements.
 - c. application of color materials and furnishing illustrated in collages and sample boards.
12. consider different points of view and work effectively with others to support a shared purpose.
13. expand knowledge of civic responsibility and be engaged in the regional, national and global communities.
14. illustrate knowledge gained in lecture and laboratory experiences through the application of project development to career opportunities related to fields in Family and Consumer Sciences.

2017 CIDA Standard: For the Interior Design program

Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Student work demonstrates **understanding** of:

- b) how social, economic, and cultural contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design.

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- e) exposure to a variety of cultural norms.
- f) opportunities for developing multi-cultural awareness.

Standard 5. Collaboration - Interior designers collaborate and also participate in interdisciplinary teams.

Students have **awareness** of:

- a) the nature and value of integrated design practices.
- b) the terminology and language necessary to communicate effectively with members of allied disciplines.
- c) technologically-based collaboration methods.

Students **understand**:

- d) team work structures.
- e) leadership models and the dynamics of collaboration.
- f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student work demonstrates **understanding** of:

- b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.
- c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

- d) analyze and synthesize human perception and behavior patterns to inform design solutions.

Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
- f) explore and iterate multiple ideas.
- g) design original and creative solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 9. Communication - Interior designers are effective communicators.

Students are **able** to effectively:

- d) express ideas developed in the design process through visual media: ideation drawings and sketches.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
- f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

Standard 10. History and Theory - Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

- f) Students **apply** precedents to inform design solutions.

Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.

- a) Students **understand** the elements and principles of design, including spatial definition and organization. **1**

Student work demonstrates the **ability** to:

- b) explore two- and three-dimensional approaches across a range of media types.

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color - Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Student work demonstrates **understanding** of:

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.
- l) use color solutions across different modes of design communication.

Objective set for the Texas Core Curriculum Component Area V. Creative Arts

SLO 1: Students completing FACS 1360, Basic Principles of Design, will have an appreciation of creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture.

SLO 2: Students completing FACS 1360, Basic Principles of Design, will be able to analyze creative artifacts and works of human imagination.

SLO 3: Students completing FACS 1360, Basic Principles of Design, will be able to synthesize and interpret artistic expression.

SLO 4: Student completing FACS 1360, Basic Principles of Design will be able to communicate critically, creatively, and innovatively about works of art.

THECB Skill 1 Critical Thinking: Students completing FACS 1360, Basic Principles of Design are able to identify relevant aspects of design problems such as goals, objectives and performance criteria.

THECB Skill 2 Communication: Students are able to use visual sketches as design and communication tools (ideation drawings). Students are able to produce competent visual presentation drawings across a range of appropriate media.

THECB Skill 4 Teamwork: Students apply team work within lectures and assignments in FACS 1360, Basic Principles of Design by working together to critique illustrations of art and either a fashion or interior item.

THECB Skill 6 Social Responsibility: Students completing FACS 1360, Basic Principles of Design, will expand their knowledge of civic responsibility and being engaged in regional, national and global communities through lecture and assignments.

Grading:

1. Final grades will be determined by an average of the following: 6 major projects, Tests, in-class exercises, PowerPoint assignments, Bulletin Boards and Display Case work, your attendance and participation.
2. All assignments and projects will be evaluated on substantive content, design quality, soundness of planning, craftsmanship, presentation, creativity and specific criteria required in the assignment.

Examinations:

Tests will be given on the date and time scheduled in the syllabus calendar. There are no make-up examinations given. Please make note of dates given in the schedule.

COURSE POLICIES:

Attendance:

Class attendance is expected for all classes and labs, and attendance will be taken during each class period. Each class period should be attended with the necessary supplies and materials for working.

As stated in the University catalog, students are allowed to take THREE hours of absences for the purpose of personal illness, family funerals, university activities or legal matters. **THERE ARE NO PERSONAL DAYS.** 4 absences will result in a half a letter grade reduction from the final grade. 5 absences will result in a full letter grade reduction. A TOTAL OF 8 ABSENCES WILL RESULT IN A FAILING GRADE FOR THE COURSE.

It is the student's responsibility to make sure a tardy is recorded as a tardy and not an absence from class before the end of that class period. Five tardies will be counted as one absence and will be subject to point deduction for excessive absences.

Attendance in 50% of the course is required to pass the course along with completing all course requirements. **A student who misses 50% or more of the class periods even with documentation of extenuating circumstances should drop the course.**

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

Assignments, etc:

1. All course work should be turned in on the date and at the time scheduled. Late work will be deducted one letter grade.
2. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite, unless specified by the instructor.
3. In accordance with the university catalog, the final exam may not be taken unless all work is turned in. Date of the final **CAN NOT BE CHANGED.**
4. There is no extra credit accepted in this course. The only way a student can improve the course grade is to improve the work performance on tests and assigned projects.

Classroom Rules of Conduct:

Be aware that this is a shared classroom. The student's work area including floor space should be clean of all papers, pencil marks, paint, and markers before leaving the classroom.

NO CELL PHONES. Cell Phones should not be visible during class and set to vibrate mode or turned off.

With instructor approval, students may record lectures, take notes via laptop computer, etc., provided they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test.

No personal discussion of grades. Honor a student's right to privacy. Conference time may be set with the instructor if individual discussion is required.

No sleeping in class is permitted. Please, do not put your head down on the desk or table. If a student is ill they should ask to be excused.

No eating food or drinks allowed in the classrooms or labs.

Working on other course assignments unless you are finished with your project

Leaving the classroom early is not permitted without notifying the instructor before the start of class.

Returning Work:

Due to accreditation procedures the department is required to keep student work samples done in major FACS, ITEC and ARTS courses. Some student work will be collected and held by the department until after our accreditation. Students will be informed by Dr. Burleson when work will be available for pick up. For your own records, please digitally document your project before turning it in.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.

Visitors in the Classroom: Only registered students may attend class. Exceptions may be made on a case-by-case basis by the professor. Students wishing to audit a class must apply to do so through the Registrar's Office.

Q-Drops:

A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in the grade of 'F' as published in the Academic Calendar.

Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class.

This limit will take effect with the start of the fall 2004 semester. Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

Academic Grievances:

Should you have a dispute concerning grades, excessive absences, instructor's alleged unprofessional conduct and the like, please see the following link

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Link to Student Syllabus Guidelines:

<http://www.shsu.edu/syllabus/>

Other Art/Design Sources:

Cheatham, Frank, *Design Concepts and Applications*

Ching, Frank, *Interior Design Illustrated*

Dantzic, Cynthia, *Design Dimensions*

Doyle, Michael, *Color Drawing*

Gatto, Joseph, *Color and Value*

Ocvirk, Otto et. al. *Art Fundamentals*

Rowe, Peter, *Design Thinking*

www.thisiscolossal.com (Contemporary Art, Design and Visual Culture)

www.houzz.com (Remodeling and Decorating Ideas for the Home)

www.mocoloco.com (Modern Contemporary Design)

FACS 1360- Teamwork Assignment

Bulletin Boards and Display Cases

USING THE ELEMENTS AND PRINCIPLES OF DESIGN, you and your partners will create a Bulletin Board (2D) and a Display Case (3D).

Please provide the following information on your bulletin board:

Who is the company or what is the invention? *This should be the largest font on your board.*

When was the business established or idea patented?

What do they do? What service or good do they provide?

Provide a brief description in paragraph form.

Who benefits? Social Impact? Global impact? Workers? Community impact? How does this invention or business improve peoples' lives or our environment?

If researching an artist, who are they and what do they do?

Describe their work: What materials do they use? Use design terminology to describe the work and artist's process. How does the work engage the public?

What is their artistic/design philosophy or business model?

How long have they been active as an artist?

Where did they receive their training?

Other information of interest...

Below are general guidelines for both bulletin board and display case:

- Keys for display cases are available from Sonya in the front office during business hours.
- Install Monday (Date TBD) by your class time. Take down on Wed. of the second week. You may come in during my lab time to hang your bulletin board, but not during lecture.
- Title or topic should be prominent on bulletin board. On display case, the title should not compete with your visual display.
- Both partners name should be clearly labeled in a non-obtrusive area on each display. Displays missing the names will be deducted one letter grade.
- Be sure to use large, COLOR prints to show imagery that relates to your subject. No black and white prints, please.
- All displays and bulletin boards are required to have **HAND CUT LETTERED TITLE AND STUDENT NAMES**. These should be done in a neat and professional font that relates to and does not detract from your theme. **NO PRINTED COPIER PAPER SIGNS ARE ALLOWED!** Letters should be proportioned to the space, easily readable, installed straight, unless purposefully skewed, loose or curved. Things to consider; lettering should be uniform, easily read, messages

should be brief, take care to keep things straight and level if that is your intent. Letters should not appear to bounce around.

- Establish emphasis by directing the viewer's eye through points of interest. Use various types of line and shapes. Lead the eye through progressive sizes of objects.
- Achieve a sense of focus or emphasis through design ideas enhanced by a sense of contrast. The focal point should be distinguishable at a glance. Use a background that ties the design together.
- Produce a pleasing, overall harmonious composition. Unity is achieved through color, texture, shapes and patterns.
- Create a sense of balance in the available space. Use symmetrical layouts with care to avoid arrangements that are too formal or static. Asymmetrical balance is more interesting and leads the viewer's eye to various focal elements of composition.
- Fill the space, but at the same time, be aware of the negative or unused space and how it affects the whole. Consider the size of the space or bulletin board surface you have to work with and the size of objects you will use in the display. Displays are 3-dimensional space and should use 3-D objects. Bulletin boards are 2-dimensional and should have more flat elements.
- Use scale and proportions effectively; larger spaces can use larger objects. Think about how smaller things can be in front of or overlap larger or taller ones.
- Create interest through use of texture, rhythm, motion, varied shapes, color schemes, light and shadow.
- All background surfaces except ceiling should be covered. Edges should be neatly trimmed or folded. Staples and attachment techniques should not be obtrusive, with minimal piecing. Avoid using tape or glue that will be difficult to remove. Commando Strips and fun tack are good for hanging light objects.
- Display mannequins and boxes for level changes and some fabrics for background available through the department. These are available on a first come first serve basis.

Display Case – Sizes and Locations

#1 - 13'w x 2'6"d x 5'h. – 2nd floor

#2 - 7'w x 3'd x 5'h. – 2nd floor

#3 - 10'w x 2'6"d x 5'h. – 3rd floor

#4 - 4'w x 1'6"d x 4'h – 3rd floor

#5 – 5'w x 1'6"d x 5'h – 3rd floor

#6 – 4" w x 15" d x 5'6" h - 3rd floor

FACS 1360

Display Case Feedback

What did you learn from this assignment about working as a team?

What aspects of this project surprised you?

To be filled out and signed by group:

Please list names of the contributors under each category. Estimate percentage of contribution.

1. Idea generation/research
2. Purchasing and or gathering material for display
3. Communication/coordination/key responsibility
4. Planning
5. Creation and installation of lettering or signage
6. Creation of display items
7. Installation of display items
8. Cleaning glass and case
9. De-installation clean up of case

FACS 1360

Public Art Scavenger Hunt

Locate five works of art on campus. Length of writing will vary, but you will write roughly a few paragraphs per work of art. Places to look: Campus Library, Gaertner Performing Arts Center (PAC), campus grounds.

Answer the following questions:

1. Artist, title of work, date, medium, location (you may not find all the information, but look for a small sign nearby).
2. Visual Analysis- What does the artwork look like? Discuss specifically how the elements and principles of art used in the artwork.? What is the artist trying to express?
3. Site integration- How is the art positioned in it's environment? Where is it located in relationship to the traffic or use of the location? Was the work well- placed for public viewing/interaction, or not? Discuss why or why not.

FACS 1360 Basic Design - Assignment 1
PowerPoint #1(Due 9/14) and Wire Form Project (Due 9/21)

Part 1: Elements and Principles PowerPoint

Purpose: To improve students' visual understanding of the Elements and Principles of design by finding visual examples of them.

Task: Find one example (interiors, architecture, art, fashion or design) for each of the following element or principle of design listed below. Images can be black/white or color, but of good resolution quality. Each example should be labeled appropriately with a description of what element or principle it illustrates, and how it is doing so. Create a PowerPoint document with all the images, a title page including your name, assignment and due date, then e-mail it to your instructor by the due date.

Homework1360@gmail.com

PowerPoints are due by 3pm on the due date. Assignments received late will be discounted 50%. Assignments received later than one week will not be accepted.

1. Unity through use of vertical lines
2. Unity through use of horizontal lines
3. Activity through use of diagonal lines
4. Emphasis on outline seen in interesting contour lines
5. Harmony through rough texture
6. Contrast that emphasizes glossy or reflective texture
7. Unity through repeated all-over pattern
8. Unity through use of rectangular shape
9. Contrast that emphasizes circular shape
10. Illusion of space through overlapping elements
11. Illusion of space through use of linear perspective

Part 2: Linear Project- Wire Form

Problem:

Create a dynamic three-dimensional form using wire. You will "draw" a shape and make it dimensional. Think of it as a small-scale sculpture. You will be working with shape, form, line, texture and pattern, light and shadow. Pay particular attention to repetition and spatial relationships. Your work may be evocative of an idea, but may be a not recognizable object. Your work should not exceed 16" in any direction.

Your final design should reflect an understanding of scale and proportion, balance, unity, emphasis, and rhythm.

Your composition will make use of one of the three forms of balance:

- Asymmetrical Balance (non-mirror image arrangement)
- Symmetrical Balance (mirror image arrangement)
- Radial Balance (mirror image in all directions)

With a piece of tape, label your work with name, FACS 1360, Assignment 1, semester and year.

FACS 1360 - Assignment 1
Grading Rubric

<u>Part 2 – Wire Form</u>	Excellent	Above Average	Average	Poor
1. The design uses shape, form, line, texture and pattern, light and shadow				
2. Uses space and balance in a way that is visually appealing				
3. Creative development of idea				
4. Design is assembled in a professional and well-crafted manner with no protruding wires.				

Student Name: _____ Final Grade _____

FACS 1360 Basic Design - Assignment 2
assigned:
PowerPoint #2

Date

Assignment #2 Color Wheel with Tints, Shades and Tones

Due date:

Part 1: Elements and Principles Power Points (Continued)

Purpose: To create a file of visual illustrations to improve the students understanding of the elements of color in design.

Task: Find examples for each of the concepts listed. FCS majors are to find examples from their majors, i.e. fashion, interiors, event planning. Non majors can use any examples they choose. **Using MS PowerPoint, provide an example of each of the following with brief description of how the illustration fits the elements/ principles described apply to the image you present.** Please e-mail them to me by the beginning of class time on the due date (homework1360@gmail.com). Be creative, jump out of your comfort zone.

1. Design with high-key value (light against dark colors)
2. Design with dominant display of shades (a color mixed with black)
3. Design with dominant use of high intensity color
4. Design with use of warm colors
5. Design with use of cool colors
6. Color scheme with use of monochromatic colors
7. Color scheme with use of complementary colors
8. Color scheme with use of analogous colors (3)
9. Color scheme with use of neutrals colors
10. Color scheme with use of triad colors

Part 2: Color Wheel & Gray Scale

Purpose: To enable the student to understand color relationships within the color wheel by generating hues from the three primary colors. Students will also produce tints, shades and tones for each hue.

Color Wheel: Using only primary colored paints (red, yellow and blue) create secondary and tertiary colors for a total of **12 hues**. From each hue, you will mix 2 tints (by adding a small amount of white), a shade (by adding a small amount of black) and a tone (by adding a small amount of middle gray). You will have a total of 60 Hues, tints, tones and shades.

Divide and cut cardstock sheets into 4 quarters. Paint each color onto an area of cardstock and allow to dry. Decide on a basic shape to use to create your wheel using every hue with its corresponding tint, shade and tone. Assemble shapes into a color wheel **with YELLOW AT THE TOP (12 o'clock position). Following around the clock, RED should be on RIGHT (4 o'clock position) and BLUE should be on the LEFT (8 o'clock position).**

The completed color wheel should fit comfortably within a 16" x 16" square and should be glued, using a glue stick, directly to a 16" square white foam core board. Use care when laying out design. Gently pencil in guidelines that will be covered over, before gluing.

******Include your name, assignment number, and date on the back of each board.

Grading Rubric – Assignment #3	Excellent	Above Average	Average	Poor
Color Wheel and Gray Scale				
Color Wheel: Primary, secondary and tertiary colors are in correct position. Red to the right Yellow at top.				
Design layout is organized. Visual communication is successful.				
Design is well crafted. Board is cut straight.				
Tints, shades and tones are correct in mixing and placement.				
Project assembly is professional and well-crafted. No brush strokes or blemishes to paint. Straight edges in cutting and gluing.				

FACS 1360- Basic Design

Assignment 3

PowerPoint:

Purpose: To improve the student's visual understanding of the principles of design through the creation of a file of visual illustrations that relate to the basic principles of design.

Task: Select illustrations of interior or fashion designs to represent the following principles of design. Label and identify with an appropriate title in a PowerPoint. **A brief description of how the illustration uses the principle should be included on each slide.** Please e-mail the assignment to homework1360@gmail.com.

Please do not take your images from a single source, such as fashion or nature. Use a mixture of examples. Select pictures showing the following items. Design showing/demonstrating:

1. alternating rhythm
2. progressive rhythm
3. blurred outlines, sketchy contour lines, or lines of force
4. motion through repeated figures or multiple images
5. emphasis on function
6. simple visual aesthetics (easy to understand item by the way it looks)
7. design created for a specific situation or group of people (such as a water fountain design that is wheelchair accessible or a boardroom table)
8. design focused on recycled/re-purposed material

Assignment #3 - Texture Rendering and Color Schemes:

Purpose: To enable the student to skillfully develop rendering techniques as they apply to finishes shown in enlarged detail, and to skillfully develop a selection of materials that supports an aesthetic theme. Although this project is about rendering, use it to develop your personal aesthetic.

Texture Rendering Task: Choose a **color scheme**, then collect **FIVE** material samples from the list below. On white cardstock, render 2 ½ inch x 2 ½ inch samples using marker and color pencil. Think of this as color by number if that makes it easier. Can you duplicate what the eye sees? If you do not have the exact colors, find one, a marker or colored pencil that is close. Your renderings are to be a combination of colored pencil over prisma marker. You may also use a regular pencil and a pilot pen for drawing and shading.

Label your board with the appropriate color scheme name. Both the original sample and its rendering should be mounted on the board. Trim drawings neatly, either lightly glue or wrap fabrics around mat board, arrange in a balanced composition, then glue to the board. Label each sample (Satin Fabric, Large Print, etc.). Each board is not to exceed 16"x 20". Use either black or white foam core. You must include your name, FACS 1360, Assignment # and the semester and year on the back of each sheet and board.

Fashion Majors

Large repetitive print

Small repetitive print

Interior Design

Wood

Stone or Formica

Open weave lace

Metal

Ribbed weave

Glass or Ceramic

Satin or velvet fabric

Carpet

Tweed wool or upholstery weight fabric

Smooth fabric

Leather

Textured fabric

Accent Fabric

Color Schemes:

1. Feminine Sophisticated
2. Masculine Sophisticated
3. Rustic Feminine or Masculine
4. Youthful (ages 1-12)
5. Casual eclectic
6. Car interior

Grading Rubric

Texture Rendering and Color Schemes	Excellent	Above Average	Average	Poor
Materials are complete				
Neat and professional layout including lettering Successful visual communication				
Accurate color matching of swatches				
Accurate texture matching of swatches				

FACS 1360- Basic Design

PowerPoint #4

Assignment 4 Design Illustration in Color

PowerPoint:

Purpose: To improve the student's visual understanding of the principles of design through the creation of a file of visual illustrations that relate to the basic principles of design.

Task: Select illustrations of interior or fashion designs to represent the following principles of design. Label and identify with an appropriate title in a PowerPoint. **A brief description of how the illustration uses the principle should be included on each image.** Please e-mail the assignment to homework1360@gmail.com.

Please do not take your images from a single source. Use a mixture of examples from art, architecture, fashion, nature and design.

1. Design unity shown in harmonious shapes
2. Design unity shown in use of repeated texture
3. Symmetrical balanced design
4. Asymmetrical balance created through use of color
5. Asymmetrical balance created through use of odd numbered groupings and size
6. Radial balanced design
7. Emphasis through contrasting use of line direction
8. Emphasis through contrasting use of colors
9. Design with no main focal point (all over equal emphasis & crystallographic balance)
10. Emphasis of scale through exaggerated size
11. Design with harmonious & functional proportions

Assignment #4: Design Illustration in Color:

Purpose: To skillfully expand rendering techniques by reproducing an image from a magazine. Emphasis on shape, form, shading, highlighting, visual space and texture.

Task: Select an image (interior or fashion) from a magazine to trace. Create a color rendering using marker and pencil media. The illustration should be a minimum of 7" X 10" in size. Using the tracing method discussed in class, trace the outlines that are visible and sketch in the details on 8½"x11" card stock. Render the drawing with color markers and pencils in the same manner as in Assignment 3. It is recommended that the illustration have simple details and have good contrast of light and dark areas.

The original image and the rendered illustration will both be attached to a presentation board. Mount the original and the color illustration on a 15" X 20" black foam core.

<u>Grading Rubric for Rendering Assignment #4</u>	Excellent	Average	Poor
The original, color illustration are mounted on a 15" x 20" illustration board in a complementary color.			
1. Emphasis on clear shapes and images			
2. Color accuracy			
3. Shading and Highlighting			
4. Texture			
5. Appearance is neat and professional			
6. Successful visual communication			

FACS 1360 – Assignment 5

“Creating Collections”

Purpose: Using your design understanding and sketching ability, you will create an interior collection or fashion collection inspired by an object. You will create five designs based on the formal aspects of your chosen “inspiration piece”. Study the inspiration piece. Pull concepts from shape, forms, proportions, textures, colors, etc., to create new furnishings or fashion items.

Notice that the influences used in each area are switched: Interior Design collections will be influenced by Fashion and Fashion will be influenced by Interior Design. You will then color, annotate, mat and present the collection on a board. Be sure to include 2 swatches, a concept statement and annotations describing specifically how you translated the original design into your designs and collection.

Inspiration Objects:

Fashion Merchandising: choose from: furniture, accessories, lighting fixtures, appliances, kitchen gadgets, dishes, office products, etc.

Interior Design: choose from: handbag, belt, shoe, hat, jewelry, clothing, hair accessories, grooming products or grooming appliances, etc.

FCS and non-majors – may use either list of found objects.

Process:

Part 1 Explore collection development:

Using card stock, sketch to create 5 new designs based off of the “inspiration” piece you have chosen.

Annotate each sketch with information: (1) what elements or principles of design are being emphasized. (2) how the new design has taken elements from the “inspiration” piece (3) any material or finish changes.

Use third person writing. Letter your notes neatly and draw a line to the part your illustration that it relates to (this will assist with writing the concept statement).

Part 2 Adding Color and Concept Statement to a Collection:

Add color to the drawing and fine point black pen as needed. Use colored pencil and Prisma marker. These colors can be adapted uniquely with each illustration.

Include 2 swatches (2”x 2” minimum): fabric, wallpaper, or other material sources.

The next step is to develop a concept statement. Write initial draft in 3rd person (no "I"). Have someone else proof read and look at your work. Get their impressions. Do they understand your visual development? Lastly, refine the draft to a final form. See below for concept statement guidelines.

Presentation: Mount the rendered sketches, a drawing of the inspiration object, (6 total) printed concept statement, and sample of 2 materials to a 15" x 20" piece of foam core.

Concept Statements- Paragraph on front of Board

The first sentence in the concept statement ties the inspiration to what is being designed, and discusses the function of the design. The second sentence introduces the Elements and Principles of Design that were used, such as line, shape, space, rhythm, pattern, balance etc., while reflecting and supporting the first statement. The third sentence describes other major details and introduces the concepts, finishes or materials. The last sentence or two wraps up details and discusses any related elements which enrich understanding of the design.

Example 1

The concept for this contemporary furnishings collection is inspired by a sophisticated, yet formally playful Polka-Dot Dress by Stella McCartney. The major elements of this collection that were borrowed from the dress design are curved lines, black and sheer contrasting fabrics, and, of course, the polka dots. Repetition and rhythm, along with positive and negative contrasting materials are seen throughout the furniture collection, from the rug and sofa, which play with varying scales of circles and dots, to the pendant, and table lamps, whose shades mimic the positive and negative cut-away of the dress. Light pink was added as an accent to soften the color palette, adding a glamorously ladylike feel. This collection can function equally well in the home or retail space, putting people at ease in a graceful and feminine space.

Example 2

The design concept for Warm Springs draws on traditional Japanese mineral hot springs, called *onsen*. At Warm Springs elements of Japanese architecture punctuate the space in the form of simple elegant lines and the harmonious use of organic forms, creating an organized and peaceful setting. The repeated use of muted blues, sage, gold and gray in the selected finishes distinguish various spaces, providing visual cues and effective way-finding in each of the long corridors. These elements, along with carefully layered lighting, serve to put patients at ease, much like the warming waters of the *onsen*.

Example 3

Via Donna represents a woman's quest for unique shoes that are reflective of a personal style and sense of design. A pathway of glossy brown marble flooring leads the customer into a world of limited edition shoes, displayed in museum-like showcases of glass, copper, and mirrored insets. Exterior windows tempt the shopper with gallery frame displays that contrast against black felt walls highlighting shoe collections by individual designers. Sleek modern furniture, soft

atmospheric lighting with targeted spot lighting, plush textiles, and a color palette of rich browns and corals set the stage for customer comfort and merchandise appeal. The design incorporates a well-structured backroom, hand held computer devices, and convenient points of sales allowing a personalized client approach.

Example 4

The client's impressive mineral, art, and fossil collection set the stage for a shimmering color palette incorporating the perfect spatial mix of public and private space. The space is planned around formal entertaining, music, exhibition, office and casual living areas, while capturing the spectacular high rise views. The formal public spaces create openness, while mimicking (or *referencing*... use your thesaurus and be creative) the metallic richness of the mineral collection in gold, bronze, and silvery mercury glass details. A natural lighting plan uses window film to reduce glare and allow for opened draperies. Contemporary fluted glass privacy doors reflect natural daylight into unlit areas.

Grading Rubric

	Excellent	Average	Poor
1. Creative and properly scaled designs			
2. Described how visual elements from inspiration piece were used to create entirely new designs			
3. Rendering quality -Marker and pencil were used			
4. Quality of layout and presentation on board including cutting and lettering			
5. Concept Statement- clearly communicated the concepts			
6. Selected two swatch materials to expand development of colors			
7. Enhanced with significant details that relate to main idea			
8. Successful visual communication			

Student Name: _____ Student Grade: _____

FACS 1360 – Assignment 6

Design Development and Application

Part 1: Cultural Graphic

Purpose: To enable the student to expand their understanding of global cultures while applying their design knowledge to create a textile.

Assignment #6, the final project of the course, you will research a region and its' culture (Kenya, Tokyo, Japan, Fiji Islands, Mongolia, Myanmar, etc.), then to create a textile inspired by the material culture and landscape of that region. The textile design is then developed into a fashion collection or interior design collection for a home. Alongside visual research, you are required to include information in your concept statement about aspects of the culture relating to your design, and to provide accompanying visual examples to describe the relationship between the inspirational culture and their your designs. Class discussion covers aspects of artistic plagiarism and cultural sensitivity related to the use of appropriated symbols, imagery and patterns.

Task:

Research visual aspects of the culture from which you are drawing inspiration, including fashion, art and architecture, both traditional and contemporary. From your research, you will develop a textile for clothing or a rug for interior use. In keeping with ethical practices in design, you will credit the original source of traditional patterns or imagery, if they are used.

Fashion majors – design a textile (36" X 36" using 1' = 2" scale would be a 6" X 6" box)

Interior design majors – design a rug (7' X 9' using 1' = 1" scale would be a 7" X 9" box)

All other majors – may choose between either of the above

Divide the rug or textile design into 4 quadrants and render it with color markers and pencils as described below. This full-color design will be used to create the focal point in an interior or fashion ensemble.

Please label each accordingly:

- Grayscale
- Analogous
- Complementary
- Full Color

Things to consider:

- Elements of design - Color, pattern, line, shapes, etc.
- Cultural influence and pattern
- Symmetry, balance, rhythm
- Focal point, emphasis, accents

Part 2: Application

Purpose: To apply the rug or textile design you created as an element in either an interior or fashion ensemble. Use either the attached floor plan and furniture templates or the fashion models. Design a space or fashion ensemble with either the rug or fabric that you created.

Interior Design

- Plan the furniture arrangement based on residential use
- Use the rug in a location that shows off the design - color scheme, pattern, contrast
- Include on your board material samples and illustrations of furniture to create a collage representing the visual aspects of the space.
- Render the floor, rug, upholstery, wood furniture finishes using the full color scheme created by the rug you designed.

Fashion Ensemble

- Plan three multi-piece ensembles (jacket/coat, shirt/top, and pants/skirt)
- Incorporate the fabric design created into one of the most important parts of the ensemble - color scheme, pattern, contrast
- Include on your board accessories (jewelry, shoes, etc.) and a material sample to create a collage of visual aspects of the collection.
- Render all pieces using the full color scheme created by the textile you designed. Your rendering does not have to include facial features. In some cases it looks better to leave them off!

Part 3: Concept Statement

Purpose: To enable the student to develop their writing skills for design and to ensure that the design process is followed.

Final concept statement should be written in third-person (no "I"). Discuss the influence of the cultural design on the fabric/rug created.

Final Concept Statement should be one paragraph. Discuss the influence of the cultural design on the fabric/rug created. Refer to the concept statement handout I gave you. The final concept statement should be printed from your computer using an appropriate type and size of font.

Your final concept statement should be on the **FRONT** of the board.

Assembly: The arrangement/layout should consider both positive and negative space, scale of images or text, craftsmanship should neat and professional. Text and titles should be printed from your computer. Include your name, class number and project information on the back.

Fashion board should include:	Interiors board should include:
"Created textile/fabric" 6"x 6"	"Created rug" 7" x 9"
Relevant traditional and contemporary imagery	Relevant traditional and contemporary imagery
3 fashion ensemble drawings	Interior space elevation and plan drawings
Fabric Swatches	Fabric swatches, flooring, wall covering, fabric paint, etc.
Drawings of fashion accessories	Drawings of interior furniture
Concept statement	Concept statement

FACS 1360 – Grading Rubric Assignment 6

Part 1: Graphic development	Excellent	Average	Poor
Rug/fabric design in 4 quadrants - Approved design/Size			
Development of graphic using color, pattern, line, shapes, etc.			
Incorporates cultural influence and design			
Development of pleasing symmetry, balance, rhythm			
Focal point, emphasis, accents			
Quality of rendering in color markers and pencils			
Development of Grayscale or Monochromatic, Analogous, Complementary, Full Color			

Part 2 : Application	Excellent	Average	Poor
Includes Plan with Interior and Elevation or 3 Fashion Ensembles using “created design” on key elements			
Appropriate color scheme, pattern, contrast			
Quality rendering in color markers and pencils			
Color prints of Inspiration images from the culture, quality of collage grouping/completeness			
Color prints or drawings of furniture or fashion accessories (3 accessories minimum)			
Fabric Swatches included			
Part 3 : Concept Statements	Excellent	Average	Poor
Concept describes the created design, inspiration, application, details and how these relate to the given culture.			
Mechanics, use of 3 rd person, sentences well structured. No “I”.			
Assembly			
Board size 20”x 30”, with title and your name printed from computer			
Assembly and layout are professional & neatly done			
Trimming, gluing, border and background space			

