

ART 231-01

Digital Art for Non-Art Majors

Eastern Connecticut State University
Department of Art & Art History | Digital Art & Design

Digital Art for Non-Art Majors | ART 231-01 | Fall 2022 | M 9-11:45 pm | FAIC 327
Soojin Kim | Office: FAIC 318 | Hours: M 12-3 pm, T&R 3:30-4 pm

Course Description

This course is for students who wish to explore art and computers but are not majoring in Visual Arts. Students will learn to create art using digital technology. Creative problem solving, art-making processes, understanding terminology, historical precedent, and contemporary digital practice will be explored.

Primary Software Used: **Adobe Photoshop, Illustrator, Processing**

Levels: **Undergraduate**

Course Attributes: **LAC T2CE-Creative Expression**

Overview

This course explores the practice of digital art through the hands-on studio and contemporary digital design theory. In this introductory-level course, students will learn how to use the computer as a creative tool for digital imaging. A variety of electronic imaging tools and techniques will be demonstrated and taught. Utilizing this knowledge and skill, students will explore, develop, and refine their visual style. In addition to hands-on procedures and techniques, students will learn digital graphics concepts. Through research, discussion, and practice, learn to think about and through these tools to develop a personal relationship with digital art technologies.

Objectives

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- ❑ Use a variety of digital imaging tools to create artworks.
 - ❑ Learn and use the formal elements and principles of design including line, shape, implied volume, light and shade, texture, and color to make art projects through digital means.
 - ❑ Understand the terminology needed to discuss various types, techniques, and concepts of digital art and put his vocabulary into a historical context.
 - ❑ Achieve a level of proficiency at creating, editing, and publishing digital artwork.
 - ❑ Analyze the visual elements and principles of design employed within the digital arts.
 - ❑ Differentiate among various media and techniques used by digital artists.

Materials

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- ❑ Blackboard access
 - ❑ Adobe CC access
 - ❑ An external drive for backup (Plus Additional online storage for backup of files: Student account Z-drive, One Drive and Share Point, or Google Drive)
 - ❑ Sketchbook (preferred with grid)
 - ❑ Headset or earbud

Recommended Reading

Paul, Christiane. **Digital Art**. London; New York: Thames & Hudson, 2003. Print. World of Art.

Burrough, Xtine. **Foundations of Digital Art and Design with the Adobe Creative Cloud**. Berkeley, California: New Riders, 2013. Print.

Wong, Wucius. **Principles of Form and Design**. New York: Van Nostrand Reinhold, 1993. Print.

<https://helpx.adobe.com/photoshop/tutorials.html>

<https://helpx.adobe.com/illustrator/tutorials.html>

<https://processing.org/>

<https://p5js.org/>

<https://bezier.method.ac/>

<https://artclasscurator.com/sol-lewitt-instruction/>

Revisions To Syllabus

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

Grading

Your grade is based on **Course Assignments (70%), in-class exercises, participation, presentations (20%), and attendance (10%)**. Readings (if there are) are due before the beginning of class on the date assigned so that you are familiar with the topics and prepared for discussion. Assignments are due at the beginning of class unless otherwise notified by the instructor. **Late submissions will be dropped up to 5 points out of 100 per day.**

In professional practice, graphic designers solve client problems that often have tight time requirements. You will be given as much time as possible to work during the studio, but discussion and critiques will consume a significant amount of the time. One-third of the work for this class is expected to be accomplished outside of class. **Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room** (available with instructor permission for classwork only), online help, and textbooks (if applicable)—including associated websites—as reference tools to complete work and practice techniques.

Evaluation of Individual works is based on a **creative problem-solving approach, use of elements/principles, craftsmanship/professionalism, and improvement/growth**.

A 100–95 90% | **B** 89 85 80% | **C** 79 75 70% | **D** 69 65 60% | **F** 59% or below (A grade of C, 75% is the minimum grade which counts toward your major.)

A. Superior execution; maximum originality; excellent concentration and initiative; cooperative with peers; excellent judgment; superior attitude and dedication; highly imaginative, original, and experimental; very consistent in work ethic; a significant improvement

B. Strong execution and originality; adequate concentration and initiative; cooperative with peers; good attitude, dedication, and judgment; imaginative and experimental; consistent in work ethic; noticeable improvement.

C. Average execution, concentration, organization, and attitude; some imagination and originality; lacks some consistency in work ethic; some improvement.

D. Poor execution and improvement; limited originality; little concentration and organization; poor judgment; evades responsibility and cooperation; lacks work ethic, concentration, and organization

F. Fails to execute to minimum standards, insignificant improvement; no originality; minimum concentration and organization; evades responsibility and cooperation; no work ethic.

Attendance Policy

You are required to attend each class in its entirety. More than 2 absences, 2 late arrivals, or early departures will affect your grade negatively unless you have a doctor's note. Attendance will be taken at any in class. It is your responsibility to see me during class if you arrive after attendance is taken. Email me ahead of time if you cannot attend class, if you will be late for class, and if you need to leave early for class. This does not constitute an excused absence, it is a professional best practice.

Class Rules

No food or drink in the Computer Lab. Smartphones: no cell calls and no earbuds during lectures or demonstrations. Do not use the Internet for anything other than related class subjects. Use break time instead.

Assistance at the Writing Center

The Eastern Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of Eastern by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work and do it more comfortably and confidently. Any student can and should use the Writing Center. The process of talking with readers about writing and getting feedback on student writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to the "Useful Links" column on the Current Students webpage and selecting "GradesFirst" (<http://www.easternct.edu/index/current-students/>). Students are asked to bring copies of any assignment sheets to the Writing Center, so tutors know what is expected of the assignment. Assistance with Academic Advising and Subject Tutoring at the Academic Service Center Students are encouraged to use the support services offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects are available. The ASC also offers assistance with study techniques, time management, and "Eastern in 4" graduation planning.

Accommodations for Students with Disabilities

Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act (ADA) of 1990, the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973, as amended in 1998. If you are a student with a disability (or think you might have a disability) and require accommodations or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Please note that accommodations are not retroactive and must be communicated through a Letter of Accommodation, which is drafted by the OAS. Please visit the Office of Accessibility Website at <https://www.easternct.edu/accessability/index.html> for more information on how to register with our office.

Diversity Statement

Eastern Connecticut State University values the diversity of its students, faculty, and staff. Differences in race, ethnicity, national origin, class, religion, learning styles, gender, gender identity and expression, sexual orientation, age, ideology, and other aspects of human variation and characterization, including but not limited to those protected by law and CSCU policies, enrich the educational experiences and social and intellectual development of students and create a rich cultural environment. Eastern is committed to ensuring that regardless of their differences, all members of the Eastern community are challenged to achieve their full potential and are supported in their pursuit of that goal in a campus environment that is free from discrimination and harassment.

Student Sexual Misconduct Policy

Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services, and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experienced harassment or assault, resources are available within the Title IX Office and with the Sexual Assault & Interpersonal Violence Response Team (SAIVRT). Alleged violations should be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5012. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Co-Chair of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at <https://www.easternct.edu/sexualassault-and-interpersonal-violence/index.html> for more information including a list of confidential resources.

Counseling and Psychological Services (CAPS)

Mental Health and Wellness: Eastern Connecticut State University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Please notify your faculty member or academic advisor for academic assistance, as needed. Counseling and Psychological Services (CAPS) can also provide support if you're feeling stressed, overwhelmed, anxious, depressed, lost, or struggling with other personal issues.

Please call or visit the Counseling and Psychological Services (CAPS) website for more information. These professional services are free and confidential and support nontraditional, graduate, and undergraduate students. Call 860-465-0181 to schedule an appointment. Same-day urgent hours are M-F, 1-3.

Students in crisis and/or experiencing suicidal thoughts, free 24/7 crisis support in the US, call: Suicide & Crisis Lifeline at 9-8-8

Suicide Prevention Lifeline at 1-800-273-8255

Text HOME to the Crisis Text Line at 741 741

Trevor Project 1-866-488-7386 for LGBTQ youth
211 (mental health emergency)

Course Outline

WEEK 1

8/29

COURSE INTRODUCTION - SYLLABUS REVIEW

TUTORIAL - GET TO KNOW PHOTOSHOP

<https://helpx.adobe.com/photoshop/tutorials.html>

EXERCISE 1 - GET TO KNOW PHOTOSHOP

Overview & Specifications

After completing the *Get to know photoshop* tutorial add your name at the bottom of the image of the last file. You might want to watch *Add text and shapes*

(https://helpx.adobe.com/photoshop/how-to/adding-text-shapes-basics.html?playlist=/services/playlist.helpx/products:SG_PHOTOSHOP_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-2/en_us.json&ref=helpx.adobe.com) tutorial for this. Save the file into *.jpg then submit it to the blackboard.

WEEK 2

9/12

LECTURE - FUNDAMENTALS OF COMPUTER

GRAPHICS (RASTER V.S. VECTOR GRAPHICS)

TUTORIAL - LAYERS AND COMBINING IMAGES

<https://helpx.adobe.com/photoshop/tutorials.html>

Work with layers

Make selections

Combine images

EXERCISE 2 - JACK AND THE BEANSTALK

Overview & Specifications

Search and download cloud and beanstalk images from google. Using those found images, create Jack's beanstalk on the cloud. Save the file as ART231_Ex2_FirstnameLastname.psd then keep it in the secure digital space such as one drive or thumb drive, then export the file as ART231_EX2_FirstnameLastname.jpg then submit it to the blackboard. Please name your file in the same manner during the semester.

WEEK 3

9/19

LECTURE - CUBISM, DADA, & SURREALISM IMAGES

ASSIGNMENT 1 - DIGITAL COLLAGE

Overview & Specifications

Create a political or social collage about a current event that you feel and concern strongly about. For this college, you will need to research your topic, find images, and create a collage that represents your perspective on the world and stance on the topic. Use at least 6 different images. You must include at least one photo that you take by yourself and one scanned image from publications.

ASSIGNMENT 2 - DIGITAL COLLAGE ANIMATION

Overview & Specifications

Create a minimum 10 sec GIF Animation using a photoshop file created in Assignment 1.

WEEK 4

9/26

Assignment

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DUE

STUDIO

TUTORIAL - PHOTOSHOP GIF ANIMATION

<https://www.youtube.com/watch?v=13owc4iGJH4>

<https://www.youtube.com/watch?v=n-0uUeTlfN0>

WEEK 5

10/3

RECALL LECTURE - FUNDAMENTALS OF COMPUTER GRAPHICS (RASTER V.S. VECTOR GRAPHICS)**TUTORIAL - CREATING VECTOR SHAPES**<https://bezier.method.ac/><https://helpx.adobe.com/support/illustrator.html>**STUDIO**

WEEK 6

10/10

Assignment

2

DUE**TUTORIAL - GET TO KNOW ILLUSTRATOR**<https://helpx.adobe.com/support/illustrator.html>**EXERCISE 3 - CREATE AND EDIT SHAPES****Overview & Specifications**Complete *Create and edit shapes* tutorialhttps://helpx.adobe.com/illustrator/how-to/shapes-basics.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com[TOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/shapes-basics.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com)

Save the outcome files into *.pdf then submit them to the blackboard.

EXERCISE 4 - BEGINNER DRAWING COURSE<https://helpx.adobe.com/support/illustrator.html>**Create artwork with the Paintbrush and Pencil tools****Start creating with the Pen tool****Practice creating with the Pen tool****Edit paths you draw**

Save the outcome files into *.pdf then submit them to the blackboard.

WEEK 7

10/17

LECTURE - BEN-DAY DOTS**ASSIGNMENT 3 - BEN-DAY DOT VECTOR PORTRAIT****Overview & Specifications**

Create a vector self-portrait using Ben-Day Dot as an expressional element in Adobe Illustrator on a 24"x30" artboard.

EXERCISE 5 - MAKE A MINIMAL VECTOR PORTRAIThttps://helpx.adobe.com/illustrator/how-to/minimum-vector-portrait.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en_us.json&ref=helpx.adobe.com[LLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/minimum-vector-portrait.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en_us.json&ref=helpx.adobe.com)

Save the outcome files into *.pdf then submit them to the blackboard.

WEEK 8

10/24

EXERCISE 6 - CREATE PATTERN USING PATTERN TOOL<https://helpx.adobe.com/support/illustrator.html>**Create and apply a pattern****STUDIO**

WEEK 9

10/31

LECTURE - 3D SHAPES & MODELING**ASSIGNMENT 4 - ART CHESS****Overview & Specifications**


After studying chess design by artists, design your own

chess pieces.

STUDIO

WEEK 10 Assignment
11/7 3
DUE

TUTORIAL- Getting Started with SketchUp

 SketchUp Tutorial for Beginners - Learn SketchUp in 1...

ASSIGNMENT 4 .1 - Concept Sketch

A conceptual design sketch has to be done in pencil on paper. Submit your sketch(Assignment 4.1)

EXERCISE 7 - CREATE A TABLE IN SKETCH-UP

Create a 3D model of a table with 4 legs. Export your modeling to a jpg or png file and submit it.

WEEK 11 Assignment
11/14 4.1
DUE

ASSIGNMENT 4 .2 - Design Completion

Complete all 6 chess pieces in Sketchup. Submit the outcome as a jpg or png file and submit.

STUDIO

WEEK 12
11/21

STUDIO

LECTURE - CONCEPTS OF SOL LEWITT

EXERCISE 8- PROCESSING

<https://p5js.org/get-started/>

<https://p5js.org/examples/color-color-variables.html>

Try out two example codes and understand the basic geometric function. Then Create Sol Lewitt Drawing #381 on the 800 x 800 canvas.

ASSIGNMENT 5- DIGITAL SOL LEWITT

Overview & Specifications

Research on Sol Lewitt Drawing instructions and choose one instruction to interpret into a computer language.

Select one of the Solewit drawing instructions and convert it into a processing code. Submit your code as a text file to the blackboard.

WEEK 13 Assignment
11/28 4.2
DUE

TUTORIAL- PROCESSING

STUDIO

WEEK 14
12/5

STUDIO

FINAL Assignment

FINAL SUBMISSION

EXAM

5

DUE
