

**Cypress College**  
**Three-Dimensional Design**

Fall 2013  
Mon/Wed 9:30-12:35  
Art 121 C  
CRN 10545  
Room FA 130

**Instructor:** Matthew Driggs  
**Cypress College email:** mdriggs@cypresscollege.edu  
**email:** knittingkitten@gmail.com

**\$20.00 fee for materials used in common - Payable at registration**

**Prerequisites:** None

**Recommended Textbook** (not required)  
Stewart, May: *Launching the Imagination*. New York: McGraw Hill 2002

**Materials**

The school will provide a minimum amount of supplies and tools for projects. However, materials are limited and students may decide to purchase additional items for their projects.

**Professor's Course Description**

Students investigate the principles of 3-D Design via projects that are tailored to encourage focus on materiality, form, engineering, motor and craft skills, kinetics, and aesthetics. Students look at examples of fine art, product design, fashion, architecture, and craft, with an emphasis on the function and meaning of quotidian (everyday) objects. Two- and three-week-long projects that afford opportunities for deep exploration and critical thinking are interspersed with one-day "intensives" that enable students to explore a range of design possibilities.

Class Date      Course Content \_\_\_\_\_.

**WEEK ONE**

Aug 26:      Introduction to class and Project #1. Form groups for Project #1.  
Aug 28:      Ready to work: Bring in sketches, images and ideas for Project # 1  
Homework:      Sketches, images and ideas for Project #1

**WEEK TWO**

Sept 2:      No Class  
Sept 4:      Project #1  
Homework:      Work on project #2

### **WEEK THREE**

Sept 9: **Critique Project #1**, introduce Project #2, the Cardboard Project

Sept 11: **1 Day Project: A**

Homework: Continue work on project #1 + Reading/s TBD

### **WEEK FOUR**

Sept 16: Ready to work: Bring in sketches, images and ideas for Project #2

Sept 18: Project #2

Homework: Continue work on project #2

### **WEEK FIVE**

Sept 23: Critique Project #2

Sept 25: **1 Day Project: B**, Introduce Project #3

Homework: Continue work on project #23

### **WEEK SEVEN**

Sept 30: Ready to work: Bring in sketches, images and ideas for Project #3

Oct 2: Continue work on project #3

Homework: Continue work on project #3

### **WEEK EIGHT**

Oct 7: Continue work on project #3

Oct 9: Continue work on project #3

Homework:

### **WEEK NINE**

Oct 14: **Critique Project #3**

Oct 16: **1 Day Project: C**

Homework: Continue work on project #3 + Readings TBD

### **WEEK TEN**

Oct 21: Instruction and quiz on the use of power tools

Introduce Project #4

Oct 23: **Ready to work: Bring in sketches, images and ideas for Project #4:  
Kinetic/Wood**

### **WEEK ELEVEN**

Oct 28: Project #4

Oct 30: Project #4, **Museum Paper Due**

Homework:

### **WEEK TWELVE**

Nov 4: Project #4

Nov 6: Project #4

Homework: Continue work on project #4

### **WEEK THIRTEEN**

Nov 11: Veterans' Holiday  
Nov 13: **Critique Project #4**

Homework: Continue work on project #4

### **WEEK FOURTEEN**

Nov 18: **1 Day Project: D**, Introduce project 5  
Nov 20: Ready to work: Bring in sketches, images and ideas for Project #5

### **WEEK FIFTEEN**

Nov 25: Introduce Project #5, the Final Project  
Nov 27: Project #5

Homework: Continue work on project #5 + Reading/s TBD

### **WEEK SIXTEEN**

Dec. 2: Project #5  
Dec 4: Project #5

Homework: Continue work on project #5 + Reading/s TBD

### **WEEK SEVENTEEN**

Dec 9: **Clean up Day**  
Dec. 11 **Final**

Please Note: Syllabus may change according to progress of class

## **General Course Information**

### **Course/Catalog Description**

This is an introductory course covering the materials, techniques and tools used to create three-dimensional forms. This course emphasizes the vocabulary of three-dimensional design and its application to problem solving in three-dimensions.

### **Instructional objectives**

Upon completion of this course, the student will be able to:

- Demonstrate an understanding of the elements of three-dimensional form
- Demonstrate an understanding of the principles of three-dimensional order
- Demonstrate the ability to apply the vocabulary of design to the visual image both verbally and in writing
- Demonstrate techniques and skill in using various materials and tools in a three-dimensional manner
- Comprehend the abstract use of design and apply this knowledge

### **Student Learning Outcomes**

The students will use a variety of materials and techniques applicable to three-dimensional design to create forms that are both figural and organic, utilizing the principles and elements of design.

### **Projects and Grading**

1 day projects	20 points (per project)
Group Project (2 Day Paper Mache Project)	50 points
Paper	110 points
Modular foam core project	100 points
Cardboard rescale project	110 points
Concrete architectural project	110 points
Kinetic wood project	120 points
Inflatable project	120 points
Accumulation	130 points

Class Participation(critiques, cleanup, attendance and other class activities) 120 points

Quizzes 50 points

### **Projects Grading System**

50% Project Objectives- Does the project fulfill all of the requirements of the assignment?

30% Craftsmanship- Is the project executed cleanly?

10% Creativity- Does the project simply aspire to fulfill the base project goals or does try to explore further?

10% Preparation- Were you prepared and ready work in class? Did you bring in your homework, sketches, images and materials on time?

### **Homework**

Assignments may include readings, conceptualizing projects, working on current projects, preparing for quizzes and written papers. Students are required to spend at least four hours per week on Homework assignments.

### **Museum Paper**

For this assignment you will visit a museum and write a two-page paper describing the artwork(s) that you had seen on your trip. A list of museums will be giving to you in which you will choose one museum to attend. A receipt or proof of your museum visit is needed. Additional information will be given regarding the details of the museum report.

### **Projects and Paper Due Date Policy**

All projects and papers must be turned in on the due date. Late work will not be accepted. If you know you will be absent from class on the due date, you must arrange to have it submitted by another student. Although late projects will not be accepted, unfinished projects will be accepted as long as 3/4 of the project is complete. Projects can be redone and resubmitted for a grade change, though resubmissions are **not** allowed for the Group Project, Museum Paper and the Final Project. If you miss the critique for a project and do not have proof of illness from a doctor, your grade for that project will drop 20%. If you miss the critique for the Final Project and do not have proof of illness from a doctor, your grade for that project will be 0%.

### **Attendance Policy**

It is important that students are present for lectures, demonstrations, and critiques, as the concepts and techniques imparted here will greatly influence your work. If you are late to class 3 times, or if you leave early 3 times, this will be considered as one absence. If you come to class one hour late or leave one hour early - even if you only do it once - this will be considered as an absence. If you are absent without a doctor's note more than three times your grade will be affected. After three such unexcused absences, each missed class will decrease your total grade by 10%.

If you come to class late, leave early or did not attend a class it is your responsibility to ask another student what you have missed. It is in your best interest to exchange phone numbers or email addresses with a few fellow students.

The Cypress College Catalog states: "After a student accumulates in any class more than a week's absences (more than the number of times the class meets per week), consecutive or non-consecutive, an instructor may drop the student according to the drop deadline dates."

Please consult the 2013/2014 Cypress College Catalog for the details of the policy.

### **Safety**

Unless otherwise informed come to class prepared to work. Many critique days will also be working days.

Wear work clothes that you do not care about, they may get stained or torn.

Have closed toed shoes, NO SANDALS (I will ask you to leave if you have sandals on)

No loose hair.

No loose jewelry.

No iPod, Walkman or CD players to be used when handling all power tools

Tuck in loose clothes

Wear gloves when appropriate.

Wear eye protection when appropriate.

Lift heavy objects carefully and with assistance. Do not struggle with heavy materials.

Ask for help from another student even when outside of class.

### **Clean up**

Clean up of the facility begins fifteen minutes before the class ends. Everyone is required to stop working, and to clean and put away **all** tools and supplies. Even though you may not have worked in a certain area, used a particular tool, or there might have been left over debris from a previous class, you are required to help clean up **ALL** areas of the shop. Tools that have been loaned out from the upstairs tool coral can only be returned after cleanup of the shop is complete.

Towards the end of the semester there will be a "Final Clean-up Day" in which you will also be required to attend. If you do not attend the final clean up you will receive an "F" on your "Class Participation" grade.

### **Use and Borrowing Tools and Supplies**

Tools will be handed out to each student at the beginning of the semester. If you lose or break any of these tools you must replace them. If these tools are not returned at the end of the semester, there will be an automatic drop in your final grade. Additionally, some tools and supplies can be borrowed from the class and used at home. To borrow a tool you must sign out the tool with your teacher or the Lab Technician at the end of class and bring back the tool to the following class. If the tool is not brought back on time, there will be a drop in your project grade. If the tool is never returned (or replaced if broken) you will receive a failing grade in the class.

### **Academic Honesty**

Any student caught cheating or plagiarizing will receive an “F” on the assignment and a report will be filed with the Dean of the division as well as all other appropriate offices. Further action may be pursued, depending on the degree of cheating and/or plagiarizing. Please consult the 2013/2014 Cypress College Catalog for the details of the policy.

### **Food, Beverage and Tobacco**

No food or drinks are allowed in the classroom except for water. Tobacco in any form cannot be used in class.

**Electronic Devices:** Turn off your cell phones, pagers and ipods before you come to class. If you use a laptop to take notes during the class do not spend your time surfing, instant messaging, checking your email or similar. If you do so you may be asked to leave the class for that day and you will be marked absent.

**In-Class Etiquette:** Please be respectful and pay attention during class. If you talk to your friends all class long, surf, or otherwise act in a way that is disruptive, inattentive or disrespectful to your fellow classmates or to me, you will be asked to leave the class and you will be marked absent. Repeated behavior of this kind will result in a lower final grade for the course.

### **Sexual Harassment and Discrimination**

Sexual Harassment and Discrimination will not be tolerated in class. Please come and talk with me if you feel that you or someone in the classroom has been sexual harassed or discriminated against. Students who believe they have been subjected to unlawful discrimination, including sexual harassment, can also seek information regarding the District’s Unlawful Discrimination Policy, should contact the Office of the District Director of Human Resources at (714) 808-4818.

Please consult the 2013/2014 Cypress College Catalog for the details of the policy.

### **Student Support Services**

Cypress College has numerous services that are here to support students. Please consult the 2013/2014 Cypress College Catalog for the details of the policy.

### **Academic Accommodations**

Cypress College is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights and privileges of school services, programs and activities. The instructor will negotiate reasonable accommodations to students with documented disabilities. It is the responsibility of the student to contact the Disabled

Student Programs to initiate this process (714-484-7104 or 714-761-0961 TDD). The Disabled Student Program will assist qualified students with disabilities in acquiring reasonable and appropriate accommodations. Please discuss your accommodations with the instructor on your first day of class. Please consult the 2013/2014 Cypress College Catalog for the details of the policy.

### **Campus Safety Phone Number**

(714) 484-7387

### **Emergency Procedures**

If required to evacuate a classroom/building, students will proceed to a clear and safe area away from the evacuated building (Lot #8). Take all personal belongings with you.

### **Health Services**

As a registered student at Cypress College you are eligible for basic health services at your center. The Student Health Services Center is an office responsible for the health and wellness of students on campus. There is no charge to see the Physician, Nurse Practitioner, Psychologist, Counselor and/or Nurse. Contact the Health Center located on the first floor of Gymnasium II building by calling (714) 484-7361

### **Library**

We will be looking at a variety of artists and artwork during lectures. If you are looking for more information on these artists and artworks, information can be found in your Cypress College Library.

### **The Learning Resource Center**

The Learning Resource Center Open Lab offers students computer lab where they may access the Internet, software applications (such as word processing, spreadsheet, and presentation) and course-specific software assigned by their instructors (CD-ROM and online). Please refer to the Cypress College Catalog for all the services available to students

### **Dropping**

It is your responsibility to make sure you have officially dropped the class. Any student not officially dropped from the class will receive an F. Visit Admissions and Records for more information.

### **Cypress College Catalog**

Please review the 2013/2014 college catalog to familiarize yourself with important information. It can be downloaded from the school website ([www.cypresscollege.edu](http://www.cypresscollege.edu))

# Projects and Papers

## Accumulation Project/Your Body

Student Supplied Materials: Open choice

Students supply ALL of the materials for this project, but it can be completed on a ZERO dollar budget.

This project is about multiples and repetition and uses your body as the reference point.

First of all, select an object that you can acquire in large numbers at little or no cost. (Examples include soda cans, paper clips, beads, bottle tops – look around and be resourceful). Begin collecting examples of your object obsessively. The examples must all have the same size and shape (although, as you will see later, not necessarily the same color).

While this is the only project in which you are able to use color, you cannot paint or draw on your objects. Instead you must employ their native color. You may want to take this opportunity to collect an object that comes in many different color varieties.

Using the objects that you have collected, you will make an artwork that refers and/or relates to your body. You can approach this project in one of two ways:

- 1) The artwork can be something that is worn or attached to your body (i.e. like a shirt).
- 2) The artwork is made in likeness to your body or body part (i.e. a sculpture of the bones of your feet).

You will only need to achieve one of these two goals. Please keep in mind that you will also need to bring a binding agent such as glue, tape, a needle and thread etc, to join the objects together. You will only be able to use one binding agent for this project.

- You can't make "jewelry" for this project (I will explain what I mean by this)
- The artwork can be as large as you wish. Please talk with me if you are thinking "BIG".



## **Kinetic Forms**

School Supplied Materials: Wood, wood glue

Optional Student Supplied Materials: "Other" (string, plastic, wire, hinges, etc)

This project involves cutting, sanding and gluing pieces of wood together to construct a kinetic form.

The total length, height, and width of the artwork must not exceed 12" x 12" x 12".

Materials other than wood may be used, but you must supply the "other" material and at least 90% of the final artwork must be made from wood.

This project must have kinetic aspect. It can move as much or as little as you choose. The artwork can have movement of one inch or it can have infinite motion.

## **Nature: Interior and Exterior / (group project)**

School Supplied Materials: Wire (chicken wire type), water, glue, paper (for papier-mâché)

Optional Student Supplied Tools: Wire snips

This is a group project about the juxtaposition of inside and out, which uses nature for its inspiration. The collaborative artwork will be based on a natural object, which the group selects collectively, and the artwork must display both an exterior and an interior.

In other words, in addition to designing the outside of your 3-dimensional object, you must also design the interior and build the artwork so that a viewer can see what is on the inside.

Color can be used, but only through the use of colored paper. You can only have one color on your artwork (if you choose a light blue colored paper, then the whole object must be light blue). There is no drawing or painting on the artwork.

## Negative Spaces and Positive Forms

School Supplied Materials: Concrete, cardboard, Vaseline, tape, Exacto knife

Student Supplied Materials: Cardboard

Optional Student Supplied Materials: Duct tape

This project involves making (at least) five hollow 3-dimensional forms out of cardboard, casting their positive forms in concrete, and using the concrete positives to create a sculpture. Your final piece must be no larger than 12" x 12" x 12".

First of all, make a 3-dimensional form using cardboard and duct tape. Explore the kinds of forms that are possible – curved like a cereal bowl as well as angular – if you manipulate the cardboard and bind the edges together with tape. Make forms with negative spaces - dips and cavities - to receive the concrete.

When the cardboard form is finished, spread Vaseline inside its negative spaces, pour in the concrete, and leave it to dry. When the concrete is dry carefully remove the cardboard (the Vaseline will aid the process) to reveal the positive concrete form. The cardboard will tear, so you must make a new cardboard negative for each concrete cast. Repeat the process at least four times.

Using your five concrete forms, make a sculpture or structure that will be the final complete work. At least three of the concrete forms must touch each other. They cannot be stacked, hung from the ceiling or glued together. They cannot be drawn on, painted, tinted, or colored.

As you decide how to configure your forms into a single object, consider the nature of the relationship between the concrete forms. They might be interlocked, or perhaps they support or lean on one another in some manner. Consider the spaces created between the forms.

NOTE: **Always** use tarps on the table and ground when working with concrete. Take care not to track concrete everywhere on your hands or on the bottom of your shoes.

No text, writing or carving letters is allowed on this project

### Project Ideas

- Use the concept of Unity and Variety and create a representational or abstract artwork
- Construct an architectural space that already exists or design your own architectural space
- Design your own 3D logo or abstract an existing logo

## Your Failing Object

Have you ever thought to yourself “I hate this thing”, or screamed “arrrgggg” when an object does not work as you felt it should. It could be a masking tape dispenser that works awkwardly or toothpaste that is difficult to get out from the bottom of the tube. How would you change that tape dispenser so that it would work better? How could you get that last bit of toothpaste out of the tube a bit easier?

As you go through your day to day grind note when an object does not work as smoothly as it should. Are you struggling with an object more than you would wish to? What would you change it to make the object work effortlessly?

You can approach this in three ways. Let's take the toothpaste tube for example:

1) Make an addition to the object so that it functions more efficiently. In this example each tube of toothpaste could come with a device that is attached to the tube and squeezes out the toothpaste. It could look like a long two pronged fork on a track that squeezes the toothpaste tube between the forks. What would that track look like? Would one simply squeeze the forks together and pull the forks forward to dispense the toothpaste or would you make something more elaborate?

2) Make a separate device to help the object run more smoothly. In this example you could make a device that could be used on multiple toothpaste tubes. It could look like a paint tube squeezer, which is basically like two little rolling pins held close together and the toothpaste tube gets squeezed between the rolling pins. How could these pins be held together? Would you also want a knob(s) and or gear(s) that would turn the pins and squeeze the tube?

3) Change the failing object completely. In this example you would create a new object which toothpaste could be dispensed. The new toothpaste tube could look and work more like a deodorant applicator. What would the top of that dispenser look like? How about also designing a diaphragm for the interior of the applicator that could squeeze out the very last bit of toothpaste?

For this project you will write a one paragraph (at least four sentences) typed paper on how you make **your** object function better. **Do not use toothpaste as your object**, I do not want you to "solve" numbers 1, 2 and 3. The descriptions above are used to give you examples and plant seeds on how to approach your work. You are to find your own problematic object and fix it! Along with paragraph you will need to attach drawing(s) or image(s) that help describe your thoughts. These images can be drawn by you or found online and printed.

Your selection **cannot** be digital, screen based or software problem, it must be a tangible physical 3 dimensional object!