



**Camosun College**  
**School of Arts & Science**  
**Department of Visual Arts**

**ART-242-001**  
**3D & 4D Studio Practice**  
**Winter 2020**

## **COURSE OUTLINE**

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Students will create a proposal as a response to previous two-dimensional studio experiences (painting, drawing, photography, printmaking). Students will have the opportunity to illustrate personal creative directions and will participate in a critique process with fellow students and instructor.

**The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>**

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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### **1. Instructor Information**

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<b>(a) Instructor</b>	Joseph Hoh
<b>(b) Office hrs</b>	MTuTh 2:30pm – 3:30pm WF 12:30 – 1:30pm
<b>(c) Location</b>	Y101c
<b>(d) Phone</b>	250 370-3456 <b>Alternative:</b> _____
<b>(e) E-mail</b>	<a href="mailto:hoh@camosun.bc.ca">hoh@camosun.bc.ca</a>
<b>(f) Website</b>	D2L

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### **2. Intended Learning Outcomes**

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

1. Develop and manage the process of independent research in art.
2. Use basic welding techniques and processes.
3. Identify and define the elements of three dimensional and time based art work.
4. Outline a history of sculpture & time based art.
5. Generate ways to combine media and processes for 3D and 4D work, including conceptual artwork.

### **3. Required Materials**

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- (a) Texts: Assigned readings
- (b) Other: Toolbox of equipment and supplies

## 4. Course Content and Schedule

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- Studio Practice is a high risk-high return endeavour. (conversely: low risk low return)
- See yourself as a pro at whatever profession you choose
- Being consistent is desirable
- Working smart is smart
- Doing nothing is death
- Weekly timely postings is how you stay accountable
- There are no mid term interviews so don't surprise yourself at the end. Check in w your mentor as appropriate. Better frequently than less.
- No crit dates except for the ones you set. There are three formal points for class feedback you have to target.
- At each of these points you have to show everything research every step via projects and presentations
- Artist statements are needed

Through conceptualizing, planning and executing their own projects, you will explore a wide variety of materials and media and discover the relationships between materials and concepts. You will practice the discipline necessary to produce successful work in a self-directed situation, not supported by project structures and boundaries. You are encouraged to expand the boundaries art-making making by incorporating disciplines such as printmaking, photography, video & performance, constructions, and installation into your projects.

There will be two major group critiques during the semester and you will be expected to complete at least one project or progress report per critique<sup>1</sup>. The size and scope of each project will be discussed with your instructor. The group critiques provide you with further experience in analyzing and discussing the form and content in your own work and of others. The instructor will also meet with you on an on-going basis throughout the semester for individual critiques; there will be a continual evaluation of your work and further equipment demos with the technician if needed. You will gain further experience with the effective presentation of two-dimensional artwork through consideration of lighting, placement and site-specificity.

There will be several videos of both historical and contemporary work by artists who work in two-dimensional media and will be assigned reviews of exhibitions, visiting artists' lectures and various reading assignments.

During class time, you are expected to make full use of the studio classroom. Your teacher is around to help you make progress, discussions before commencing on projects are vital to the success of your research. Discussions before collecting materials or building are important; it will save you time and money. Research, collecting material and supplies are considered homework and should be done outside of class time. However you should optimize your time while waiting to get help to do research while waiting to see your teacher. Access to a laptop computer is useful during the initial stages of your project; likewise art databases and Modern Art History text are useful tools for your research.

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<sup>1</sup> As an example, expect to put in for the first critique, at least 16 hours of work. Add at least additional 12 hours minimum for each subsequent critique. The time you put in will show in the quality of work; it will appear in the depth of research, in the experimental or testing stages, or in the process of making. It is far better to fail spectacularly than to be safe. Do a million little things if you are stuck; do little "quick and dirty" studies; look at them as sketches or notations. Do a few hundred of them. Something really interesting and unimaginable will happen. Get into the process, trust the process. The process will take you forward. It takes time, it takes commitment, and it takes courage. That is Creativity.

Research can be defined broadly as (active) reading, drawing, writing, modeling, discussing, interviewing, watching, noting, or any other means of aggregating information that would directly help you crystallize your ideas, concepts, and making.

The ultimate goal is to create high value works of art. High value work is usually defined by work that is very difficult or almost impossible to reproduce.

## Course Plan

### Week:

Jan 9	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Processing styles. 4DI</li> <li>• Highlight critique criteria and dates</li> <li>• Discuss project ideas with instructor-mentor</li> <li>• Upload plan to D2L Assignments.</li> </ul>
Jan 16	<ul style="list-style-type: none"> <li>• Discussion with mentor your project plan. You create and execute your own projects. There are no assigned projects.</li> <li>• Welding demos start</li> <li>• Discussion with mentor about projects and materials needs.</li> </ul>
Jan 23	<ul style="list-style-type: none"> <li>• Begin project, do research, and collect materials.</li> <li>• Work on project.</li> </ul>
Jan 30	<ul style="list-style-type: none"> <li>• Work on project.</li> </ul>
Feb 6	<ul style="list-style-type: none"> <li>• Work on project. Video. Discussion.</li> </ul>
Feb 13	<ul style="list-style-type: none"> <li>• Consider this window for your first full critique with mentor</li> <li>• Have all research and latest iteration ready for display.</li> <li>• A draft artist statement should be ready.</li> </ul>
Feb 20	<ul style="list-style-type: none"> <li>• Reading Break</li> </ul>
Feb 27	<ul style="list-style-type: none"> <li>• Peer Critique 1. Have all research and all iterations ready for display. An artist statement should be ready.</li> </ul>
Mar 5	<ul style="list-style-type: none"> <li>• Peer Critique 2. Have all research and all iterations ready for display. An artist statement should be ready.</li> </ul>
Mar 12	<ul style="list-style-type: none"> <li>• Work on project.</li> </ul>
Mar 19	<ul style="list-style-type: none"> <li>• Reading. Discussion.</li> <li>• Consider this window for your second critique with your mentor. Have all research and latest iteration ready for display. A second draft artist statement should be ready.</li> <li>• Work on project.</li> </ul>
Mar 26	<ul style="list-style-type: none"> <li>• Consider this window for your second critique with your mentor. Have all research and latest iteration ready for display. A second draft artist statement should be ready.</li> <li>• Work on project.</li> </ul>
Apr 2	<ul style="list-style-type: none"> <li>• FINAL CRITIQUE 1. Have all research and all iterations ready for display. A final artist statement should be ready.</li> </ul>

Apr 9	<ul style="list-style-type: none"> <li>FINAL CRITIQUE 2. Have all research and all iterations ready for display. A final artist statement should be ready.</li> </ul>
Apr 14 onwards	<ul style="list-style-type: none"> <li>FINAL INTERVIEWS take place in exam week.</li> </ul>

## 5. Basis of Student Assessment (Weighting)

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1. Exploration, Innovation & Risk Taking
2. Skills Acquisition & Overcoming Challenges
3. Formal Unity of Idea and Work
4. Professionalism/Consistency/Achieving Original Goal

Your course work will be evaluated by the degree of intensity and the quality of work you produce.

The involvement factor would include participation in class activities (critiques) and the commitment to your own work and the problem solving in both content and formal concerns of that work. You are expected to work for 6 hours per week in class and for a minimum of 4 hours of self-directed homework per week.

The quality factor is based on the success of the work. The critiques throughout the semester and visiting artists/instructors will all feed into this evaluation factor. See D2L Rubric for further details.

1. The quality of ideas: Intensity of exploration, inventiveness and risk-taking, inquisitiveness, research & homework, and consistency of practice (35%)
2. The success of the work relative to the original planning proposal and to evolving concerns i.e. content. How you rigorously you investigate and explore art concepts/theories from your research/research paper (20%)
3. The aesthetic quality of the work produced i.e. form: your ability to effectively deal with the formal "construction & presentation" of the work (20%)
4. Class/critique involvement: peer reviews and class participation, visiting artist reviews, preparedness for class critiques and reading discussions (20%)
5. Studio and Professional Conduct / Etiquette Grade (5%)
  - a. Students will start the semester with 10/10 for their Studio and Professional Conduct grade; marks will be deducted if a student neglects to demonstrate safe, respectful, use of communal facilities, studio interactions, and material provisions.
  - b. Students are expected to make focused use of open studio time, to remain focused and respectful during peer, and instructor led presentations, crits, Etc. In class use of technology for anything other than research will effect your grade.
  - c. All work and materials must be removed or stored (with explicit permission of instructor AND technologist) prior to next class in said space or by 9am the next day (which ever comes sooner). Work not removed within semester deadlines will result in -5% per day.
  - d. Work may only be stored in designated storage areas (or with special permission of instructor and instructional technician).

## 6. Grading System

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- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

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## 8. College Supports, Services and Policies

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### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1

0-49	F	Minimum level has not been achieved.	0
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## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.