AFO - Fall 1991 - Trogu

Wednesday September 11, 1991

16 squares

divide into two groups, use the grid and sketches to arrange them on two separate boards

use rotations and translations

(purpose of the exercise: knowledge and application of transformation techniques and systematic development of basic forms and shapes)

(elements of symmetry theory, spatial grids and combinatory theory)

- overview of sketches assigned as homework
- select one of the basic sections/adjectives
- divide the 16 squares in two groups and arrange them on two white boards, 13X13 inches, use grid
- do many sketches before final designs are chosen

- use the following symmetry operations:

    * rotation  * translation (non-rotational movement)

- be aware of the symmetry axes and points around which you will perform the operations

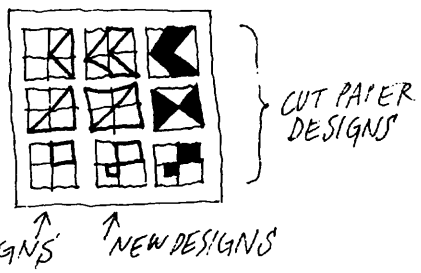
- based on the resulting positive-negative relationships, develop a pair of contrasting compositions: the first following a regular pattern, the second following a "random" arrangement

Assignment for wednesday, September 18, 1991:

- select three sketches from the previous assignment and apply the following operations within the squares:

    * subdivision
    * expansion
    * rotation
    * translation
    * combinations of these

- do a minimum of 4 sketches for each design
- select best sketch for each design
- draw original and new designs in ink
- attach new design (cut paper, black)
- combine original designs, new designs and cut-paper versions in one board 13X13



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Wednesday September 18, 1991

Work in class:

Select one of the designs from the previous assignment and work on a three-dimensional interpretation which fits inside a cube (the cube is 3X3X3 inches.)

The cube has internal planes and surfaces which will aid you in deciding what to leave and what to take out. These planes are either parallel to the faces of the cube or they may be oblique, relating to the diagonals.

Use sketches and rough models to arrive at your final interpretation. "Roma" plastilina clay can also be used as a "sketching" tool.

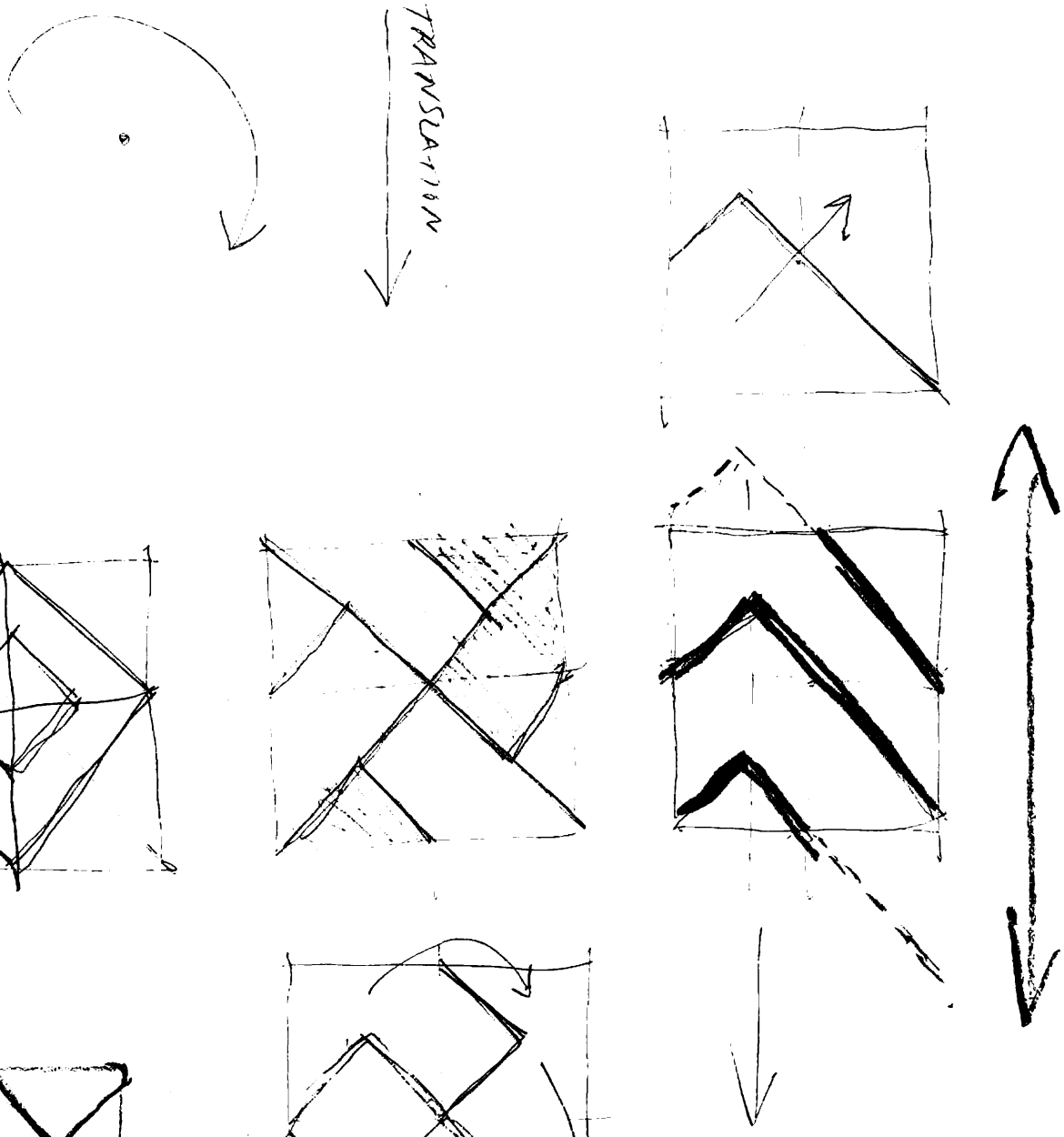
This three-dimensional interpretation will be used as the basis for a 4x4 relief composition (12x12 inches.)

Assignment for wednesday, September 25, 1991:

Using the same selected design from the previous board, form a composition 12x12 inches, (16 squares.)

Use two contrasting colors. Use repetition and regularity and try to achiece a textural effect, a visible pattern. Work on a white board, so that no white shows under the seams in between the various pieces.

Do a sketch today, while in class, which I will approve.


TRANSLATION

Wednesday October 2, 1991

Work in class:

Finalize your cube design. Complete the sketch model. Define the planes and surfaces which are needed to complete the internal section of the cube.

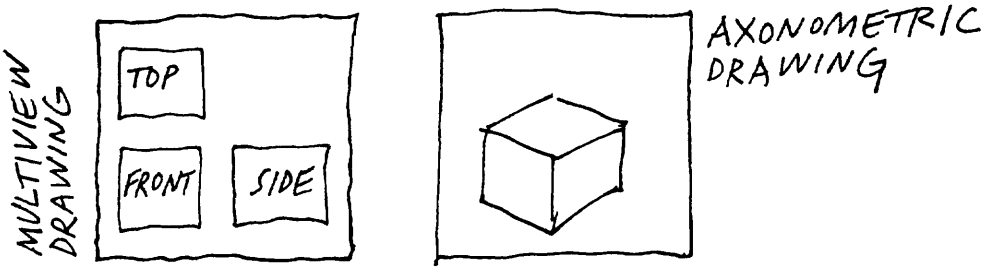
For the October 9 class: bring paperboard, glue, and all the necessary tools for the final version of the cube. Select at least two different, contrasting colors for the inside and outside of your cube.

Assignment for Wednesday, October 9, 1991:

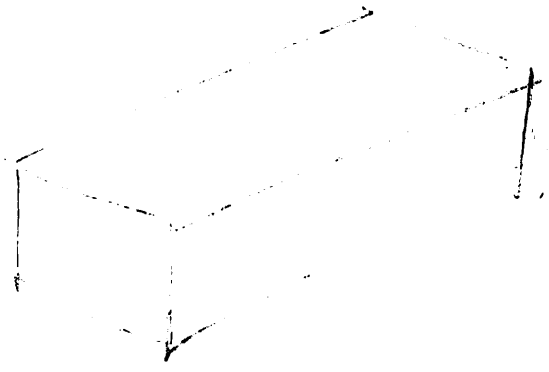
Select an object that presents visual/formal characteristics similar to your cube. Represent it using the multiview method, including at least three views: top view, front view, side view. Use pencil or ink pen, no rulers, no shading.

Also represent the object using the axonometric drawing method.

Use 2 white boards, 13x13 inches:




Select a simple object. Be very accurate in regards to details and to consistency of shapes between the different views. This is not a still-life drawing, rather it is an information drawing.



October 16, 1991 Wednesday

Assignment for Oct. 22

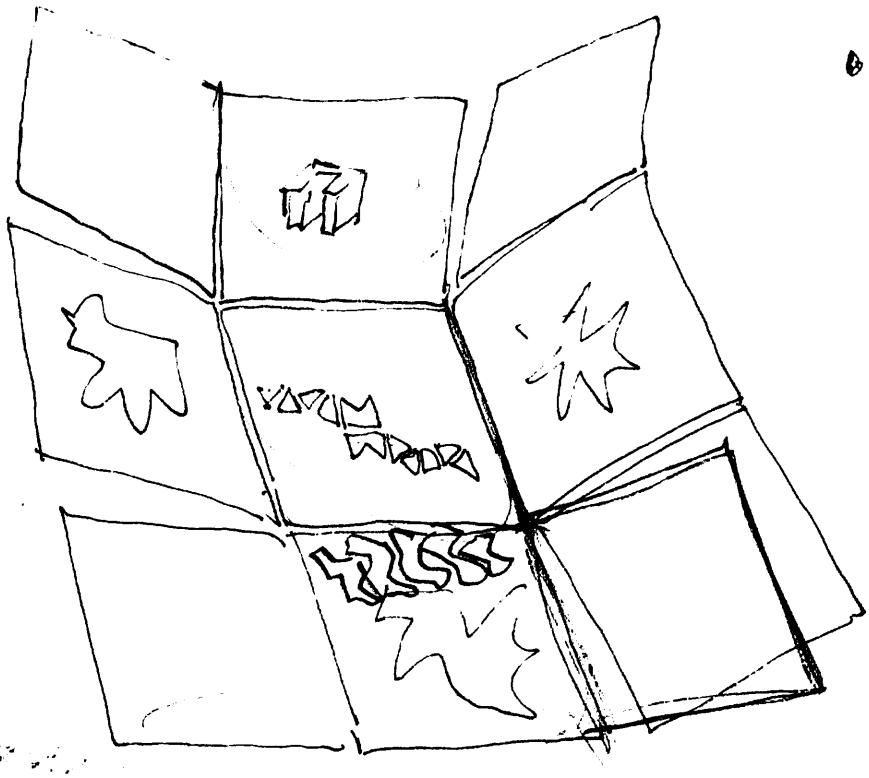
- finish modules of cube
- Board with the development of the surface onto a plane of your module
  leave a thin white space in between pieces
- Use two different colors one for inside and one for outside.

Edward De Bono

Six Thinking Hats

1985

MICA MANAGEMENT RESOURCES INC.



• also make BOX out of cardboard for cube

(in case you want to show it for AFO portfolio review

of all the 3 pieces together

• a different axonometric drawing (different view

• a different view of the fold out

• a different arrangement of the fold-out

• use of different media: pen and ink / B+W translation

: colored pencils

: gouache

: collage

AFO 103
Fall 1991
Trogu

Wednesday, November 13, 1991

Assignment for Wednesday, November 20

Based on the given definition of **dividual-individual**, research and represent at least two contrasting objects (these could be natural or artificial, large or small, organic or inorganic) which exemplify the **opposition** dividual-individual.

Technique, format, and paper are your choice, as long as they are appropriate for the objects being represented.

Write down notes and observations next to your drawings, explaining and describing your choice of objects and representation techniques.

Strive for rhythm but go beyond simple repetition.

These drawings, although of a finished quality, will serve as the basis for a follow-up abstract exploration. Yet, you should be specific and precise about your conceptual and technical choices.

AFO 103
Fall 1991
Trogu

Wednesday, November 20, 1991

Assignment for Wednesday, November 27

Analyze the two drawings on dividual-individual. Identify those details in the compositions which have strong organic and/or mechanical characteristics.

Take those details and use them as the basic modules for an abstract composition.

Repeat the modules to illustrate a transition from organic (left) to mechanic (right.)

Divide the composition in two, one area is in black & white, the other area is in color. The black & white values must be derived from the corresponding appropriate colors.

Format: on white board, 13 X 13 inches minimum.

Media: your choice, with the exclusion of magic markers and subject to instructor's approval.

Terms to remember:

dividual-individual

modular

rhythm

structure

repetition

organic

mechanic

transition

value