

# ArtEZ Comic Design

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## COURSE CATALOGUE 2018-2019

### COMIC DESIGN

ZWOLLE

**Comic Design exchange students are welcome in the 5th semester – 3rd year.**

Comic Design Exchange students are welcome in the 5th semester – 3rd year. In the third year, the emphasis is on the deepening of knowledge. You get the space to work within your personal preferences and delve deeper into these. Apart from demand-oriented work, your own story will be given pride of place. Research is based on your own artistic and storytelling qualities. Every week you will take HOME, a course in which professionals from the field give lectures and during which vocational activities take place.

Semester 5 partly consists of lectures combining visual material with interactive methodology, maximum student participation is essential. The student can take notes, but will also have a syllabus and a file with a selection of corresponding visual material.

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#### ASSESSMENT EXHIBIT

The student is not present during the assessment of their exhibit. The exhibit is viewed and discussed by the teachers. The commentary is noted in writing. Later in the week every student will have an interview with their mentor to get feedback and advice.

Each student has a right to re-sit a missed exam, if this is due to circumstances beyond their control. Also students who have failed an exam have a right to a re-sit.

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#### MENTORS / TUTORS

Head of Comic Design: Sytse van der Zee

Mentor Comic Design: Karel Buskes

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#### GENERAL INFORMATION

Visit the ArtEZ-website: <https://www.artez.nl/en/course/comic-design>

<b>Individual Research</b>	<b>10.0 EC</b>
<i>tutorial: 1,5 hrs/week, self-study: 10 hrs/week</i>	
<b>Instructional formats:</b> Individual Research <b>Language of instruction:</b> English <b>Assessment methods:</b> Integrated team assessment <b>Grading:</b> Mark (0-10; pass rate is $\geq 5.5$ )	
<p>Individual research is eminently the subject where the initiative of the student determines the process. Students are encouraged to independently launch a workflow and keep it flowing. The student gains insight into their chosen specialism and in to their own abilities and preferences. The tutors support the students' research and help them whilst making choices during the work process.</p> <p>The subject Individual Research offers the student the opportunity to explore their own (media) fascinations and talent. The student gradually develops into an illustrator with a unique vision and motives. The strictly individual and personal nature of the investigation, require customized guidance.</p>	
<b>Comic Design</b>	<b>3.0 EC</b>
<i>tutorial: 3 hrs/week, self-study: 5 hrs/week</i>	
<b>Instructional formats:</b> Practical <b>Language of instruction:</b> English <b>Assessment methods:</b> Practical Assignment <b>Grading:</b> Mark (0-10; pass rate is $\geq 5.5$ )	
<p>The subject Comic strip/design concentrates on the creative process, with the focus on designing comics. The student should contrive a story, and research the sketch process in material and narrative that best suits their story. Designing a storyboard and designing the strip follows. Emphasis is on experimenting with shape, material and the differing most effective way of telling their story.</p>	
<b>Storytelling</b>	<b>3.0 EC</b>
<i>tutorial: 1,5 hrs/week, self-study: 3 hrs/week</i>	
<b>Instructional formats:</b> Practical <b>Language of instruction:</b> English <b>Assessment methods:</b> Practical Assignment <b>Grading:</b> Mark (0-10; pass rate is $\geq 5.5$ )	
<p>In this semester, the student prepares for the final phase of their study be working on a journalism project in conjunction with the primary subject Animation. This storytelling subject focuses on the foundations of story writing. The student receives individual training in writing scenarios, and learns to clarify the story they wish to communicate. Students learn what a story is, what elements differentiate and how a story is told. In addition, they learn to turn their own ideas, fascination and imagination into concrete stories. Lessons consist of group and individual discussions, feedback on selected concepts, supplemented with comments from classmates.</p>	
<b>Drawing   perception</b>	<b>3.0 EC</b>
<i>tutorial: 3 hrs/week, self-study: 2 hrs/week</i>	
<b>Instructional formats:</b> Practical <b>Language of instruction:</b> English <b>Assessment methods:</b> Practical Assignment <b>Grading:</b> Mark (0-10; pass rate is $\geq 5.5$ )	
<p>The core purpose of the subject drawing   perception is to develop and enrich the visual perception and translate that perception in two dimensions. With practice throughout the program a consistent imagery develops with ever improving detail, and finds its own reality. This process of experience and perception allows the student an increasing ability to demonstrate their image instead of mirroring others, creating more authentic work.</p> <p>The student learns through observation whilst drawing, the importance of distinguishing between the process and the result. The emphasis in the lessons is on the process, but the evaluation is partly assessed on the result. It is important that the student is open to receiving criticism about their work and can verbally express their own opinion regarding their work.</p> <p>Students study the formal aspects of shape, such as anatomy, proportions and the structure of complex shapes. The student also studies how different visual aspects, determine their work; tone, composition, texture, structure, colour, space suggestion, light and shade, contour, perception.</p>	

Correlation with other subjects within the curriculum: The foundation of many processes in the field of visual design is in visual perception. The target is to develop perception as an essential contribution in all visual activities in the curriculum, even if they are not focused on direct observation. This includes, developing a sense of shape and proportion, the internalization of imagery as the basis for developing creativity and reflection of visual work, gaining experience in dealing with materials and techniques, and training visual endurance. Often during the classes links are established with relevant images from art history.

<b>Graphic Technique</b>	<b>1.0 EC</b>
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*self-study: 2 hrs/week*

**Instructional formats:** Technical **Language of instruction:** English **Assessment methods:** Practical Assignment **Grading:** G/V/O (G=good / V=Adequate / O=Inadequate)

<b>Exploration of the Dutch comic industry</b>	<b>2.0 EC</b>
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*self-study: 3 hrs/week*

**Instructional formats:** Individual Research **Language of instruction:** English **Assessment methods:** Research Paper **Grading:** G/V/O (G=good / V=Adequate / O=Inadequate)

<b>Theory in Art</b>	<b>5.0 EC</b>
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*tutorial: 1,5 hrs/week, self-study: 5 hrs/week*

**Instructional formats:** Art Theory & Reflection **Language of instruction:** English **Assessment methods:** Essay **Grading:** Mark (0-10; pass rate is  $\geq 5.5$ )

In the 5th semester, we examine the development of modern art from after the 2nd world war thru to the 70ties. The focus is on the cultural polarization between Europe and the United States. The semester starts with the individual expression in Action Painting, Cobra and Ecole de Paris and ends with art in which the concept has become so important that in some cases the artwork itself is no longer relevant. This has led to a cry from the art world that (modern) art is dead.

<b>Winter Lab</b>	<b>3.0 EC</b>
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**Instructional formats:** Multidisciplinary **Language of instruction:** English **Assessment methods:** Project **Grading:** G/V/O (G=good / V=Adequate / O=Inadequate)

The Winter lab project is a two-week period in which you work in groups with students from other disciplines within ArtEZ. The group works as a team on 'real' projects that are commissioned by clients, for example the local county council or municipality of Zwolle.