SYLLABUS FOR BEGINNING DRAWING

COURSE CONTENT:

This course is an introduction to various techniques and approaches to drawing, using still-life, landscape, and the figure. It is a three (3) unit course. The emphasis for this course is on presenting, in a straightforward fashion, the basic fundamentals of drawing: value, line, form, space, shape, and composition. This empirically, or observationally based approach will be intermittently disrupted to allow for the exploration and development of the subjective realm. Alternative projects will then be presented to cultivate these more creative, personally expressive, internal, or idiosyncratic qualities of the student, as they relate to the problems of drawing specifically, and to art making in general.

The drawing materials will be simple and traditional; essentially charcoal, graphite, erasers and rags on paper. Crosshatching techniques in ink (ball point pen), will also be presented.

Source materials in the form of slides, books, and films will be presented as supplemental material to augment and reinforce the particular projects or lessons being discussed.

Art 20-A is situated in Area C-2 of the General Education program. This course will serve as an Introduction to Art, or Visual World Culture, and will be presented in a culturally broad and ethnically diverse manner. In addition to presenting the traditional Western European masters (van Eyck, Durer, Michelangelo, da Vinci), contemporary figures such as Robert Rauschenberg, Jacob Lawrence, Nam June Paik, Frita Kahlo, Alice Neel, and Cindy Sherman will be discussed. Ceremonial Masks from Asian, African, and Central-Mezzo-Native American cultures, as well as pen-and-ink drawings by aboriginal teenagers, and bark-cloth drawings by pigmy women of the Mbuti tribe of Zaire will be examined.

COURSE OBJECTIVES: The primary objective of this class is for the students to gain a fundamental understanding of the visual language of drawing, it’s basic concepts and history, and to achieve a certain level of intimacy with the materials. Students will learn the following:

- An introduction to the basic elements and concepts of drawing.
- An introduction to Art and Visual World culture.
- Observational drawing, conceptual or constructive drawing, and intuitive drawing.
- Visual problems in the four basic genres: still life, landscape, figure/portrait, imagination.
- Using the act or discipline of drawing as a means to “see” beyond the world of surfaces, to underlying structures, and to access and exercise powers of intuition.
- An introduction to 2-dimensional composition and design.
- Concepts of 3-dimensional perspective: 1 point, 2 point, atmospheric, and isometric perspectives.
- Historical and contemporary art evaluation and appreciation (in both verbal and written form).
- Materials and methodologies relating to the discipline of drawing.
- Students will be asked to submit two written projects, relating to drawing, in order to satisfy the written component within the general education area (C-2). These two papers will count as much as two regular projects towards your final grade. One paper will consist of a quiz of drawing and art related terms. The other paper will be a review of an artwork, or of the work of an historically significant artist, approximately 250 words in length, to be discussed later in the semester (due on the final day).

**BASIC RULES OF CLASSROOM CONDUCT:**

Students are expected to show up, on time, to every class meeting, with the proper materials, ready to work. More than two (2) absences and each one thereafter will cost you a half (1/2) grade. Chronic tardiness will be dealt with in the same manner.

Homework is due at the beginning of the class session of its due date. The artwork should be done in such a careful and caring manner that it is ready to be graded, and presented to the class for a critique. Late homework will be downgraded accordingly-1 full grade for each day late.

Critiques are tantamount to quizzes or exams, attendance and participation are mandatory.

Students will be graded on the following criteria: 30%-attendance, 30%-deadlines, 20%-effort and participation, 20%-quality and commitment. Certain projects, that require more time and effort, will be weighted more heavily towards your final grade. These four projects are as follows: #10, two Charcoal Still Life Drawings; #14, Athletic Shoe Drawing; #17, The Katsina Bust Drawing; #22, Surrealist Self Portrait Drawing (final).

Students are expected to conduct themselves in a manner consistent to being a college student (as prescribed in the student handbook). This means that students will behave, in an adult-like manner, with a conscientious willingness to engage appropriately with the instructor and others.

Live cell phones, I-Pods, or any type of musical headphone devices are not allowed in class at any time. Turn them off! (or to vibrator mode).
BEGINNING DRAWING PROJECTS
Spring 2010, WETZL

1. Self portrait project. (two images on one piece of paper, homework)
2. Base drawing with two added boxes. *graphite
3. Coffee table drawing (homework). *graphite
4. Wrapped paper configuration drawing. *graphite
5. Paper bags and balloon drawing. *graphite
6. Value scales and pressure chart. *graphite
7. Stacked elliptical vessel drawing. *char kote and graphite
8. Soup can drawing (homework). *graphite
9. Mask contour drawings (from slides). *graphite
10. 15 small contour items drawing. *graphite and sharpie felt tip pen
11. Charcoal still life drawing (open composition) *char kote
12. Planar head drawing. *char kote
13. Athletic shoe drawing. *char kote
14. Spheres (3 small *graphite, 1 large *char kote).
15. Crosshatched value scale and 5 basic volumes. *ball-point pen
17. Tree drawings-1 study, 4 rendered outdoors (homework). *graphite
18. Perspective drawings: (2), 1 point and 2 point linear perspective drawings. *graphite
19. Leonardo da Vinci drawing (final drawing)
20. Written Projects: A one page report on an artist chosen from a list of artists handout; And an in class quiz on art drawing terminology.

* Denotes drawings that were done during class time, to improve drawing skills, and do not have to be totally finished. All other projects on this list must be finished and completed by the end of the semester.
MATERIALS LIST

PAPER:
- Drawing Pad, 70-80 lb., 18”x24”
- Newsprint Pad, 32 lb., 18”x24”
- Small spiral notebook (for note taking)

DRAWING TOOLS:
- 5 drawing pencils—9B or 6B, 4B, HB, 2H, 6H
- 3 Draughting Pencils #314
- 1 General Sketching Pencil 4B (rectangular bladed pencil for outdoor sketching). optional
- Char-Kole-set of 12 sticks (compressed charcoal)
- 2 Charcoal Pencil 4B
- 3 Graphite sticks, 4B (2 inches long by ¼” x ¼”, not the pencil form)
- 2 Pink Pearl Erasers
- 1 Kneaded Rubber Eraser
- 1 eraser pencil
- 1 pencil sharpener, 2-holed
- Sandpaper Pad

INK
- 10 pack of black ball point pens (inexpensive bic, papermate, etc.)

MISCELLANEOUS ITEMS:
- Portfolio for carrying artwork
- 20” x 26” drawing board with clips
- Ruler, 18” (plastic see-thru graph ruler recommended)
- No. 4 Blending Stick
- Drafting Tape—1 roll ½ or ¾ inch width
- 2 Glue Sticks (@ .89 ea)
- 1 pair of inexpensive scissors
- plastic tackle box or bin for supplies
- Rags
- Old shirt or smock to protect clothing
GRADING POLICY

40% ATTENDANCE 30% DEADLINES

15% EFFORT & PARTICIPATION 15% QUALITY & COMMITMENT

ATTENDANCE: 80% of success is showing up. More than 3 absences will affect your grade.

MEETING DEADLINES: In the real world if you don’t meet deadlines, you will get fired. Here you will just get a lower grade.

EFFORT & PARTICIPATION: This area deals with your engagement with the total class agenda. Translation: follow the course agenda, not yours (unless total creativity is the focus).

QUALITY & COMMITMENT: Committing time and truly focusing on the task at hand will generally net a quality and well-crafted result. I want to see you working. I want to see you caring about your work.
STANDARD GRADING RUBRIC FOR ART STUDIO COURSES

Excellent Work (A)  (90 - 100%)

Regarding Class Work: student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with exceptional creativity.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments. The work demonstrates skill, good judgment, and application of principles. In the case of written assignments, oral presentations, and research, the work/presentation/document, presents sound research and is well written and well presented.

Better Than Average Work (B)  (80 - 89%)

Regarding Class Work: student demonstrates moderate skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is good, and it is integrated with some creativity.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction a solid ability to discuss and assess work; communicating how visual elements and strategies are used. The student demonstrates competent use and understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes the assignment and fulfills more than minimal requirements. The work demonstrates some skill, judgment, and application of principles. In the case of written assignments, oral presentations, and research, the work/presentation/document, presents research and is reasonably well written and suitably presented.

Average Work (C)  (70 - 79%)

Regarding Class Work: Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is modest, and it is moderately integrated.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction an average ability to discuss and assess work, communicating how visual elements and strategies are used. Though the discussion and assessment of work is substantially complete, the communication of some visual elements and strategies is incomplete or missing. The student demonstrates a superficial rather than thorough understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes most of the assignment and fulfills the minimum requirements. The work demonstrates modest skill, some judgment, and in parts, application of principles. In the case of written assignments, oral presentations, and research, the student makes a modest effort as evidenced by a satisfactory presentation/document. Research may be incomplete, or lacking in organization.
Below Average (D)
(60 – 69%)
Regarding Class Work: Student demonstrates lack of skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work, while communicating at a minimal or perfunctory level how the visual elements and strategies are used. Poor effort is made to relate an understanding of the art concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student does not complete the assignment and fulfills only minimal requirements or submits work late. The work demonstrates lack of skill, weak judgment, and little application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

Failing (F)
(40 – 59%)
Regarding Class Work: Student fails to demonstrate skill or understanding of the issues involved. Quality of work submitted is insufficient, and poorly integrated.

Regarding Participation: In discussion, critique, and studio interaction, the student states an opinion vaguely or does not assess the work and shows little to no evidence of an understanding of how visual elements and strategies are used. No effort is made to relate an understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned home work (activity) the student does not complete the assignment and does not fulfill requirements. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

Incomplete (I)
Incomplete: Student does not complete work and discusses this with the instructor. The department has a petition that must be signed by both the student and the instructor if an “I” grade is to be awarded. A grade of incomplete will be granted in instances such as medical emergencies where there is evidence the student understands the material and remaining assignments but has been prevented by outside forces from completing the work. The period allowed for completion is described in the petition for the incomplete and must be determined by the faculty member granting the grade (the University maximum is one year). In effect, the petition is a contract between student and faculty.

Withdrawal Unauthorized (WU)
The WU grade is assigned by the instructor if student withdraws from the class without notification, or fails to attend after University assigned deadlines. It is treated like an F in GPA calculations but, under some circumstances, can be removed by petition.

Authorized Withdrawal (W)
The “W” grade is assigned by the University if a student formally withdraws from a course after the census date, but within the deadlines (a “W” cannot be assigned by instructor).