

# ART 0004A - DRAWING I

## Catalog Description

Hours: 90 (36 lecture, 54 laboratory)

Description: Introduction to quick and long forms of drawing; different types of line drawing including gesture and contour; rendering of volumetric form showing light and shadow; description of forms in space along with perspective drawing; and basic principles of compositional arrangement or placement of elements on the page. Instruction in the use of black and white drawing media including pencil, charcoal, and ink. References to various historical and cultural styles, including non-eurocentric examples and techniques. (C-ID ARTS 110) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Critique artworks using relevant studio terminology.
- CSLO #2: Create renderings of three-dimensional objects and spaces on a two dimensional surface utilizing a variety of lines and mark making including gesture and contour line drawing.\n
- CSLO #3: Create accurate renderings of the volumetric form of objects from life, showing light and shadow by utilizing shading, hatching, and traditional spatial techniques\n
- CSLO #4: Create and develop original drawings utilizing appropriate black and white media including pencil, charcoal, and ink. \n

## Effective Term

Fall 2024

## Course Type

Credit - Degree-applicable

## Contact Hours

90

## Outside of Class Hours

72

## Total Student Learning Hours

162

## Course Objectives

Lecture Objectives:

1. Evaluate and critique class projects using relevant terminology in oral or written formats;
2. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing;

Laboratory Objectives:

1. Observe and accurately render three-dimensional objects on a two-dimensional surface;
2. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems;
3. Utilize a variety of lines and mark making in drawing;
4. Organize spaces and objects within a drawing according to basic principles of design and composition;
5. Accurately describe forms and space through gradations of value;

6. Utilize and apply a wide range of drawing materials and techniques;
7. Develop expressive content through manipulation of line, form, value, and composition;
8. Safely handle and use studio drawing materials and equipment.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students will be evaluated on a combination of their participation in classroom discussions and formal critiques including verbal and written examples. For example: students will hang up their finished artwork for a class critique, either individually or as a group. Students will be asked to comment at least once, either written or verbally, on an artwork other than their own, about one aspect of the drawing's success—either process, composition, style, historical relationship, emotional response, etc. After several comments or written responses about the artworks's success, the instructor will ask for any comments from students about areas for improvement for the drawing, either formal (i.e. process, composition, style) or if anything is unclear (i.e. distracting or confusing). The instructor can identify through the observation of these written and verbal comments any points of confusion, and readdress gaps in understanding related to form, composition, tonal and value range, and other elements of visual literacy. After several comments and written responses, the original creator of the discussed artwork will have an opportunity to ask questions or clarify their approach/intent with their artwork and answer/respond to any previous student questions or comments.
- Objective Examinations
  - Example: Objective exams may test students on basics of lab safety and protocol. Such as, a fill in the blank quiz where students must identify hazardous versus non-hazardous media and waste, along with handling, storage, and disposal procedures of various art lab materials. Example: Empty aerosol spray fixative cans should be placed in the \_\_\_\_\_.
- Projects
  - Example: Projects can be used as a method to assess the student's working knowledge of the physical properties of drawing along with the perception and development of composition through elements of design and organization of form. For example, the instructor will demonstrate in class a still life drawing while pointing out a variety of characteristics that can be attributed to compelling or desirable passages in the drawing such as composition, form, lighting, value, tonal shifts, texture, proportion, entire use of picture plane, etc. The students will then be asked to set up, and draw a still life with objects collected from the prop-room for the entire class to observe and

render. This will ensure that students are not only responsible for rendering the objects in front of them, but also responsible and thoughtful in the selection, placement, and lighting of the composition

## Repeatable

No

## Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Optical gray drawing using a Sharpie ink pen method of layering small marks or hatching to develop a full range of values and complexity. Concepts of using an optical gray value scale and preliminary sketches in pencil are discussed and demonstrated by instructor to help students build a better understanding of the approach and process. Completed projects are discussed as a group and critiqued on these processes and degree of overall success. Active and relevant participation by students will include verbal impact and written examples.

Lecture:

1. Visually oriented lecture and demonstration about safely handling, using, and disposing of materials, along with the safe use of equipment in the lab. For example, a safety video specific to our labs will be shown both in class and available on-line, along with an instructor-led lab walk-through and tutorial. A safety quiz that corresponds with the video will be administered in class or on-line. All students must take and pass the safety quiz before being allowed to proceed with laboratory activities.

Distance Learning

1. Visually oriented lecture and video demonstration of optical gray drawing using a Sharpie ink pen method of layering small marks or hatching to develop a full range of values and complexity. Video demonstration shows concepts of using an optical gray value scale and doing preliminary sketches in pencil. Students submit progress drawings to the instructor for feedback. Completed projects are posted to the discussion board and critiqued through written format on the processes and degree of overall success. Active and relevant participation includes students responding to each others' comments in the discussion board.

## Typical Out of Class Assignments

### Reading Assignments

1. Read instructor assigned reviews of gallery/museum show from a periodical or website. In a one-two page typed paper, analyze and describe the reviewer's effectiveness in describing visual work with the written word. Differentiate the use of descriptive and vague interpretations in the review. 2. Read about a well documented artist and give an oral presentation about their work in class, describing style, technique, and historical context of their significant work.

## Writing, Problem Solving or Performance

1. Write a critique on a museum or gallery show you have visited during the semester. In a one page typed paper evaluate the aesthetic strength and weakness of the show, using relevant terminology. 2. Prepare and submit for evaluation a portfolio of artwork completed during the semester. Include a written critique of the work using appropriate terminology to describe its technical and aesthetic strengths, while also addressing areas in need of development.

## Other (Term projects, research papers, portfolios, etc.)

1. Develop a sketchbook, drawing every week, outside of class, that further investigates approaches and techniques learned in class. The completion of pages in the sketchbook will be followed by in-class check-ins through the semester including at the midpoint and end of the semester, examining the page quantity while discussing opportunities and strategies towards displayed development and areas of interest.

## Required Materials

- Drawing Projects
  - Author: Malsen, Mick & Southern, Jack
  - Publisher: Black Dog Publishing
  - Publication Date: 2011
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Drawing on the Right Side of the Brain
  - Author: Edwards, Betty
  - Publisher: Jeremy P. Tarcher, Inc.
  - Publication Date: 1989
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Drawing Structure and Vision
  - Author: Drury, Fritz; Stryker, Joanne
  - Publisher: Pearson Prentice Hall
  - Publication Date: 2009
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Drawing to See
  - Author: Goldstein, Nathan and Fishman, Harriet
  - Publisher: Prentice-Hall
  - Publication Date: 2005
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Drawing Essentials: A Complete Guide to Drawing from Observation
  - Author: Rockman, Deborah
  - Publisher: Oxford University Press

- Publication Date: 2020
- Text Edition: 4th
- Classic Textbook?:
- OER Link:
- OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**

Pencils, charcoal, brush, pens, nibs, erasers, paper, portfolio or carrier.