ART 1316 - DRAWING I

MAIN ART BUILDING, ROOM 201

8:00 A.M. -- 10:50 A.M.

Instructor: Gerard Huber

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Office Hours 11:00AM to 1:50PM, Tuesday/Thursday, Room #211 in Art Building

CATALOGUE DESCRIPTION: The development of perceptual and descriptive skills through an introduction to a variety of drawing media, techniques and subject matter.

ADDITIONAL DESCRIPTION: An introduction to the fundamental process of drawing as a function of the right hemisphere of the brain; a course in enhancing creativity and artistic confidence.

Course Purpose:
The purpose of Drawing I is to provide each student with experiences with specific black and white drawing media and to build basic perceptual skills in terms of drawing from studio set-ups. The student will also gain basic knowledge of the elements of art: line, value, shape, and texture to lead to their deliberate manipulation for different types of spatial illusion, composition, and expressive meaning.

Course Goals:
Drawing I is designed to build each student's perceptual, compositional, expressive and media skills so that by the end of the semester he/she will:
- learn to make a drawing based on increased sensory perception as opposed to pre-conceived ideas of what the object should look like.
- show an analytical understanding of the basic elements of art structure and how they interact within the picture plane. These elements are line, shape, value and texture which interact to affect space, design, and content in a drawing.
- draw objects in an accurate manner with expressive uses of the elements of art.
- demonstrate successful compositions showing balance, unity and variety.
- demonstrate the use of a variety of materials through traditional means and by experimentation. Flexibility of approach will be encouraged.
- be able to verbalize compositional and spatial analyses of his/her drawings.
- have executed a variety of drawings in class, as assigned by the instructor.
- have executed a sketchbook or other drawing assignments outside of class (to spend three to four hours per week outside of class).
- have actively participated in individual and/or group critiques of class work.
- have demonstrated self-confidence in the ability to draw by producing drawings that confirm eagerness to try new methods and materials, boldness in execution, continuous production, and concern for the presentation and protection of drawings.

Performance Objectives – Expected student outcomes by domain:
COGNITIVE: (Development of critical thinking skills, conceptual constructs, specialized vocabulary and art history)

- each student will demonstrate an understanding of contour line, negative space, sighting of angles and measurement of relationships in drawing.

- each student will understand shape and flat space and will demonstrate using drawing line, value, color* and texture. (*color is optional)
- each student will demonstrate an understanding of positive/negative and figure/ground shape relationships with regard to realistic or abstract space.
- each student will demonstrate an understanding of planar analysis.
- each student will understand how to use drawn value, color, line and texture to create a successful illusion of 3-D from. (color is optional)
- each student will understand how to render the still life utilizing a single light source with attached and cast shadows.
- each student will demonstrate understanding of linear and atmospheric perspective in a drawing.
- each student will demonstrate understanding of the role of paper as a drawing surface.
- each student will be able to select appropriate drawing techniques and visual vocabulary to execute abstractions of still life.
- each student will execute drawings with a firm understanding of the principles of good design, such as understanding of unity, variety, and balance.
- each student will be able to offer an oral critique of drawing form.
- each student will be able to participate in group critiques.

PSYCHOMOTOR: (Development of manipulative, work-oriented skills; demonstration of specific process skills)

- each student will master both perceptual and conceptual skills.
- each student will demonstrate well-developed skill in at least one drawing media, with introduction to at least three other drawing media and/or techniques, including charcoal, conte, pastel, pencil, oil stick, collage, felt tip marker, ink (pen and brush), etc.
- each student will demonstrate good craftsmanship in terms of use of drawing media, techniques and presentation.
- each student will demonstrate how to make dry drawing media smudge-proof.
- each student will develop technical and craftsmanship skills through hands-on work with materials.
- each student will demonstrate flexibility and adaptability by using a variety of technical and conceptual strategies in resolving drawing problems.
- each student will demonstrate a capacity for synthesis by making drawings, which incorporate and unify disparate elements, processes, motifs and concepts.
- each student will be able to understand studio technology and safety.
- each student will be able to control form so that a finished presentation is accomplished.
- each student will be able to install drawings for ideal contextual viewing.
- each student will be able to orally critique two-dimensional drawn form.
- each student will be able to create two-dimensional forms, which explore both perceptual and conceptual issues.
- each student will demonstrate respect for the discipline of drawing by presenting neat, clean, well-crafted projects.

AFFECTIVE: (Development of behavioral skills which help the student acquire a positive attitude toward self, other students, faculty, facilities and equipment, housekeeping in the work are, and the ability to carry out directions, meet deadlines, meet attendance requirements, etc.)

- each student will demonstrate interest in drawing by regular and punctual class attendance.
- each student will demonstrate the ability to follow assignment instructions as well as intrinsic motivation by persistence in staying on task and frequently exceeding the production requirements set by the instructor.
- each student will demonstrate courage and tenacity by persistence in resolving problems and completing assignments in a timely manner – by repeated attempts to resolve or improve upon solutions to drawing problems, especially in the face of risk taking and failure.
- each student will demonstrate resistance to premature closure and openness to discovery by allowing technical and conceptual processes to evolve and by permitting and even seeking a variety of sources and processes to generate drawing ideas and products.
- each student will demonstrate awareness by producing drawings in which nuance is evident (nuance in form, nuance in content).
- each student will demonstrate independence of judgment (and resistance to peer sanctions) by producing drawings that are personally unique or unusual in character.
- each student will demonstrate confidence by his or her willingness to attempt difficult or complex drawing problems.
- each student will demonstrate persistence in working on drawing problems in which neither the problem or the solution is clearly evident or defined.
- each student will observe safe studio and shop practices.
- each student will demonstrate an ability to analyze by verbally identifying and articulating the salient elements in particular drawings.
- each student will demonstrate the ability to tolerate diverse views.
- each student will demonstrate the ability to participate in group or individual critiques, accepting and offering constructive criticism.
- each student will demonstrate the ability to participate in class discussion and demonstrate critical thinking skills.
- each student will demonstrate interest in drawing by asking relevant questions and by participating, without prompting, in group and individual critiques.
- each student will demonstrate the ability to contribute to the studio working environment.
- each student will demonstrate the ability to complete tasks.
- each student will bring the proper drawing materials to class to do classwork
- each student will demonstrate the ability to follow instructions in class.
- each student will perform outside drawing projects as assigned.
- each student will demonstrate the ability to focus on personal and group objectives.
- each student will demonstrate the ability to prepare adequately for examinations.

REQUIREMENTS AND GRADING:

1. **Attendance is required. You will be counted absent for the day if you are not present when the roll is taken.**

   Department of Art Attendance Policy for 100 & 200 Level Classes

   All students are required to regularly attend class. Art is a practice-based discipline and the learning process requires active participation. Students will receive a failing grade upon their fourth absence. Being tardy for class equals ½ of an absence. Being unprepared for class by not having an assignment on critique day or not having the appropriate materials to perform in class assignments will count as an absence.

   Upon the first absence the faculty member will remind the student of the attendance policy. Upon the second absence, the student's name and attendance record will be forwarded to the Head of the Department of Art and a letter will be mailed to the student's permanent address. Upon the third absence, the student will be referred to the Head of the Department of Art for consultation.

   Students participating in sports or other University activities can be excused from the Departmental policy if they have made arrangements with the instructor to address missed class-work BEFORE the scheduled event. A schedule of the days they are planning to perform or play must be provided at the beginning of the semester or at least a month before their first planned absence.

2. The student is responsible for **ALL MATERIALS** and **INFORMATION** presented in class whether or not the student is present during the class period. Get to know the names and telephone numbers/email or text addresses of other students in the class so you can contact them in advance of the next class to find out what you missed.

3. According to the university catalog a minimum of 12 hours of work per week (6 hours in class and 6 hours outside of class) is expected for each class.

4. ***Work must be completed by the due date***. When it is appropriate, drawings will be critiqued by the entire class. If an assignment is due on a day when the student is absent the work must be turned in on the day the student returns to class.

5. Participation in classroom critiques in terms of both submitting the assigned drawing *and* sharing critical reactions is required of <u>all</u> students.

6. Two written essays on announced gallery exhibitions are required. The essays are graded, the grades are averaged together, and the resulting grade is equal in importance to one drawing grade. Essays will not be accepted after the due date.

7. Drawing journals/sketch books must be maintained by all students throughout the semester. You cannot expect to learn to draw well if you do not practice daily!
   I will not remind you of this throughout the semester. You are adults and students of Art and you should be drawing constantly on your own -- all the time!

   These drawing journal/sketch books will be collected and graded three times a semester. A grade will be given for the quantity of drawings and another grade for

the quality of drawings. These two grades will be averaged together to obtain one grade, which will be recorded.

There should be one page of drawings for each day of the semester, weekends included. Art **IS** your major isn't it! Number the pages discreetly in the lower right hand corner.

8. Your grade will be determined by the following:
   Attendance.
   Following directions in given assignments.
   Degree of involvement, contributions to class and oral critiques.
   Dedicated scholarship in class work and homework.
   Understanding of visual concepts.
   Professionalism -- come to class on time; come to class prepared.
   Completion of assignments by the assigned deadline.
   Control and mastery of the media and techniques.
   Quality and improvement in your work.
   Craftsmanship and presentation.

9. Students who answer their cell phones in the classroom, talk on their cell phones in the classroom, or text message in the classroom – even during breaks -- will be asked to leave the class and counted absent for the day, no matter how far advanced the class period. If you must use your cell phone during the break go out into the hallway.

10. Students may not listen to personal CD players during the class even if they are equipped with earphones. Tune in to the class, not in to your own music world.

11. No hats may be worn in class.

12. **Clean up after yourself.** The room should look better than it did when you arrived. You may bring food and beverages into the classroom as long as you are responsible about the disposal of the empty containers and wrappers in the trash cans provided in the room.

13. Disciplined work habits are expected; erratic work patterns and bursts of frantic activity immediately prior to critique dates yield poor results.

14. Students are expected to work diligently during class time, and to keep "social chatter" to a minimum as it interrupts concentration and inhibits progressive development. If the class or individuals cannot be disciplined about this, then the instructor will impose discipline.

15. All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. All students must show respect toward the instructor and the instructor's syllabus, presentations, assignments, and point of view. Students should respect each others' differences. If the instructor determines that a student is not being respectful toward other students or the instructor, it is the instructor's prerogative to ask the student to leave, to refer the student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 – 46 of the Texas A&M University-Commerce Student guidebook's Codes of Conduct for details.

16. Students requesting accommodations for disabilities must go through the Office of Disability Resources and Services where they can fill out an application, attach recent documentation and apply for eligibility.

Statement on Accommodations for ADA eligible students:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that Provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University—Commerce
Gee Library, Room 132
Phone (903) 886-5150 o5 (903) 886-5835
Fax (903) 468- 8148
StudentDisabilityServices@tamu-commerce.edu

17. **A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.**

    Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

18. Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

19. The Department of Art depends on student volunteer monitors to keep the University Gallery open for visitors. A total of five extra credit points for the semester can be earned for monitoring the gallery -- one extra credit point for one hour of gallery duty.

20. **IMPORTANT HEALTH AND SAFETY ISSUES**

    All students enrolled in face-to-face art courses are required to comply with the procedures and policies of the Department of Art's *Health and Safety Guidelines*. The *Guidelines* cover activities in all A&M-Commerce art facilities on both the main campus and off-campus sites. Please report any safety issues immediately to your instructor(s), facilities technician, health and safety guidelines outlined, studio or lab assistant, or Brian Weaver, the department's Health and

Safety Liaison. At the beginning of each semester in every course, the instructor will discuss with their students the inherent risks associated with art facilities and make sure they have read and completed the online *Health and Safety Guidelines* form.

Department of Art, *Health and Safety Guidelines*
http://sites.tamuc.edu/art/resources/healthandsafety/

Health and Safety Form (to be signed online by all students)
https://dms.tamuc.edu/Forms/ArtLabPolicy

ASSIGNMENTS/LECTURES:

Week #1

January 14	First day of Spring semester, 2019.
January 15(1/30)	First class meeting of ART1316/Drawing I. Introduction to ART 1316/Drawing I You will need to bring to the next class: A pad of 18”x24” white drawing paper A drawing board, at least 18”x24” (provided by the Art department.) Two bulldog clamps or alligator clamps to hold the tablet to the drawing board A #2 drawing pencil A pencil sharpener An eraser A small mirror, 5”x7” or larger. **Reading assignment:** **Introduction (pp. XIII – XXXIII)** **Gallery Exhibition: Michael Newhouse -- Poster/Design** January 15 – February 8, 2019 University Gallery, Department of Art Reception: Tuesday, January 22, 6:00-8:00 P. M. Artist Lecture in Dallas: Tuesday, January 23, 2019
January 17(2/30)	**Gallery Visit:** Free Writing/Discussion. Pre-instruction drawings Vase-Face Drawing Upside Down Drawing, Fig. 4-7. Pablo Picasso. **Reading assignment:** **Chapter 1 (pp. 1 -- 9), Chapter 2 (pp. 10 – 25)**

Week #2

January 22(3/30)	Class discussion of Upside Down Drawing. Video -- Right Brain/Left Brain research **Reading assignment:** **Chapter 3 (pp. 28 - 43), Chapter 4 (pp. 46-61)**
January 24(4/30)	**PERCEPTION OF EDGES** Introduction to Pure Contour Drawing. **Reading assignment:** **Chapter 5 (pp. 64 – 81)**

Week #3

January 29(5/30)	Pure Contour Drawing continued. Demonstration of making a Viewfinder. **Reading assignment:** **Chapter 6 (pp. 84 – 109).**
January31(6/30)	Modified Contour Drawing: First, drawing on the Picture Plane. You will need to do this drawing for homework, as there will not be enough time in class to complete the drawing.

Week #4

February 5(7/30)	Class discussion of Modified Contour Drawings. Demonstration of cutting and assembling a hinged mat.
February 7(8/30)	Begin Second Modified Contour Drawing of your hand holding some complex object. This drawing must be matted in a hinged mat. **Reading assignment:** **Chapter 7 (pp. 112 - 135).**

Week #5

February 12(9/30)	Class discussion of Second Modified Contour Drawing of your hand holding some complex object.
February 14(10/30)	**PERCEPTION OF NEGATIVE SPACES** Perceiving the Shape of a Space: The Positive Aspects of Negative Space. (Cast shadows on the wall or the white shapes of the wall.)

Week #6

February 19(11/30)	Negative Space drawing of a chair Choosing a Basic Unit. **Gallery Exhibition:** **Annual Juried Student Art Exhibition 2019** February 19 – March 15, 2019 University Gallery, Department of Art Opening Reception: 5:00-7:00 P. M
February 21(12/30)	**Gallery Visit:** Free Writing/Discussion/Essay Assignment. Negative Space – still life arrangement

Week #7

February 26(13/30)	Negative Space – still life arrangement. Still life arrangement drawing due at the end of class.

February 28(14/30) **LINEAR PERSPECTIVE**
Diminishing Scale, Foreshortening and Convergence.
One, Two and Three Point Perspective

Week #8

March 5(15/30) Linear perspective continued.

March 7(16/30) Building on Basic Principles: Gable, Steps, Fence, Cylinder.

Week #9

March 12(17/30) Begin Perspective Fantasy.

March 14(18/30) Perspective Fantasy continued.

Reading assignment:
Chapter 8 (pp. 138 -151).

March 18-22 Spring Break.

Week #10

March 26(19/30) Perspective Fantasy due at the beginning of class.

THE PERCEPTION OF RELATIONSHIPS
The next step: Sighting angles.
Some important points about sighting angles and finding ratios.

March 28(20/30) Continued practice in sighting angles and finding ratios.

Reading assignment:
Chapter 8 (pp.138 – 165).

Week #11

April 2(21/30) Sighting and finding ratios of irregular, non-geometric objects

(Slides of Artist's Self Portraits.)
Outside Assignment: Self Portrait.
Due for class critique on May 2 at beginning of class.
Portrait must be done from life; may not copy a photograph.
Portrait must include more than just the head.
Portrait must position the figure in a definite three-dimensional space.

Gallery Exhibition:
For Real
Contemporary Realism Painting Invitational
March 26 – April 19, 2019
University Gallery, Department of Art
Opening Reception, 4:00 -6:30 P.M.

April 4(22/30) **Gallery Visit:** Free Writing/Discussion/Essay Assignment.

An architectural perspective drawing.

Assignment: do a “real” perspective drawing of your dorm room, a room in your house, or any room on campus.

Reading assignment:
Chapter 9 (pp. 168-201).

Week #12

April 9(23/30) Class discussion of outside assignment: a “real” perspective drawing.

Reading assignment:
Chapter 10 (pp. 204 – 237).

April 11(24/30) **THE PERCEPTION OF LIGHTS AND SHADOWS**

A warm-up exercise: A copy of the Courbet self-portrait.

Reading Assignment:
Chapter 10 (pp. 210 - 227)

Week #13

April 16(25/30) Class discussion of the copy of the Courbet self-portrait.

Shading into a Continuous Tone.
Black conte crayon on white paper.

April 18(26/30) Demonstration and beginning of white conte crayon on black charcoal paper.

Gallery Exhibition:
Graduate Thesis Exhibition(s)
April 18 – May 6, 2019

Week #14

April 23(27/30) Brief critique of white conte crayon on black paper drawing.
Continued work with white conte crayon on black charcoal paper.

Reading Assignment:
Chapter 12 (pp. 262 – 264).

April 25(28/30) Demonstration and beginning work with black and white conte crayon on toned charcoal paper.

Week #15

April 30(29/30) Black and white conte crayon on toned charcoal paper.

May 2(30/30) Critique of Self-Portrait.
Critique of black and white conte crayon drawing.

Clean-Up day.

May 3 Last Class Day of the semester

Turn in portfolio by 5:00 P.M.
The Portfolio should contain:

1. Self Portrait drawing.
2. Black and white conte drawing.

3. Five drawings from the semester. These drawings are to be examples of the best work completed during the semester for this Drawing class
4. The one drawing that you consider to be **the "Best drawing" of the semester** is to be matted in a hinged mat.
5. Three pre-instruction drawings.
6. The final (third) drawing journal/sketch book.
7. Include a short essay in which you evaluate your performance for the semester. Be sure to include a letter grade and a justification for receiving that grade. Be specific!
8. **One CD or Flash Drive with photos of the work you include in your portfolio. Use Powerpoint presentation and list Course, Semester/Year, medium, size.** The photos may be taken with a cell phone camera or any manner you are comfortable with. This will be retained by the department for documentation purposes.

Week #16

May 6 --11	**Final Exam week.**
May 8	Portfolios may be picked up. If your portfolio isn't picked up by Friday, May 10, it will be thrown away. The Drawing room is not a storage facility for abandoned portfolios.
May 9	**Gallery Exhibition:** **Graduating Senior Exhibition** May 9 – May 12, 2019 Reception: Saturday, May 12, after CHSSA commencement ceremony.
May 10/11	Spring 2019 **Commencement.**

ART 110: DRAWING I MATERIALS LIST

Textbook: *Drawing on the Right Side of the Brain,* The definitive 4th Edition, Betty Edwards

1 - drawing board, 23"x 25" (1/4" thick tempered masonite) Provided by the department.
2 - bulldog or alligator clamps
1 - pad of white drawing paper, 18"x 24", Strathmore or Alexis
Drawing journal (9"x12" white drawing pad – up to 3 depending on the number of pages)
1 - can of workable spray fixative
2 - kneaded erasers
1 - Pink pearl eraser
1 - white vinyl eraser
1 - Roll 3M Scotch Masking Tape
1 - Metal ruler, 18" long
Graphite pencils - 2b, 4b, 6b
1 – Metal Pencil sharpener
1 - Sanford "Sharpie" Extra Fine Point, Permanent Marker.
1 – Black felt-tip marker, Extra Fine Point, Non-permanent.
2 -- Black conte crayons – medium hard (B)
2 – White conte crayons – medium hard (B)
1 -- Artist Chamois

A variety of stomps -- #2 and #8
1 - Sandpaper block

For Matting drawings (hinged mats only) and Viewfinder frame:
Mat board, 30"x 40", cream or white only – provided by the Art department
1 - X-acto knife with two sharp blades
1 - 1 oz. bottle of white glue (Elmer's Glue)
1 - Roll of brown paper tape (craft tape)
1 - Sheet of acetate, 18"x 24"
1 - Portfolio