

Course Outline

Course Title:	Drawing Disciplines		
Course Number:	ARTS961	Approval Date:	2018/8/31
Course Hours:	45 hours	Academic Year:	2018
Academic School:	Haliburton School of Art + Design		
Faculty:	Rose Pearson - rose.pearson@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Rose Pearson - rose.pearson@flemingcollege.ca		
Dean (or Chair):	Sandra Dupret - sandra.dupret@flemingcollege.ca		

Course Description

In this overview of drawing practices, students will investigate these purposes and processes through research, sample drawings, and presentations. Visualization, ideation, notation and communication afford valuable processes for many types of art making. Rendering skills will be analyzed through depiction of a variety of subject matter. Students will execute samples of expressive drawings as examined in both historical and contemporary works. Students will also explore the properties of various drawing media and supports.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Compare drawings used for examination, description, record, illustration, design, production, narrative, and expression.
2. Execute basic drawings for specific purposes.
3. Render assigned subject matter addressing contour, proportion, tonality, light, shadows, and surface texture.
4. Use thumbnailing and sketching to successfully communicate the development of concepts.
5. Present interpreted meanings of expressive drawing examples.
6. Research and present examples of artists' and designers' drawings used for varied purposes.

7. Analyze the attributes of one, two and three point perspective from real life, drawings, paintings, and photography.
8. Use layers in the execution of drawings.
9. Compare the properties of various drawing media and supports, including the potential hazardous nature of materials.

Learning Resources

Required:

Zelanski and Fisher. The Art of Seeing 8th ed. Part II Ch. 4.

Assessment Summary

Assessment Task	Percentage
Applied Learning	100%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(https://department.flemingcollege.ca/hr/attachment/7750/download)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(https://department.flemingcollege.ca/hr/attachment/5619/download)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(https://department.flemingcollege.ca/hr/attachment/7752/download)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(https://department.flemingcollege.ca/hr/attachment/269/download)

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The Ministry of Training, Colleges and Universities oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its programs and

program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Training, Colleges and Universities](#) (MTCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MTCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)

Detail Plan

Term:	2018 Fall
Faculty:	Darlene Bolahood - darlene.bolahood@flemingcollege.ca Rose Pearson - rose.pearson@flemingcollege.ca
Program Co-ordinator or Equivalent:	Rose Pearson - rose.pearson@flemingcollege.ca
Dean (or Chair):	Sandra Dupret - sandra.dupret@flemingcollege.ca
Academic Planning and Operations Department:	Sheila Rowell - sheila.rowell@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
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Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 1	<p>Introduction to Drawing Disciplines Power Point on Purposes of Drawing: Visualization, Ideation, Notation and Communication Representational Drawing: Seeing vs Knowing (depiction of observed reality vs depictions of symbols/ abstracted objects, or non representational subjects) Contour & Gesture Line Comparison Introduction to Blind Contour and Sketchbook Daily Drawings Assignment Representational Exercises: 1. Measuring - relative angles and relative proportions (line drawing of dove) 2. Negative Space Drawing (Create reference by attaching pressed plants to page) 3. Exploration of drawing media and supports</p>	1,2,3,8,9	<p>Representational Techniques: Proportion Drawing and Negative Space Drawing Exploration of Drawing Materials Daily Blind Contour Drawings in Sketchbook</p>
Unit 2	<p>Share negative space drawings and 3 media explorations drawings from Unit 1 Value and Scales Lecture: illusion of form power point Create samples of value scales in sketchbook Gridding and Extending the Diagonal to enlarge Using gridding and diagonal to create a tonal study from a photograph</p>	2,3,9	<p>Representational Techniques: Tonal drawing using gridding and extending the diagonal to enlarge Daily Drawings Continue</p>
Unit 3	<p>Depicting Texture and Value Contrast: -Value scale using crosshatch and pen -Texture techniques exploring materials -Assignment: geometric and organic forms: exploring a variety of texture techniques and materials in one composition</p>	2,3,8,9	<p>Representational Techniques: Texture and material exploration based on drawing from geometric and organic forms Daily Drawings Continue</p>

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 4	Perspective and Orthographic Drawings - application of perspective lines and labels to examples that show 1, 2, 3 point perspective - create an orthographic drawing	2,3,7	Perspective drawing and Orthographic drawing Daily Drawings Continue
Unit 5	Linear Perspective Quiz Lecture: Drawing Applications in Artistic Processes Thumbnail Drawings: 1 - extract organic and geometric shapes from the 3 dimensional world - selection and manipulation of 2 interesting shape via thumbnails consider repetition, variation, negative space, emphasis	1,2,4,7	Linear Perspective Quiz Thumbnail Exercises Part 1 Daily Drawings Continue
Unit 6	Crit: Thumbnails Part 1 Thumbnails Part 2: - select 1 composition and explore 6 variations which explore value and the illusion of space Assign artists for Drawing Application Presentation (Due Unit 10) Sketchbooks Due Unit 7	1,2,3,4	Thumbnail Exercises Part 2 Daily Drawings Continue
Unit 7	Crit Thumbnails Part 2 Lecture: - creating emphasis; locating focal points; combining loose and highly rendered applications in single drawings Designed Drawing: Assign extraction, arrangement, and value design from an assigned painting using thumbnail explorations and tests. Studio work is leading up to the execution of a fully designed drawing that is non objective	2,3,4,8,9	Thumbnail Exercises Part 2 Designed Drawing Daily Drawings Assessed
Unit 8	Assign Sketchbook Part 2: Value Drawings Later stages - completing designed drawing on grey paper	2,3,4,8,9	Designed Drawings

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 9	Review of Designed Drawings Completing Drawing Applications Presentation	1,3,4	Designed Drawings
Unit 10	Presentation: Drawing Applications	1,6,9	Presentation Drawing Applications
Unit 11	Markmaking and Meaning: Expression in Drawings Post Modern Principles and Meaning Layering in Drawings markmaking (speed and pressure and layers and value) materials (properties and personalities) meanings (tactile and subject) Expressive Drawings:Lecture Assign series of works based on an expressive position which are deeply layered	2,5,8,9	Expressive Drawings and Layering
Unit 12	Expressive Series	2,5,8,9	Expressive Drawings and Layering
Unit 13	Expressive series	2,5,8,9	Expressive Drawings and Layering
Unit 14	Expressive Series. Review/Recap	2,5,8,9	Expressive Drawings and Layering

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Representational Drawing Exercises/Quiz	Units: 1-5	2,3,7,9	20%
Daily Drawings : blind contour and tonal studies.	Units: 1-14	2,3	15%
Thumbnails Exercises	Units: 5,6,7	3,4,8,9	15%
Designed Drawings, non representational	Units: 7,8,9	3,4,8,9	15%
Presentation: Drawing Applications	Units: 10	1,6	15%
Expressive Drawings Series	Units: 11-14	2,5,8,9	20%

Exemption Contact

Program Coordinator
VCA
Haliburton Campus

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

1. Final grades in this course are assigned based on the level of achievement which corresponds to the assessment plan as noted in this course outline.
2. Students are expected to submit assignments and projects at the specified time and location and in the correct format. This enables faculty to provide timely and appropriate evaluation for the student's work. Work not submitted according to the required terms may receive a grade of zero.
3. Students are responsible for work missed due to absence. It is highly advisable to consult with faculty well in advance of planned absences or when deadlines may not be feasible.
4. Whatever the reason, missed evaluations and due dates for assignments, including those missed due to illness, will be dealt with by faculty.
5. The learning sequence, assignment weighting, and assessment plan may be subject to change. See Academic Regulations.
6. It is the responsibility of faculty to promote a safe, constructive and comfortable learning environment. For this reason, students may be asked to refrain from using headphones and cell phones in classrooms and studios.

Faculty and learners will be ever mindful of, and practice all relevant Health and Safety rules, demonstrating care and concern for themselves, others, and the environment.