

Course Outline

Course Title:	Drawing Disciplines		
Course Number:	ARTS961	Approval Date:	2025/8/25
Course Hours:	45 hours	Academic Year:	2025
Academic School:	Haliburton School of Art + Design		

Program Co-ordinator or Equivalent:	Rose Pearson - rose.pearson@flemingcollege.ca
Dean (or Chair):	Xavier Masse - Xavier.Masse@flemingcollege.ca
Academic Planning and Operations Department:	Amber Lynch - amber.lynch@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. The application of drawing as an instrumental part of the design process will be explored. Students will also explore the properties of various drawing media and supports.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

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.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
Presentations	10%
Applied Learning	90%

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>)
- [Accessibility for Persons with Disabilities \(3-341\)](#)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](#)
(<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>)
- [Student Rights and Responsibilities \(5-506\)](#)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](#) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

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

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. 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 Colleges and Universities](#) (MCU). 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 MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term:	2025 Fall
Program Co-ordinator or Equivalent:	Rose Pearson - rose.pearson@flemingcollege.ca
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Academic Planning and Operations Department:	Amber Lynch - amber.lynch@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 1	<p>INTRODUCTIONS</p> <ul style="list-style-type: none"> - course outline <p>LINE</p> <ul style="list-style-type: none"> - PPTX discussion and kit exploration <p>BLIND CONTOUR</p> <ul style="list-style-type: none"> - PPTX and demonstration <ul style="list-style-type: none"> - submitting work in D2L - introduce sketchbook daily drawings <ul style="list-style-type: none"> - blind contour of still life of kit materials <p>CONTOUR LINE DRAWING</p> <ul style="list-style-type: none"> -creating references for still life <p>PASTICHE SAMPLES</p> <ul style="list-style-type: none"> - exploration of works by artists in pastiche form 	1,2,3,9	<p>Sketchbook Blind Contour (15)</p> <p>Pastiche Samples</p>
Unit 2	<p>PURPOSES OF DRAWING</p> <ul style="list-style-type: none"> - PPTX - examine pastiche samples and propose purpose <p>NOTATION DRAWING STRATEGIES PPTX</p> <ul style="list-style-type: none"> - scaling up still life reference <p>DESIGNED DRAWING Pt 1</p> <ul style="list-style-type: none"> - negative & positive shapes - create photo references of texture 	2,3,4	<p>Contour Still Life Scaling Project</p>
Unit 3	<p>DESIGNED DRAWING Pt 2</p> <ul style="list-style-type: none"> - ideation contour drawings with peer feedback - simulated texture samples (use photos as reference) with pen & ink - ideation pen & ink 	2,3,4,9	<p>Designed Drawing Ideations</p>
Unit 4	<p>MUSEUM INQUIRY</p> <ul style="list-style-type: none"> - pre visit visualization drawings - record and gather photos and drawings of artefacts <p>DESIGNED DRAWING</p> <ul style="list-style-type: none"> - complete final designed drawing 	2,3,4,9	<p>Museum Inquiry drawings & photos</p>
Unit 5	<p>DESIGNED DRAWING</p> <ul style="list-style-type: none"> - critiquing <p>MUSEUM INQUIRY STUDIES</p> <ul style="list-style-type: none"> - Drawing Golden and Root Rectangles - collage explorations with layers - cylinder seal design ideations with Root 2 proportions 	2,4,8	<p>Designed Drawing Final</p> <p>Dynamic Rectangles</p> <p>Cylinder Seal Ideations</p>

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 6	ILLUSION OF 3D FORM - value scales with shading techniques - drawing media properties (tonal paper, texture paper etc) - lighting & reflected light, geometric solids SKETCHBOOK - value studies CYLINDER SEAL - add value to final cylinder seal design	3,9	Sketchbook Value Studies Cylinder Seal Final Drawing
Unit 7	PERSPECTIVE DRAWING - PPTX terminology, categories, linear perspective - 1,2,3 point perspective	2,7	Perspective Assignment
Unit 8	FRAGMENTS - explorations and ideations for tonal drawing based on assembling fragments; designed within a dynamic rectangle; emphasizing geometry	3,4,8,9	Ideations for Tonal Drawing
Unit 9	TONAL DRAWING PRESENTATION assigned - purposes of drawing	1,3,4,6,8,9	Tonal Drawing
Unit 10	PRESENTATIONS TONAL DRAWING	1,6	Presentation
Unit 11	PRESENTATIONS	1,6	Presentation
Unit 12	EXPRESSIVE DRAWING EXPLORATIONS	2,8,9	Expressive Drawing Explorations
Unit 13	EXPRESSIVE DRAWING ANALYSIS - in class exercise EXPRESSIVE DRAWING ASSIGNMENT - transformational series	2,5	Expressive Drawing Analysis Assignment
Unit 14	EXPRESSIVE DRAWING CRITIQUE	5	Expressive Drawing Final Assignment

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Material & Pastiche Studies	Unit 1	1,9	2.5%
Daily Drawings : blind contour	Units: 1-4	2,3	7.5%
Still Life Ideation Photographs + Final Contour Drawing	Units 1-2	2,3,4	5%
Designed Drawing	Units: 2-5	2,3,4,7,9	15%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Museum Studies + Layered Drawings + Cylinder Seal	Units 4-6	2,4,8	15%
Sketchbook - Value Studies	Unit 6	3	10%
Perspective Drawing	Unit 7	7	5%
Tonal Drawing Ideations and Final	Units 8-10	2,3,4	15%
Purposes of Drawing Presentations	Units 9-11	1,6	10%
Expressive Explorations + Analysis + Final Expressive Drawing	Units 12-14	1,2,5,8,9	15%

Late assignments may be penalized 10% for each day that they are late. Late assignments will not be accepted after 3 days (30%) unless there are extenuating circumstances that have been discussed with the instructor, and the instructor has agreed to extend the deadline. Late work beyond 3 days will not be accepted without arrangements made with the instructor.

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.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

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.