

**Course Outline****COURSE:** ART 3A                      **DIVISION:** 10                      **ALSO LISTED AS:****TERM EFFECTIVE:** Spring 2018**CURRICULUM APPROVAL DATE:** 10/09/2017**SHORT TITLE:** DRAW/COMPOSITION**LONG TITLE:** Drawing and Composition

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	2	36
		Lab:	4	72
		Other:	0	0
		Total:	6	108
		Total Learning Hrs:	180	

**COURSE DESCRIPTION:**

A course that can teach you how to draw. Students learn basic drawing skills through the exploration of a variety of drawing materials such as pencil, inks, charcoal and pastels; processes include doodling, gesture and schematic drawing.

**PREREQUISITES:****COREQUISITES:****CREDIT STATUS:** D - Credit - Degree Applicable**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 047 - Laboratory - LEH 0.7
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB
- 737 - Dist. Ed Internet LAB-LEH 0.7

## STUDENT LEARNING OUTCOMES:

1. Identify and illustrate contour line, hatching, cross hatching, stipple, shading, shadowing, modeling techniques in a variety of media and lighting environment.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

2. Identify and apply composition and design elements/theory by integrating the various drawing processes and materials.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

3. Demonstrate and apply line, value, area, shape, form, mass and volume theories.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

4. Demonstrate and apply a variety of spatial illusion techniques including: linear perspective, one-point perspective, two-point perspective and multiple point perspective.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

5. Demonstrate and apply the use of pencil, pastel, conte charcoal, inks and chalk media.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

6. Demonstrate and apply the use of matting, mounting and format techniques.

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

7. Demonstrate and interpret historical and contemporary drawing process, its materials and application in relation to the student's own drawings .

Measure of assessment: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2016

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/09/2017

### **WEEK 1 6 HOURS**

Lecture: Introduction to Drawing and Composition

Gesture Drawing: Mass gesture, line gesture, scribbled line, sustained gesture

Lab: Exercises Mass, line scribbled line and sustained gesture exercises from a still life, model and a variety of inanimate objects.

Materials introduced: vine charcoal and graphite

Out of Class Assignments:

Read and analyze assigned text on gesture. Create gesture drawings

OUTSIDE the studio from everyday objects and scenes

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating gesture drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

### **WEEK 2 6 HOURS**

Lecture: Describe and demonstrate the use of inks; linear and washes.

Describe the ink project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use ink.

Demonstrate the use of tools and materials that are used for creating drawings using line and washes.

Describe particular material problems associated with inks.

Demonstrate ways to correct for ink problems.

Lab: Work on exercises and ink drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for ink drawings

Reading assignment from textbook and/or handouts that addresses ink processes.

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating ink drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

### WEEK 3 6 HOURS

Lecture: Describe and demonstrate the use of positive-shape

Describe the positive-shape project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use positive-shape.

Demonstrate the use of tools and materials that are used for creating drawings using positive shapes

Describe particular material and conceptual problems associated with positive shapes

Demonstrate ways to correct for positive shape problems.

Lab: Work on exercises and positive-shape drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for positive-shape drawings

Reading assignment from textbook and/or handouts that addresses positive-shape

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating positive-shape drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned..

### WEEK 4 6 HOURS

Lecture: Describe and demonstrate the use of negative-shape

Describe the negative-shape project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use negative-shape.

Demonstrate the use of tools and materials that are used for creating drawings using negative-shapes

Describe particular material and conceptual problems associated with negative-shapes

Demonstrate ways to correct for negative-shape problems.

Lab: Work on exercises and negative-shape drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for negative-shape drawings

Reading assignment from textbook and/or handouts that addresses negative-shape

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating negative-shape drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 5 6 HOURS

Lecture: Describe and demonstrate the use of shape as plane and volume

Describe the shape/plane/volume project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use shape/plane/volume.

Demonstrate the use of tools and materials that are used for creating drawings using shape/plane/volume

Describe particular material and conceptual problems associated with shape/plane/volume

Demonstrate ways to correct for shape/plane/volume problems

Lab: Work on exercises and shape/plane/volume drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for shape/plane/volume drawings

Reading assignment from textbook and/or handouts that addresses shape/plane/volume

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating shape/plane/volume drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned

## WEEK 6 6 HOURS

Lecture: Describe and demonstrate the ways of creating value (shading)

Describe the value project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use value.

Demonstrate the use of tools and materials that are used for creating drawings using value

Describe particular material and conceptual problems associated with value

Demonstrate ways to correct for value problems

Lab: Work on exercises and value drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for value drawings

Reading assignment from textbook and/or handouts that addresses value

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating value drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

## WEEK 7 6 HOURS

Lecture: Describe and demonstrate the use of Chiaroscuro; light/dark contrast

Describe the chiaroscuro project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use chiaroscuro

Demonstrate the use of tools and materials that are used for creating drawings using chiaroscuro

Describe particular material and conceptual problems associated with chiaroscuro

Demonstrate ways to correct for chiaroscuro problems

Lab: Work on exercises and chiaroscuro drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for chiaroscuro drawings

Reading assignment from textbook and/or handouts that addresses chiaroscuro

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating chiaroscuro drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

## WEEK 8 6 HOURS

Lecture: Describe and demonstrate the use of the expressive uses of value

Describe the Expressive Value project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use expressive value

Demonstrate the use of tools and materials that are used for creating drawings using expressive value

Describe particular material and conceptual problems associated with expressive value

Demonstrate ways to correct for expressive value problems

Lab: Work on exercises and expressive value drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for expressive value drawings

Reading assignment from textbook and/or handouts that addresses expressive value

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating expressive value drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned..

## WEEK 9 6 HOURS

Lecture: Describe and demonstrate the use of contour line

Describe the Contour Line project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use contour line

Demonstrate the use of tools and materials that are used for creating drawings using contour line

Describe particular material and conceptual problems associated with contour line

Demonstrate ways to correct for contour line problems

Lab: Work on exercises and contour line drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for contour line drawings

Reading assignment from textbook and/or handouts that addresses contour line

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating contour line drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 10 6 HOURS

Lecture: Describe and demonstrate the use of line variety in drawing

Describe the line variety project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use line variety

Demonstrate the use of tools and materials that are used for creating drawings using line variety

Describe particular material and conceptual problems associated with line variety

Demonstrate ways to correct for expressive value problems

Lab: Work on exercises and line variety drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for line variety drawings

Reading assignment from textbook and/or handouts that addresses line variety

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating drawings with line variety, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 11 6 HOURS

Lecture: Describe and demonstrate the use of texture in drawing

Describe the texture project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use texture

Demonstrate the use of tools and materials that are used for creating drawings using texture

Describe particular material and conceptual problems associated with texture

Demonstrate ways to correct for expressive value problems

Lab: Work on exercises and texture drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for texture drawings

Reading assignment from textbook and/or handouts that addresses texture

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating texture drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 12 6 HOURS

Lecture: Describe and demonstrate the use of Invented, Conventional and Symbolic Texture

Describe the symbolic texture project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use symbolic and invented texture

Demonstrate the use of tools and materials that are used for creating drawings using symbolic and invented texture

Describe particular material and conceptual problems associated with symbolic and invented texture

Demonstrate ways to correct for symbolic and invented texture problems

Lab: Work on exercises and Symbolic and Invented Textures drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for the Symbolic and Invented texture drawings

Reading assignment from textbook and/or handouts that addresses Symbolic and Invented texture

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating symbolic and invented texture drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...



## WEEK 13 6 HOURS

Lecture: Describe and demonstrate the use of Spatial Illusion

Describe the Spatial Illusion project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use spatial illusion

Demonstrate the use of tools and materials that are used for creating drawings using spatial illusion

Describe particular material and conceptual problems associated with spatial illusion

Demonstrate ways to correct for spatial illusion problems

Lab: Work on exercises and spatial illusion drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for spatial illusion drawings

Reading assignment from textbook and/or handouts that addresses spatial illusion

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating spatial illusion drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 14 6 HOURS

Lecture: Describe and demonstrate the use of aerial perspective

Describe the Aerial Perspective project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use aerial perspective

Demonstrate the use of tools and materials that are used for creating drawings using aerial perspective

Describe particular material and conceptual problems associated with aerial perspective

Demonstrate ways to correct for aerial perspective problems

Lab: Work on exercises and aerial perspective drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for aerial perspective drawings

Reading assignment from textbook and/or handouts that addresses aerial perspective

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating aerial perspective drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

## WEEK 15 6 HOURS

Lecture: Describe and demonstrate the use of one-point perspective

Describe the One-Point Perspective project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use one-point perspective

Demonstrate the use of tools and materials that are used for creating drawings using one-point perspective

Describe particular material and conceptual problems associated with one-point perspective

Demonstrate ways to correct for one-point perspective problems

Lab: Work on exercises and one-point perspective drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for one-point perspective drawings

Reading assignment from textbook and/or handouts that addresses one-point perspective

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating one-point perspective drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned....

## WEEK 16 6 HOURS

Lecture: Describe and demonstrate the use of two-point perspective.

Describe the Two-Point Perspective project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use two-point perspective Demonstrate the use of tools and materials that are used for creating drawings using two-point perspective

Describe particular material and conceptual problems associated with two-point perspective

Demonstrate ways to correct for two-point perspective problems

Describe and demonstrate the use of landscape in drawing

Describe the landscape project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use landscape Demonstrate the use of tools and materials that are used for creating drawings using landscape

Describe particular material and conceptual problems associated with landscape

Demonstrate ways to correct for landscape problems

Lab: Work on exercises and two-point perspective drawings.

Critique and discussion of student drawings.

Work on exercises and landscape drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for two-point perspective drawings

Reading assignment from textbook and/or handouts that addresses two-point perspective Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating two-point perspective drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned...

Work on preliminary sketches for landscape drawings

Reading assignment from textbook and/or handouts that addresses landscape techniques

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating a landscape drawing on site, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

WEEK 17 6 HOURS

Lecture: Describe and demonstrate the use of multiple-point perspective

Describe the Multiple-Point Perspective project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use multiple-point perspective

Demonstrate the use of tools and materials that are used for creating drawings using multiple-point perspective

Describe particular material and conceptual problems associated with multiple-point perspective

Demonstrate ways to correct for multiple-point perspective problems

Lab: Work on exercises and multiple-point perspective drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for multiple-point perspective drawings

Reading assignment from textbook and/or handouts that addresses multiple-point perspective

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating multiple-point perspective drawings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

WEEK 18 2 HOURS

Final Exam

**METHODS OF INSTRUCTION:**

Lecture, video, cd/dvd, computer presentations, internet, examples, demonstrations, lab exercises, critiques-class discussions.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 28

Assignment Description:

Students will read and study from the required text and assigned articles.

Required Outside Hours: 20

Assignment Description:

Students will write weekly reading summaries and a final research paper.

Required Outside Hours: 24

Assignment Description:

Student will engage in the creative process relevant to the artistic era being studied.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 10.00 %

Writing assignments: 10% - 20% Written homework Term papers Other: Visual journal entries/notes for ea. drawing proj.

Problem-solving assignments

Percent of total grade: 10.00 %

Problem-solving demonstrations: 10% - 20% Lab reports Other: drawing

Skill demonstrations

Percent of total grade: 10.00 %

Skill demonstrations: 10% - 20% Class performance Field work Other: Critique/discussion, visual journal work, drawings

Objective examinations

Percent of total grade: 10.00 %

Objective examinations: 10% - 20% Multiple choice True/false Matching items Completion

Other methods of evaluation

Percent of total grade: 40.00 %

Other methods of evaluation: 40% - 50% Finished cumulative portfolio of drawings and sketches demonstrating an understanding and application of drawing techniques/concepts.

**REPRESENTATIVE TEXTBOOKS:**

Required:

Claudia Betti, "A Contemporary Approach", Wadsworth Publishing, 2007, or other appropriate college level text.

Reading level of text: 13+ grade Verified by: a. rosette Other textbooks or materials to be purchased by the student: A variety of drawing materials including: charcoal, conte crayon, graphite, erasers, inks, brushes, cutting tools, mat board, sketchbook, pastels, watercolors, color pencils, blender sticks, adhesives, ruler

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 200470

CSU GE:

CSU C1, effective 200470

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Transferable UC, effective 200470

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ART8

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: ART

CSU Crosswalk Course Number: 3A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000240655

Sports/Physical Education Course: N

Taxonomy of Program: 100210