

Course Outline**COURSE:** ART 3B **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:

Drawing in pencil, ink, pastels and variety of experimental materials and processes. Cultural awareness and historical foundations are integrated with classroom explorations of expressive drawing. Students develop a variety of drawing approaches and a greater understanding of personal expression. This course has the option of a letter grade or pass/no pass. (C-ID: ARTS 205) ADVISORY: Art 2A or 3A.

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

L - Standard Letter Grade

P - Pass/No Pass

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 articulate the expressive content of a given work of art both in personal work as well as that of other artists.

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 with personal expression

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 in expressive and imaginative ways using both traditional and non-traditional drawing medium

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 as primary conceptual and expressive tools--beyond the demonstration of technique--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 creative use of both traditional and non-traditional drawing mediums including graphite, pastels, conte charcoal, inks and other non-traditional drawing mediums

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 the historical and contemporary drawing processes, their materials, and their relationship to the personal expression and content of a student's work.

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: color pastels and color pencils

Out of Class Assignments:

Read and analyze assigned text on color pastels and color theory.

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 color 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 the representational self portrait: the basic composition and proportions of the human head and features

Describe the Representational Self Portrait project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use a representational self portrait

Demonstrate the use of tools and materials that are used for creating drawings using color pastels and color pencils

Describe particular material problems associated with color pastels and color pencils.

Demonstrate ways to correct for color pastels and pencil problems.

Lab: Create a representational self portrait from life (mirror)

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for representational self portraits

Reading assignment from textbook and/or handouts that addresses the portraiture process.

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating a representational self portrait, 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 metaphor in art

Describe the Metaphorical self portrait project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use metaphor as a means for expression

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

Describe particular material and conceptual problems associated with metaphor

Demonstrate ways to correct for positive shape problems.

Lab: Work on exercises and Metaphorical Self Portrait drawing.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for Metaphorical Self Portrait drawings

Reading assignment from textbook and/or handouts that addresses metaphor in drawing

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating metaphorical self portrait 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 in composition

Describe the Composition project.

Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use negative shape as a primary tool for composition.

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

Describe particular material and conceptual problems associated with negative-shapes in composition.

Demonstrate ways to correct for negative-shape in composition problems.

Lab: Work on exercises and composition drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for composition drawings

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

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating negative-shape composition 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 color to create volume
Describe the Volume project.

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

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

Describe particular material and conceptual problems associated with
creating volume with color

Demonstrate ways to correct for color/volume problems

Lab: Work on exercises and volume drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for volume drawings

Reading assignment from textbook and/or handouts that addresses
creating volume with color

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts
introduced by creating drawings that use color to create volume,
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)
with color pastels

Describe the Value/color pastel project.

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

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

Describe particular material and conceptual problems associated with
creating value gradations using color pastels

Demonstrate ways to correct for color pastel problems

Lab: Work on exercises and value/color pastel drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for value/color pastel drawings

Reading assignment from textbook and/or handouts that addresses the use
of color pastels to create value gradations

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts
introduced by creating value/color pastels 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 using color drawing media

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: submission of midterm portfolios with two-page self-evaluation

Describe and demonstrate the use of the expressive uses of color

Describe the Expressive Color project.

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

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

Describe particular material and conceptual problems associated with expressive color

Demonstrate ways to correct for expressive color problems

Lab: Work on exercises and expressive color drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for expressive color drawings

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

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating expressive color 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 perspective (exterior, one and two-point)

Describe the Exterior Perspective project.

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

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

Describe particular material and conceptual problems associated with outdoor perspective

Demonstrate ways to correct for outdoor perspective problems

Lab: Work on exercises and Exterior Perspective drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for Exterior Perspective drawings

Reading assignment from textbook and/or handouts that addresses Exterior Perspective

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating outdoor perspective 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 perspective (interior, one and two-point)

Describe the Interior Perspective project.

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

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

Describe particular material and conceptual problems associated with perspective

Demonstrate ways to correct for perspective problems

Lab: Work on exercises and Interior Perspective drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for Interior Perspective drawings

Reading assignment from textbook and/or handouts that addresses perspective

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating drawings of an interior using perspective, 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 composition and division of the picture plane in drawing

Describe the Composition project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use composition as a primary expressive tool

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

Describe particular material and conceptual problems associated with composition

Demonstrate ways to correct for composition problems

Lab: Work on exercises and composition drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for the composition drawings

Reading assignment from textbook and/or handouts that addresses composition in drawing.

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating strong compositions 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 thematic development in drawing

Describe the Thematic project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use themes as the basis for imagery build-up

Demonstrate the use of tools and materials that are used for creating drawings using thematic build-up

Describe particular material and conceptual problems associated with thematic drawing

Lab: Work on exercises and thematic drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for thematic drawings

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating strong thematic 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 social-political imagery in drawing

Describe the Social-political project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use social-political imagery as inspiration

Demonstrate the use of tools and materials that are used for creating drawings using social-political imagery

Describe particular material and conceptual problems associated with social-political themes

Lab: Work on exercises and social-political drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for social-political drawings

Reading assignment from textbook and/or handouts that addresses social-political themes in drawing

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating thematic social-political 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 non-traditional materials and approaches to drawing

Describe the Unconventional drawing project.

Show examples of student work, CD/DVD images, video, slides, textbook, and drawing processes that use non-traditional/conventional approaches

Demonstrate the use of tools and materials that are used for creating drawings using non-traditional/conventional approaches

Describe particular material and conceptual problems associated with experimental materials and approaches

Demonstrate ways to correct for experimental materials problems

Lab: Work on exercises and Unconventional drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for Unconventional drawings

Reading assignment from textbook and/or handouts that addresses the use and approaches to non-traditional drawing methods

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating experimental, non-traditional 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 aqueous medium in drawing (ink washes, watercolor)

Describe the Washes project.

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

Demonstrate the use of tools and materials that are used for creating drawings using ink and watercolor washes

Describe particular material and conceptual problems associated with ink and watercolor washes

Demonstrate ways to correct for aqueous medium problems

Lab: Work on exercises and Washes drawings.

Critique and discussion of student drawings.

Out of Class Assignments:

Work on preliminary sketches for Washes drawings

Reading assignment from textbook and/or handouts that addresses aqueous mediums

Student Performance Objectives:

Students analyze, demonstrate and apply drawing techniques and concepts introduced by creating ink and watercolor drawings, 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 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 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 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 Lab reports 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% Homework problems Field work Lab reports Other: drawing

Skill demonstrations

Percent of total grade: 10.00 %

Skill demonstrations: 10% - 20% Class performance Field work Performance exams Other: Critique/Discussion, visual journal, 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/sketches demonstrating an understanding and application of drawing techniques/concepts.

REPRESENTATIVE TEXTBOOKS:

Required:

Claudia Betti. Drawing: A Contemporary Approach. Belmont, CA: Cengage Learning, 2012. Or other appropriate college level text.

ISBN: ISBN-13: 9781111343606

Reading level of text, Grade: 13+ Verified by: Arturo Rosette

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 200630

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Transferable UC, effective 200630

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ART

CSU Crosswalk Course Number: 3B

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: CCC000314390

Sports/Physical Education Course: N

Taxonomy of Program: 100210