

Syllabus – Spring 2012

Instructor: John Turner

AR222 (3) Drawing II

Class: MW 11AM-1:45 PM

Office Hours: M W 10-11AM, 1:45-2PM

TH 12-2PM, 4:45-5PM

Office: AB 403

Telephone: 765-4384

or 765-4510

Course Description:

Interpretive drawing. Expression gained through media and form exploitation. Two 3-hour studio periods per week.

General Objectives:

1. Awareness of contemporary esthetics of drawing and their sources in modern art history.
2. Understanding of relationship of formal composition in contemporary drawing to prevailing tendencies in other two-dimensional art, such as painting and graphics.
3. Foundation of valid bases for development of interpretative skills with emphasis upon interpenetration, imagery and technique.
4. Understanding of pictorial space and how it is structured.
5. Increased critical awareness and analytical ability.

COE CF1, Alabama Standard/Rule 290-3-3-.31 Visual Arts (2)(b1,(i)

Standard	Assessment
290-3-3-.31(2)(b)1.(i) Knowledge of art and design concepts, skills, and vocabulary including processes, organizational structure, technical aspects, expressive content, communicative qualities, and technology.	Students will learn to use charcoal, pencil, conte crayon, and ink wash. They will create and submit a minimum of twelve drawings and submit a sketchbook in which they will complete a minimum of five sketches per week out-of-class. Subjects studied will include still life, landscape and figure study. For each assignment, students will present a thematic series of drawings for progress evaluation, and will present a comprehensive portfolio for final course evaluation.

Projects and Requirements:

1. Introduction to various drawing media.
2. Media exploration through non-objective exercises.
3. Subject matter drawings emphasizing technique, open form and inter-space relationship.
4. Interpenetration in line.
5. Consideration of Cubism and its consequences.
6. Interpenetration as a functioning structural aspect of fully toned drawings.
7. Superimposition of non-subject shapes.
8. Consideration of grid composition and its relationship to contemporary composition.
9. Series of three or more drawings, developed on the basis of grid composition.

10. Series of three or more drawings based on subject matter developed from outside of class drawings.
11. Submission of a final project, using spatial and structural concepts of the course.

Other Requirements:

1. Four hours work each week, beyond scheduled class time.
2. Students are to make use of the UNA library and scholarly online sites and keep abreast of the current literature of art.
3. Students are expected to have and use the correct materials for each project and to follow the directions of the instructor.
4. Final (mat) presentation of drawings if so instructed.
5. Submission of bound sketchbook of drawings and journal of material relevant to class. Assignments will be given for both sketchbooks and journals. Both will be submitted for grading at times specified during semester.
6. Submission of portfolio at end of semester.

Attendance:

Students are expected to attend every class and be punctual since instructions are given at the beginning of class. Student must be in classroom when roll is taken. Students arriving late without prior consent of the professor will be counted absent for 1/2 of a class. Students arriving more than 10 minutes after beginning of class will be counted absent for the day. Students leaving class for more than ten minutes at any time in the class period without permission will be counted as absent for the day. Students leaving class before dismissal will be counted absent for the day.

More than 3 unexcused absences will result in lowering of the final grade by one letter grade. When a student's cumulative absences for any reason, excused or unexcused, exceed the equivalent of 6 scheduled classes and activities, and no credit may be earned in the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to official withdrawal procedure and the withdrawal options provided therein; otherwise, the grade reported will be F.

- Excused absences will only be given for sanctioned university events.

- Do not bring me a doctor's excuse.

A break of 15 minutes will be given. Students returning late from break will be counted under the same time constraints as at the beginning of class. Students may leave class, with the instructors permission, to get a drink of water, go to the restroom, retrieve items from cars and lockers, purchase supplies, etc., etc., so long as they return promptly.

- Class begins at 11AM. Arrival after that time will be considered a late arrival.

- All artwork and materials must be removed from studio before final exam week is over or they will be disposed of.

- Visitors are not permitted in classroom during class hours.
- Cellular phones, beepers, devices with earphones, or any other electronic equipment will not be allowed in class or in foyer of class. Students using such items or having such items in sight (including devices making any noise in class) will receive an F for the day and this grade will be reflected in the computation of the final grade for the course.
- Due to safety concerns no food will be allowed in the classroom. Bottled drinks with screw off caps, only, will be allowed.
- All email to the instructor must be in standard American English. I will not read texting.

Evaluation:

Evaluation will be based on a final submission of all completed drawings and an assessment of process. Students will be given a grade for daily performance. Factors for this grade will include, but not be limited to, having and using correct supplies and tools, following directions, taking notes, attention to instructions, and classroom participation. Journals and sketchbooks, bound and neatly presented (no loose, unglued or untapped material), are required and are an integral part of the final grade. Do not submit work from other classes.

Student Disability Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

Supplies for Drawing II and Advanced

- yard stick
- vine charcoal (box, soft, thin)
- compressed charcoal (square sticks)
- kneaded eraser
- charcoal fixative (workable)
- bulldog clips (4 large)
- ebony black pencil
- pencil eraser (white rubber)
- blending stumps (2 small)

chamois skin
scissors
glue stick
portfolio (folding, at least 20 x 30 inches)
drawing paper, (18 x 24 inches, Strathmore 400-8 or equivalent)
tackle box or other container for supplies
lock
bound sketch book (11 x 14 inches)
bound notebook (8 1/2 x 11 inches)
miscellaneous drawing materials as required

Materials for matting:

white or black mat board (not pebble board)
mat knife
backing board
gummed paper tape or plastic packing tape
18 inch cork backed metal ruler

AR222, Drawing II Spring 2011

Student Expectations and Evaluation

Following are the qualities expected of each student in the awarding of grades:

- A** The student demonstrated an eagerness to learn and a clear understanding of the concepts at hand.

The student approached art as an intellectual pursuit and was committed to a thoughtful, thorough, and fully documented exploration of both the visual and academic aspects of contemporary drawing.

The student's preliminary work exhibited explorations into multiple solutions and esthetic discernment.

The student composed and executed drawings that were challenging and indicative of developing competence.

Discussions with the student clearly demonstrated a significant understanding and appreciation of research and preliminary work.

The student exhibited a highly positive attitude, was extremely diligent, and actively participated in classroom activities.

Drawings, journal, and sketchbook were excellently executed and presented.

The student had an excellent record of attendance and punctuality.

- B** The student was motivated to learn and demonstrated an understanding of the concepts at hand.

The student approached the exploration of the visual and academic aspects of contemporary drawing enthusiastically.

The student's preliminary work and solution exploration were good.

The student composed and executed good quality drawings and had an understanding of styles pursued.

Discussions with the student indicated that the student understood the significance of research and preliminary work.

The student exhibited a positive attitude, was diligent, and participated in classroom activities.

Drawings, journal, and sketchbook were well executed and presented.

The student had a good record of attendance and punctuality.

- C** The student had an average amount of motivation to learn and demonstrated an average understanding of the concepts at hand.

The student's approach to the exploration of the visual and academic aspects of contemporary drawing was average.

The student's preliminary work and solution exploration was average.

The student composed and executed average quality drawings.

The student had an average comprehension of the significance of research and preliminary work.

The student was average in attitude, diligence, and classroom participation.

Drawings, journal, and sketchbook were average.

The student had an average record of attendance and punctuality.

- D** The student was not motivated and did not understand most of the concepts at hand.

The student approached the exploration of contemporary drawing poorly.

The student's preliminary work was poor.

The student composed and executed poor quality drawings.

The student had poor comprehension of the significance of research and preliminary work.

The student was poor in attitude, diligence, and classroom participation.

Drawings, journal, and sketchbook were poor.

The student had a poor record of attendance and punctuality.

E Failure in the above areas.