



COURSE OUTLINE

Course Instructors:

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ART 102

Basic Drawing

Course Number

Course Title

3

1/4

Credits

Lecture/Laboratory Hours

Catalog description:

Examines the fundamentals of seeing line and value through studies of nature, still-life arrangements, the human figure, and concepts of perspective. Various media are used including ink, charcoal, and graphite.

Prerequisites: none

Co-requisites: none

Required texts/other materials:

Slides from department collection or database
Students purchase art supplies as assigned

Last revised: 2006

Course goals***The student will be able*****to:**

- Demonstrate perceptual observation skills
- Exhibit basic compositional skills and the vocabulary to articulate them.
- Create drawings that depict both proportion and volume and a process-oriented construction of a drawing
- Utilize linear and empirical perspective.
- Render a strong and accurate range of value using various media and techniques.
- Explore contemporary approaches to drawing and investigate alternative media
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit I: Intro to Drawing**Learning Objectives**

- Demonstrate the ability to observe visual information
- Identify core elements of a drawing (composition, form, shape, space, perspective, value, and medium)
- Demonstrate, through drawing, perception of visual cues
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit II: Basic Composition**Learning Objectives**

- Utilize a viewfinder to create composition and picture orientation
- Exhibit balance in arrangement of shapes
- Demonstrate an organic and layered process of constructing a drawing
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit III: Form, Shape, and Space**Learning Objectives**

- Describe the difference between form, shape, volume
- Design compositions utilizing positive and negative space
- Utilize tools that measure proportion
- Compare qualities of geometric v. organic forms
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit IV: Linear Perspective**Learning Objectives**

- Utilize one-point and two-point linear perspective
- Integrate linear perspective with empirical perspective
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit V: Value**Learning Objectives**

- Explore techniques of rendering as they relate to form
- Use value to demonstrate a particular light source
- Render a strong and complete range of value in a completed drawing
- Develop contrast between relative local values
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit VI: Contemporary Concepts and Alternative Media**Learning Objectives**

- Investigate metaphor and cultural associations in conceptual work
- Explore abstraction and non-representation
- Discuss contemporary approaches to drawing
- Experiment with alternative media such as ink, rubbing, collage, or transfer
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Evaluation of Student Learning:

Exercises, critiques, and attendance	10%
Drawing projects (at least 8) and a presentation	80%
Final project	10%

(http://www.mccc.edu/admissions_policies_integrity.shtml).

For each assigned project, the student will be graded by these factors:

- Demonstrating the skills corresponding to the current unit.
- Exhibiting conceptual thinking.
- Meeting the project requirements.
- Creating overall aesthetic quality of craft and professional presentation.

For the final project, the student will design and create an expansive project that integrates all the learned techniques and successfully communicates the student's conceptual idea. This final project culminates in a final critique, which is mandatory in order to pass the class.

Quizzes, exercises, written and oral critiques will assess the student's knowledge and participation.

Academic Integrity

Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website



GENERAL EDUCATION COURSE RATIONALE

ART102 Basic Drawing

(✓)	General Education Goals and Objectives	Activities, projects, assignments, and exams that evaluate student learning of the goal or objective
	1. Communication -- English Language: Students will communicate effectively in both speech and writing.	Students assess their own work and each other's work orally and in writing in a formal critique setting, which constitutes part of their grades.
	1.1. Students will comprehend and evaluate what they read, hear and see.	Students observe artwork and evaluate it in class discussion and in critiques
	1.2. Students will state and evaluate the views and findings of others.	Students present research on artists and state and evaluate the views, motives, and outcomes of their work
	1.3. Students will write and speak clearly and effectively in standard American English.	Students must speak articulately using learned artistic vocabulary in critiques and will be assessed in doing so.
	1.4. Students will logically and persuasively state and support orally and in writing their points of view or findings.	Students must explain and defend, in a formal critique, their choices of technique and their conceptual development.
	1.5. Students will evaluate, revise and edit their communication.	
	1.6. Students will develop an understanding of sensory communication and other forms of non-verbal communication.	
	2. Communication -- Foreign Language Students will have the opportunity to develop competence in a Foreign Language.	
	2.1 Students will learn basic vocabulary, grammar and everyday conversation in a foreign language.	
	2.2 Students will recognize the uniqueness of foreign countries, their people and their cultures.	
	2.3 Students will gain a measure of facility at interaction in a foreign language on topics involving that language's history, its cultural and historical context, and current issues of interest to native speakers of the language.	
	3. Critical thinking, problem solving and information literacy: Students will use critical thinking and problem solving skills in analyzing information gathered through different media and from a variety of sources.	*In each project, the student is asked to solve a problem that involves both technical skills and conceptual thought. The student must analyze and synthesize observable information with the examples of other artists and with the student's own ideas to come up with new knowledge and solutions.
	3.1. Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.	Students identify both technical and conceptual problems as assigned in each project, learn the necessary steps, and determine the means for which to solve it. For example, a student may be asked to "draw your bedroom using mark-making, value contrast, and vantage point in order to show us how the room is used or how you feel about the room."
	3.2. Students will use appropriate library tools such as cataloging systems to access information in reference publications, periodicals, bibliographies and databases.	
	3.3. Students will use computers to access, analyze or present information, solve problems, and	

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	communicate with others.	
	3.4. Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.	In the example project above, the student would experiment with various methods, look at examples from other artists, and perhaps choose loose mark-making, high contrast, and close-up vantage point to show that the room appears busy and frenetic. Then the student would defend in a critique why these choices were made and evaluate its success.
	3.5. Students will recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.	

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	4. Ethical dimension: Students will recognize, analyze and assess ethical issues and situations.	Art projects aim to communicate a concept, an idea, or a feeling. In contemporary artwork, the content is often socio-political in nature. In order to defend one's work, the student must have an awareness of the ethical dimension of his or her argument.
	4.1. Students will identify ethical implications of an issue or a situation.	
	4.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.	
	4.3. Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.	
	5. Quantitative skills: Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	
	5.1. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.	
	5.2. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.	
	6. Science and technology: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and explain the impact of scientific theories, discoveries and technological changes on society.	
	6.1. Students will identify and recall scientific information and theories, and, integrating and applying this knowledge, will use the scientific method to solve problems and draw conclusions from data.	
	6.2. Students will distinguish between scientific theory and scientific discovery, will distinguish between science and its technological application, and will explain the impact of science and technology on society.	
	6.3. Students will demonstrate a working knowledge of the subject matter of one of the physical or biological sciences.	
	6.4. Students will demonstrate a working knowledge of a major domain of technological application.	
	7. Society and human behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions.	
	7.1. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science.	
	7.2. Students will explain how social institutions and organizations influence individual behavior.	

	7.3. Students will describe how social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage themselves in these processes.	
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	8. Aesthetic perspective: Students will analyze works of the literary, visual or performing arts.	In every unit, students will analyze the work of artists and the work of their peers, and use this knowledge to solve problems in studio projects.
	8.1. Students will describe commonly used approaches and criteria for analyzing a work of art.	Students will use common techniques for making drawings, learn the vocabulary to describe them, and demonstrate the vocabulary in critiquing them.
	8.2. Students will recognize, analyze and assess works of art with commonly used approaches and criteria.	Students will view visual works and discuss them based on commonly used vocabulary and techniques
	8.3. Students will develop their ability to create and communicate through personal artistic/aesthetic expression.	For every unit students will create drawings that demonstrate both technical skills and communication of ideas, and evaluate them accordingly.
	9. Historical perspective: Students will analyze historical events and movements in western or non-western societies and assess their subsequent significance.	
	9.1. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.	
	9.2. Students will show how writers' interpretations of historical events are influenced by their time, culture and perspective.	
	9.3. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.	Students will discuss the historical development of drawing and its relationship to historical and cultural changes in perception, and how those movements motivate various artists today.
	10. Diversity and global perspective: Students will analyze the implications of commonalities and differences among culturally diverse peoples.	
	10.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.	
	10.2. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.	
	10.3. Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.	
	10.4. Students will recognize the needs and concerns common to culturally diverse peoples.	
	10.5. Students will recognize contributions made by people from various nations and cultures.	Students discuss the work of artists from various nations and cultures and the work of women artists and recognize their contributions. Students explain the relationship between cultural and gender-based contexts and the work produced.

Additional narrative commentary (optional):

ASA 9/8/2004