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8-00

Drawing**

Course Design

1999-2000

Course Information

- Organization:** Eastern Arizona College
- Division:** Fine Arts
- Course Number:** ART111
- Title:** Drawing**
- Credits:** 2
- Developed by:** Jim Gentry
- Lecture/Lab Ratio:** Four (4) lab hours
- Transfer Status:** ASU-DEC(ART)*/**, NAU-ART120, UofA-ART101
- Extended Registration Class:** Yes
- CIP Code:** 50.0705
- Assessment Mode:** Pre/Post test (10 questions, 10 points)
- Awareness Course:** No
- Intensive Writing Course:** No
- Prerequisites:** 1. None
- Educational Value:**
- A. To General Education
 - 1. Develops hand-eye coordination.
 - 2. Develops appreciation for artistic ability and an understanding of technique in the work of the masters.
 - B. To Major/Program
 - 1. Basic and essential to vocational preparation in advertising design, and other graphic arts, commercial or industrial design, architecture, interior design, and illustration.
 - C. Other
 - 1. Ideally, ART111 should precede ART114 (Figure Drawing), although it is not identified as a prerequisite in the college catalog.
 - 2. Basic to ART147 (Oil Painting).
 - 3. Basic to ART145 (Watercolor Painting).
 - 4. Drawing is also valuable to areas such as stagecraft and industrial arts.
 - 5. Intrinsically valuable as an expressive art.
- Description:** Study and practice of various representational drawing techniques in various media.
- Textbooks:**
- Supplies:** New print pad (rough) 18" x 24" 50 sheets
White drawing paper 70lbs. 12" x 18" (pad)

Alexis or Strathmore drawing paper 19" x 25"
Brown-Gray (light and dark) Charcoal pastel paper
White
Oatmeal paper or manila rough
Conte crayons (soft)
Pastel pencils - black, brown, gray, white, assorted grayish colors
Velvet or Negro drawing pencils or 4B - 6B
Vine charcoal - soft sticks
India ink
Kneaded eraser and art gum
#8 or #10 camel hair or sabeline brush
Clips
Drawing board - tempered masonite 20" x 26"
Small piece of chamois or felt
Spray fixative
Other materials as the course progresses
Suggestion: Make or purchase a portfolio or folder to keep drawings in

Competencies and Performance Standards

1. Demonstrate a visual understanding of form.		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
Criteria --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates the ability to measure the object(s) in form	Conditions --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	Learning Objectives: a. Demonstrate the ability to measure the object(s) in form.
2. Use tools.		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
Criteria --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates how tools are used	Conditions --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	Learning Objectives: a. Demonstrate how tools are used.
3. Demonstrate basic fundamentals used to draw form.		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
Criteria --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates type of mark that best creates the illustration of form	Conditions --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	Learning Objectives: a. Demonstrate type of mark that best creates the illustration of form.

Types of Instruction

On Campus Laboratory and Clinicals

Grading Policy

Evaluation Methods: 40% Quantity--Number of assigned drawings.
30% Quality--How well assignments are met, demonstration of understanding of assigned problems; technique in rendering of forms, values, textures, etc. In addition, the expressive qualities of each drawing may be considered.
30% Growth--A comparison of later with earlier drawings.

Grading Scale:

Grade	Requirement
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

Learning Plans

Learning Plan 1-- The Studies

Overview: During the semester the learner will be given different studies in ways to look at and or draw the form. These studies will lead the learner in a cumulative manner to understanding the fundamentals of drawing.

Competency: 1. **Demonstrate a visual understanding of form.**

Competency: 2. **Use tools.**

Competency: 3. **Demonstrate basic fundamentals used to draw form.**

Learning Activities:

____ 1. Use the drawing tool as a device to measure and line up form.

____ 2. Use the drawing tools to create different kinds of marks to explain different types of form.

____ 3. Demonstrate an understanding of how value relates to the illustration of form.

Performance

Assessment Activities:

____ 1. Complete drawing in a timed setting.

____ 2. Check for proportion in drawings.

____ 3. Show how drawing tools create marks.

____ 4. Show how marks create illustration of form.