

JL  
3-00

# Drawing\*\*\*

## Course Design

### 1999-2000

#### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	ART111
<b>Title:</b>	Drawing***
<b>Credits:</b>	3
<b>Developed by:</b>	Jim Gentry
<b>Lecture/Lab Ratio:</b>	Six (6) lab hours
<b>Transfer Status:</b>	ASU-DEC(ART)*/**, NAU-ART120, UofA-ART101
<b>Extended Registration</b>	
<b>Class:</b>	Yes
<b>CIP Code:</b>	50.0705
<b>Assessment Mode:</b>	Pre/Post test (10 questions, 10 points)
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	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.
<b>Description:</b>	Study and practice of various representational drawing techniques in various media.
<b>Textbooks:</b>	
<b>Supplies:</b>	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

<b>1. Demonstrate a visual understanding of form.</b>		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
<b>Criteria</b> --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates the ability to measure the object(s) in form	<b>Conditions</b> --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	<b>Learning Objectives:</b> a. Demonstrate the ability to measure the object(s) in form.
<b>2. Use tools.</b>		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
<b>Criteria</b> --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates how tools are used	<b>Conditions</b> --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	<b>Learning Objectives:</b> a. Demonstrate how tools are used.
<b>3. Demonstrate basic fundamentals used to draw form.</b>		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
<b>Criteria</b> --Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner demonstrates type of mark that best creates the illustration of form	<b>Conditions</b> --Competence will be demonstrated: <input type="checkbox"/> in class activities and projects	<b>Learning Objectives:</b> 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
<b>A</b>	100-90%
<b>B</b>	89-80%
<b>C</b>	79-70%
<b>D</b>	69-60%
<b>F</b>	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.