

Studio Drawing- ILLUSIONISM Spring 2019 (DR298) Tuesday, F210, 4-10pm

Susan Waters-Eller (swaters@mica.edu) (<http://seeingmeaning.blogspot.com>) 410 225 2260

The techniques necessary to create more effective visual illusion are explored in class problems and homework assignments. The perceptual process involved in the depiction of distance and volume is studied to assist the understanding of what is required in spatial illusion. Slides show various ways artists use illusion from realistic to paradoxical effects. Fulfills studio drawing requirement.

Illusionism teaches the science of perception as it applies to the creation of an appearance of reality. Each assignment focuses on a particular principle and applies it to the day's drawing and homework.

All assignments and examples can be found at <http://illusionismblog.tumblr.com/> **(and on a new site created as this class progresses)**

Grading overall is based on your investment in the class (effort on in and out of class work and participation in class discussions) and on your mastery of the skills presented. This includes preparation for each class, having the right materials and progress on homework to show me. ***Being on time is essential since lectures are mainly at the beginning of class and after dinner. Each principle builds on previous skills so attendance is crucial.***

Learning Outcomes Overall-- To learn the science of perception and apply it using drawing techniques to create the illusion of reality

- To become aware of how illusionism is used worldwide
- To control the attention of the viewer through understanding the brain's priorities.
- To be able to visualize space and volume and develop the skill to show them
- To understand the relationship between visual structure and expression
- To be able to render and match tonal change to the movement of planes in relation to the eye

Section 1- Surface Illusion— What creates separation of elements in a shallow space and what makes objects appear distinct and authentic

Homework for Section 1 – (3 weeks) The Illusion of Layers- *Use mach bands for the illusion of separation, create a drawing (any b&w medium) with illusion of more than one layer*

January 22- Introduction- Perception of boundaries. Creating first person experience. Using Mach bands to create illusionistic separation in a drawing of scraps of white paper. The importance of tonal variation

January 29- Continuation. Qualia. Completion of partial forms. Using a personally selected group of printed papers (brought with you), develop the expression with the relation of papers and what has happened to them. *Bring homework in progress to discuss with me.*

February 5– Planes and Focus. Creating illusionistic surfaces. Drawing wrapped packages focusing on specific shapes of light on planes and textures. The importance of corners. *Bring homework in progress for written class comments*

February 12- Illusion and Expression- Discuss homework and how layers added meaning

Section 2- Volume and presence--- How subtle changes of tonal value communicate the angle of planes and add to the visual weight/importance of a subject

Homework- (4 weeks) The Significant Feature *Do a series of 2 to 4 small drawings or one large one using specific tonal change that strengthens the volume to emphasize certain elements*

2nd half of class- Pacing tonal change. Visualizing a sphere matching the tonal change to the angle of the plane

February 19— The Partial Figure. Apply last week's information to a cropped drawing of the figure to strengthen volume. *Bring homework in progress to discuss with me.*

February 26---- Mirrors and Faces-

Bring a mirror or fragment of a mirror for drawing of part of your face in part of the room. *Bring homework in progress to discuss with me.*

March 5– Clothed Figure - Using all principles so far distinguish between different fabrics.
Bring homework in progress for written class comments.

March 12--. Review Volume homework as class. Discuss how the use of tone and volume affects the expression

Section 3- Basic principles of space – Changes in elements as distance increases

Homework- (4 weeks) Obstruction- *Use a large foreground element to locate viewer in space*

2nd half of class- Judging perspective. Converging lines. Learning acquired cues to space

March 26- Texture gradients & occlusion of detail. Visualizing space using repeated elements to create a plane
Bring homework in process to discuss with me

April 2-Scale- Using deviations from expected relationships to affect sense of size.
Bring homework in progress for written class comments.

April 9—Review Obstruction homework as a class

Section 4- Psychological Realism---- **Homework- (4 weeks) The Inner Reality-** *Use at least three of the principles learned in class to create an image reflecting the inner self*
2nd half of class Relative realities, levels of reality & degrees of illusion.

April 16- Abstract Illusion -The physical/psychological effects of color.
Bring toned paper, three pastels, black and white colored pencils, scrap paper, scissors.
Bring homework in progress to discuss with me.

April 23– Photographs & other media as resources
Bring photos or other references and any media,
Bring homework in progress for written class comments

April 30- Individual Appointments
Bring all work, everything should be complete except last homework which should be in progress

May 7---Final assignment review. 4 -4:30 Time to complete course evaluation

Goals- To develop an understanding of how perception works and what stimuli the brain needs to experience space, volume and texture as though real. To acquire an overview of perceptual processes relevant to creating art and forming the viewer's response to art.

***SUPPLIES (Less than \$50 if you buy everything new)**

- Drawing board (small)
- Range of H and B pencils
- Graphite stick or solid graphite pencil (not too soft)
- Kneaded eraser
- Pencil eraser
- Pencil sharpener
- Chamois or felt
- Sandpaper pad
- Bristol pad, vellum finish (\$4.50) (Stonehenge, archival \$13.00)
- Masking tape
- Push pins
- Magnifying glass for Scale drawing (April 2)

Homework should always be on good paper, never in a sketchbook.

***Bring all supplies except the magnifying glass at every class starting the second week.
Please be prepared.**

Academic Disability Accommodations

MICA makes reasonable academic accommodations for qualified students with disabilities. All academic accommodations must be approved through the Learning Resource Center (LRC). Students requesting accommodation should schedule an appointment at the LRC (410-225-2416 or e-mail LRC@mica.edu), located in Bunting 110. It is the student's responsibility to make an accommodation request in a timely manner. Academic accommodations are not retroactive.

Environmental Health and Safety (EHS): Students are responsible to follow health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Operations Plan and attend EHS training. Students are required to purchase personal protection equipment appropriate for their major or class. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection are in place.

Plagiarism

Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the responsibility to become familiar with such processes and to carefully follow their use in developing original work.

Policy

MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgement. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism in the student's department. In addition, students may not submit the same work for credit in more than one course without the explicit approval of all of the instructors of the courses involved.

Consequences

When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair or program director. Depending on the circumstances of the case, the department chair or program director may then report the student to the appropriate dean or provost, who may choose to impose further penalties, including expulsion.

Appeal Process

Students who are penalized by an instructor or department for committing plagiarism have the right to appeal the charge and penalties that ensue. Within three weeks of institutional action, the student must submit a letter of appeal to the department chairperson or program director, or relevant dean or provost related to the course for which actions were taken. The academic officer will assign three members of the relevant department/division to serve on a review panel. The panel will meet with the student and the instructor of record and will review all relevant and available materials. The panel will determine whether or not to confirm the charge and penalties. The findings of the panel are final. The panel will notify the instructor, the chairperson, division, the student, and the Office of Academic Affairs of their findings and any recommendations for change in penalties.

Title IX Notification

Maryland Institute College of Art seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. If you have encountered sexual harassment/misconduct/assault, please know that there are multiple ways to report it and you are encouraged to do so (www.mica.edu/equal_opportunity). If you require academic adjustments due to an incident involving sexual harassment or discrimination, please contact Student Affairs at 410.225.2422 or Human Resources at 410.225.2363. Please be aware that in order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of gender based discrimination made to them by students. However, nothing in this policy shall abridge academic freedom or MICA's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic discussion.

Students with Extended Illness or Cause for Legitimate Absence

In the case of extended illness or other absences that may keep the student from attending a class for more than three meetings, undergraduate students must contact the Student Development Specialist in the Division of Student Affairs or have an official disability accommodation letter issued by the Learning Resource Center that specifically addresses class absences. For students who have not been approved for academic disability accommodations, the Student Development Specialist will work with the student to determine the cause and appropriateness of the absences and subsequently notify instructors as necessary. Graduate students must contact the instructor, program director, and the Office of Graduate Studies. Students in professional studies programs must contact the Associate Dean for Open Studies. The appropriate administrator will facilitate a conversation with relevant faculty to determine whether the student can achieve satisfactory academic progress, which is ultimately at the sole discretion of the faculty member.