

**DRAWING 1**

**HAR 112A**

Fall 2018

Instructor: Niewodowski

Wednesdays, 9am to 12:50pm Morton Complex 203

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Office Hours: Mondays, 1-2pm

and by appointment

***“All artists are willing to suffer for their work. But why are so few prepared to learn to draw?”* -Banksy**

**Materials:**

**Small sketchbook (8 x 10) Hard-bound is best**

You are required to fill at least 5 pages with drawings and notes each week. **If not otherwise assigned, sketchbooks may include ANYTHING from detailed drawings to doodles to cutouts from magazines and newspapers.** I will check these each week.

**Large pad of drawing paper (approx. 18 x 24)**, **Large Newsprint**, **Bristol Board Pad 18 x 24**

**Pencils: HB, 2B, 4B, 8B**

**Soft vine charcoal, charcoal pencils, hard charcoal, Conte Crayons, Black, White, and Umber,**

**Kneaded eraser, Magic Rub eraser (regular eraser), Blending sticks (tortillions)**

**Pencil sharpener, Xacto knife**

**Artist’s masking tape, Ruler-at least 12”, clear is best**

**\*Certain projects will require more materials. You will be given advanced notice.**

**Description of Course:** This course is designed as an introduction to the tools, techniques and concepts of drawing. We will focus on developing strong observation skills and using traditional media to explore the elements of drawing such as line, contour, texture and value. Learning the basics of composition as it relates to the 2-dimensional picture plane will be stressed. The fundamentals of perspective will also be introduced.

**Course Prerequisite:** None

**Course Objectives:** To develop strong skills in perception and visual organization with various graphic media.Students will learn todraw from observation and develop strong rendering skills through class and homework assignments using still life, the figure and landscape as our source. In this class students will use vocabulary specific to art and drawing in verbal as well as written peer critiques. Students will maintain a sketchbook throughout the semester for daily observations in drawing.

**Student Learning Outcomes:**

1. Draw with a variety of media including charcoal, ink, and pencil.
2. Render forms in space with proper proportions and illusion of space.
3. Demonstrate various drawing techniques such as contour, gesture, value and perspective.
4. Develop compositions that demonstrate an understanding of positive and negative space, balance, light source and point of view.
5. Basic understanding of the proportions of the human head.
6. Demonstrate and use drawing vocabulary in class critiques and discussions.

**Requirements:**

* Homework will be assigned regularly and must be completed on time.
* Class critiques must be attended and participated in by all.
* Class attendance is mandatory as well as being on time. (see attached attendance policy)
* Maintaining a sketchbook throughout the semester for daily drawing exercises, homework and record keeping is required.
* Storage and cleanup: each student is expected to clean up after themselves, throw away any debris left at your drawing station, store your materials in your locker (not in the classroom), keep materials and brushes clean, properly handle your drawings.

**Student Assessment:**

* Average grade of all studio projects 50%
* Sketch Book 25%
* Participation in class discussions and critiques 25%

Grading is based on a combination of studio projects, including homework assignments and the sketchbook, in addition to class participation.

Studio assignments are defined as drawings made during regular class time, homework assignments, and the mid-term and final project assignments. Each student will be assessed on how well they progress throughout the semester. Students are graded on their own growth and improvement over the course of the semester. In order to become better at drawing you must come to each class prepared with your materials and the will to focus and work hard.

The sketchbook is assessed on how complete it is. The sketchbook is used for making preliminary sketches for larger drawings, working out ideas, taking notes, and keeping thoughts and references. It is an organizational tool. Some homework assignments will also be in the sketchbook. Your sketchbook should include new vocabulary, picture library references, course assignments, Homework assignments when specified, additional drawings on course material.

Class participation is essential to success in Drawing I. Participation is defined as coming to class on time with the required materials and prepared to work, contributing to class discussions and critiques, not missing class, having drawings finished and available for class critiques, and putting in your best effort every time you draw.

An ‘A’ is the grade given for excellence in studio work and class participation. An ‘A’ student completes all assignments on time, is never late or absent, meets all deadlines, seeks guidance when they don’t understand instructions or concepts, and fully participates in class critiques. To receive the highest grade you must push yourself to continually grow as an artist. This means looking at the work of other artists, going to exhibitions related to drawing, doing independent research, and learning to conduct constructive self-editing habits.

A Work of exceptional quality

A- Work of Very high quality

B+ Work of high quality but room to improve (either in habits or skill)

B Very good work that satisfies the goals of the course.

B- Good Work

C+ Satisfactory work that fulfills the goals of the course

C Adequate work; a passing grade

C- Passing work that is below academic standing

D Marginal. Below average work that indicates student does not understand the course content

U Unsatisfactory

**Week by week schedule: \*subject to change\***

**Week 1 1/23**: Meet and greet. Review syllabus.

**Week 2 1/30**: Bring large drawing pad, charcoal, kneaded erasers. Still life drawing. Gesture drawing.

**Week 3 2/6**: Bring large drawing pad, pencils, markers, charcoal, kneaded erasers. Still life drawing. Negative/positive space. Kara Walker.

**Week 4 2/13**: Critique of negative/positive space drawings. Bring large drawing pad, pencils, markers, charcoal, kneaded erasers. Still life drawing. Contour line drawing, continuous line drawing, blind contour line drawing

**Week 5 2/20**: Bring large drawing pad, pencils, kneaded erasers. Still life drawing. Organizational line drawing. Beginning light and dark. Chiaroscuro. Create gray scales

**Week 6 2/27**: Critique of line drawing projects. Bring large drawing pad, pencils, erasers. Bring 8 x 10 black and white photocopy of your face. Grid drawing. Chuck Close.

**Week 7 3/6**: MIDTERM REVIEW. Bring large drawing pad, pencils, erasers. Bring 8 x 10 black and white photocopy of your face. Grid drawing. Chuck Close. In-class work on portraits.

**Week 8 3/13**: METROPOLITAN MUSEUM VISIT. We will not meet at Stevens on this date.

**Week 9 3/20**: School closed/no class. Spring Break.

**Week 10 3/27**: Perspective. Video on perspective. Handouts. Perspective project.

**Week 11 4/3**: Critique of perspective projects. In-class hands. Study of mark making; hatching, cross-hatching, stippling.

**Week 12 4/10**: Critique of mark-making hands. Begin collage

**Week 13 4/17:** Collage.

**Week 13 4/24:** Critique Collage. Begin Final

**Week 13 5/1:** Final Critique. Final Class. Final Review.

**COURSE OUTLINE: Drawing I**

**Line**

* 1. Contour: blind contour, cross contour, continuous line.
  2. Gesture: quick studies, memory studies, drawing from a moving object.
  3. Weight and Density: Line variation, Line mass
  4. Plane: Reduction of forms to planar, Identify pictorial and directional axis of picture plane.

**Sighting Techniques**

1. Use of viewfinder and angle finder
2. Techniques
   1. Pencil measuring
   2. Grid

**Proportion**

1. Identifying central axis of forms in space
2. Size comparisons including figure / ground shapes

**Picture Plane**

Positive and Negative Space

1. Interlocking Shapes to include perimeter of picture plane
2. Subtraction of figure from ground: shape
3. Ground (as shape) defining figure (shape)

**Foreground / Middleground / Background**

* 1. Overlapping shapes
  2. Tapering
  3. Size change
  4. Vertical location

**Perspective**

1. Construction of planes and volumes in relation to picture plane
2. Observational sighting techniques (stacked forms, grid system)
3. Mechanical One and Two Point Perspective
4. Foreshortening, both freehand (observational) and mechanical drawings of figure, still life and organic objects.

**Application of Value**

1. Black and White shape drawing
2. Reduced value drawing (start with a 50% ground on paper) through additive and subtractive methods (light, medium, dark)
3. Simple Sphere – cross contour value gradation equivalent to 9 step grey scale (9 steps of grey from black to white)

**Introduction of Value with Directional Light Source**

1. Rendering of simple 3D forms (such as cone, sphere, cylinder, cube) Emphasis on controlled gradation, description and form building.
2. Depiction of light, shadow, reflected light, highlight.
3. Rendering a wide range of surfaces, textures and materials (such as glass, water, metal, cloth, wood etc…)
4. Techniques: various techniques; crosshatching in pencil and ink, ink with brush, line and mark as value, combining techniques to create layered surfaces, subtractive method of pulling lights from a toned ground with an eraser.

**Vocabulary Words**

**Chiaroscuro:**is an Italian artistic term used to describe the dramatic effect of contrasting areas of light and dark in an artwork, particularly paintings. It comes from the combination of the Italian words for "light" and "dark."

**Conte**: A wax crayon with a hard texture.

**Composition:** The arrangement of elements within a drawing in relationship to each other and to the whole.

**Contour Line**: Line that represents the contour of an object, both the interior contours and the outer edge.

**Cross-hatching:** Intersecting sets of parallel lines used to shade a drawing.

**Gesture Drawing**: A quick drawing that captures the energy and movement of the subject. In figure drawing, it is a quick, energetic drawing that attempts to capture the essential gesture or element of a model’s pose.

**Highlight**: Small areas on a painting or drawing on which reflected light is the brightest.

**Ground:** The surface on which the artist works; often a preparatory coating applied prior to drawing, which would be referred to as a “prepared ground”.

**Line**: A mark made by a tool as it moves across a surface or ground.

**Linear perspective:** A drawing technique that relies on the optical impression that parallel lines converge toward distant vanishing points and that, as our distance from an object increases, the size of its image on the retina decreases.

**Media:** The physical materials and tools through which the visual artist communicates; the categories or techniques of application of physical media (i.e., drawing, painting, sculpture, and other arts).

**Negative Space:** The space surrounding a positive shape or solid; that which is not occupied or filled with an object.

**Perspective:** A means by which an artist suggests three-dimensional space and depth in drawing.

**Picture Plane:** The two-dimensional surface on which the artist works.

**Positive Space:** The form defined by the objects or figures represented in works of art.

**Value**: The lightness or darkness of a color or line. The range of tones from light to dark or from white to black; and all the shades of gray in between.

**ACADEMIC INTEGRITY Undergraduate Honor System**

Enrollment into the undergraduate class of Stevens Institute of Technology signifies a student's

commitment to the Honor System. Accordingly, the provisions of the Stevens Honor System apply to all undergraduate students in coursework and Honor Board proceedings. It is the responsibility of each student to become acquainted with and to uphold the ideals set forth in the Honor System Constitution. More information about the Honor System including the constitution, bylaws, investigative procedures, and the penalty matrix can be found online at

http://web.stevens.edu/honor/

The following pledge shall be written in full and signed by every student on all submitted work (including, but not limited to, homework, projects, lab reports, code, quizzes and exams) that is assigned by the course instructor. No work shall be graded unless the pledge is written in full and signed.

“*I pledge my honor that I have abided by the Stevens Honor System*.” Reporting Honor System Violations

Students who believe a violation of the Honor System has been committed should report it within

ten business days of the suspected violation. Students have the option to remain anonymous and can report violations online at [www.stevens.edu/honor.](http://www.stevens.edu/honor)

**LEARNING ACCOMODATIONS**

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. Student Counseling and Disability Services works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, and psychiatric disorders in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from SCDS staff. The SCDS staff will facilitate the provision of accommodations on a case-by-case basis. These academic accommodations are provided at no cost to the student.

***Disability Services Confidentiality Policy***

Student Disability Files are kept separate from academic files and are stored in a secure location within the office of Student Counseling, Psychological & Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

For more information about Disability Services and the process to receive accommodations, visit https:[//w](http://www.stevens.edu/sit/counseling/disability-services)ww[.stevens.edu/sit/counseling/disability-services.](http://www.stevens.edu/sit/counseling/disability-services) If you have any questions please contact:

Lauren Poleyeff, Psy.M., LCSW - Diability Services Coordinator and Staff Clinician in Student Counseling and Disability Services at Stevens Institute of Technology at [lpoleyef@stevens.edu](mailto:lpoleyef@stevens.edu) or by phone (201) 216-8728.

**INCLUSIVITY STATEMENT**

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in education and innovation. Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and Stevens is committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

 be open to the perspectives of others

 appreciate the uniqueness their colleagues

 take advantage of the opportunity to learn from each other

 exchange experiences, values and beliefs

 communicate in a respectful manner

 be aware of individuals who are marginalized and involve them

 keep confidential discussions private