

Frederick Community College
Course Syllabus
Drawing I
Spring 2012

Class Begins: 9:00 am February 4	Class Ends: 1:00pm May 12	Last Day to Withdraw: April 16, 2012
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Instructor Information

Instructor: Mr. Cyle Metzger	Office: Adjunct Office
E-mail: cmetzger@frederick.edu	Phone Number: 301.846.2513
Office Hours: by appointment	Campus Mail Box Number: 675

Course Information

Course: Drawing I	Credits: 3
Prerequisites: N/A	Co-requisites: N/A

Course Description

Develops skills in using different drawing mediums and approaches. Emphasizes learning how to draw still life, landscape, drapery studies and experimental problems. Includes problems of scale and collage. Students will acquire a portfolio of drawings from studio work. Students must furnish supplies.

Core Learning Outcomes

<p>I. Demonstrate college-level communication skills.</p> <p>A. Students will demonstrate the ability to understand and interpret both written and oral presentations in English.</p> <p>B. Students will continue to develop and enhance their communication skills through the visual language of drawing.</p>
<p>II. Demonstrate critical thinking skills.</p> <p>A. Students will demonstrate a disposition toward critical thinking in their choices of media, subject and technical approach to drawing.</p> <p>B. Students will solve a series of conceptual and observational assignments using creative thinking and originality.</p>
<p>III. Students will display general knowledge and historical awareness.</p> <p>A. Students will demonstrate a knowledge of and appreciation for American culture as expressed in the visual arts.</p> <p>B. Students will continue to use a variety of materials and media that visual artists throughout history have used to execute their work.</p>
<p>IV. Students will understand and be able to interpret social and educational values.</p> <p>A. Students will value the importance and responsibility of the individual</p> <p>B. Students will demonstrate an ability to analyze, compare, and critique drawings that they,</p> <p>C. their peers and other artists have created.</p>
<p>V. Students will be able to make informed critical responses to the arts and to the human values expressed in all art forms.</p>

- A. Students will demonstrate an awareness of the visual arts as both a record and a reflection of our culture.
- B. Students will recognize that the visual arts provide opportunities for self-expression and personal growth.

Instructional Methods

1. Lecture/discussion with audiovisual material (slides/videos/CDs).
2. Readings from recommended texts and other suggested sources.
3. Students produce drawings that interpret and expand upon the ideas and assignments introduced by the instructor.
4. Individual and group critiques serve to analyze the work produced and enhance the student's understanding of the concepts and physical skills that constitute each drawing assignment

Text(s) *(Please indicate if text is required or optional)*

Course Texts and Resources: (optional) Drawing Basics, Jacklyn St. Aubyn;

The Pencil, Paul Calle; The Pastel Book, Bill Creevy, and Starting to Draw, Wendon Blake

Progress Report

Students will receive some form of written assessment of their progress in the course no later than the sixth week of the semester. Students will receive at least one (1) letter grade for work accomplished in their "graphite" portfolio. The last day to withdraw from classes is November 2.

Codes of Academic Integrity and Student Conduct

Students are required to uphold the Code of Academic Integrity and the Code of Student Conduct. Students who violate either of these codes may receive a failing grade in the class. Information about these codes and other student policies, procedures, and penalties is available on the Student Policy and Procedures web page at http://www.frederick.edu/student_services/studentpolicies.aspx.

Student Services

A variety of services are available to assist students in succeeding at FCC. Students can learn more about these services by visiting the Student Services web page: http://www.frederick.edu/student_services/index.aspx

Students with disabilities who are in need of accommodations or who have questions related to disabilities services should contact the Services for Students with Disabilities (SSD) office at 301-846-2408. Students can learn more about these services by visiting the Services for Students with Disabilities web page: http://www.frederick.edu/student_services/disability.aspx.

Participation Policy

Participation: To maintain the highest quality of academic work, the course level class participation policy encourages and expects the student to participate fully in all course activities.

In case of serious illness, emergency, religious holidays, or participation in official college functions, **students remain responsible for completing the requirements of the course.**

A letter grade of ten (10) points will be deducted from the student's final grade due to non- participation in each class missed beyond three (3).

Satisfactory Participation:

- Present at start time of the class
- Attending class for the entire duration of the class
- Bringing all supplies and reference materials to class
- Actively working on projects to completion
- Taking notes
- Listening attentively and silently to presentations and explanations
- Participating in activities assigned by the instructor
- Voluntarily participation in class critiques and discussions
- Working in groups as assigned by the instructor

Failure to comply with any of the above will result in a lower participation grade.

Please do not schedule appointments or meetings with physicians, counselors and the like during scheduled class time.

Cell Phones: Please turn off all phones while in the Studio.

Extra Credit: Students may receive additional credit for attending a FCC art event or local exhibition, lecture or art demonstration. Students must write a two-page critique of the event. See instructor for specific outline. One (1) extra credit project per student. Deadline for all extra credit is 2 weeks prior to last class.

Email Communication

All students will receive and be expected to use their FCC email address for their correspondence with faculty and staff at the college. Students can establish and access their FCC email accounts at the login page: <https://myfcc.frederick.edu>.

Topical Outline
Spring 2012

Every effort will be made to keep to this schedule; however, the instructor reserves the right to alter or amend it as necessary. Additional dates, as published in the academic schedule of classes and listed below, may be required as make-up days for inclement weather.

Class	Date/ Week	Topic	Assignment/Readings
1	February 4	<p>Week 1</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Course Description • Materials • What is Art? • What is Drawing? <p>Major Semester Projects:</p> <ul style="list-style-type: none"> • On Site Gallery or Museum Visit • 8 Home Drawings <p>Lecture</p> <ul style="list-style-type: none"> • Elements of Art, Balance and Composition <p>Drawing:</p> <ul style="list-style-type: none"> • Still life based in rule of thirds • Blind Contour Drawings • Contour Drawing Demo • Contour Drawing Practice • Focus on Proportion of objects to one another • Situation of objects in space 	<p>HOMEWORK 1:</p> <ul style="list-style-type: none"> • Buy materials • Do Basic Contour Drawings of 5 of your most important objects • Need to be on 18x24" paper • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on too
2	February 11	<p>LINE</p> <p>Check in on materials</p> <p>IN CLASS:</p> <ul style="list-style-type: none"> • Check in on materials • Look at Homework 1 • Drawing: <ul style="list-style-type: none"> ○ New Still life Set-up ○ Students set up still life from object in cabinet ○ Balance? Strength of composition ○ Line drawings again for first half of class ○ Demonstration in the behavior of light 	<p>HOMEWORK 1:</p> <ul style="list-style-type: none"> • Continue working on your 5 object still life • Light and dark line emphasizing space • Need to be on 18x24" paper • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on • Draw surface textures and details

		<ul style="list-style-type: none"> ○ Identify light source ○ Always moves in a straight line ○ Darkest on opposite side of the light source ○ In class practice identifying darkest areas and using dark lines to indicate darkest areas • Pick favorite line drawing to line with sharpie and enhance with thicker lines 	
3	February 18	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Look at Homework 1 • Demo: <ul style="list-style-type: none"> Lesson in creating Value Scales: High and Low Key Values, Value Transitions Create Value Scales Together: Using Graphite Stick Pencil/Woodless Create 3 Different Value Scales: 1 with 3 Variations, 1 with 5 Variations and one with 7 Variations • Drawing: <ul style="list-style-type: none"> Review the behavior of light Geometric Still life set-up (simple tubes and boxes) Light with single light source <p>Start with contour drawings of Geometric Set-up</p>	<p>HOMEWORK 1:</p> <ul style="list-style-type: none"> • Add shading to 5 object drawing with different blending techniques • Light and dark line emphasizing space and capturing cast shadows, paying attention to value differences. • Need to be on 18x24" paper • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on
4	February 25	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Homework 1 Critique • Drawing: <ul style="list-style-type: none"> Stack of Books Still life in the round Think of these as cubes 	<p>HOMEWORK 2:</p> <ul style="list-style-type: none"> • 1 Drawing made up of relatively geometric shapes • At least 3 Objects • Value in 7 different tones • Need to be on 18x24" paper

		<p>Cube Drawing Demonstration See book page 36 Double Light source NO WHITE SPACE ON PAGE Start with contours focusing on proportion and placement Shading and value attention 5 Value tones Pay attention to darks being DARK and lights being LIGHT Need to be on 18x24" paper Use full space of each sheet – Not tiny drawings in the corners! Draw the surfaces they sit on</p>	<ul style="list-style-type: none"> • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on
5	March 3	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Look at Homework 2 • Drawing: Organic Shape Still life Look at the basic shapes that make up these objects Draw shapes first with 4B pencil See book page 36 Double Light source Use WHOLE PAGE NO WHITE SPACE ON PAGE Start with contours focusing on proportion and placement Use your woodless pencil and softer pencils to shade and add value transitions Line variation, shading and value attention Pay attention to darks 	<p>HOMEWORK 3 (two week project):</p> <ul style="list-style-type: none"> • 1 drawing: Composition of 5 objects: • 1 plant • 1 natural object that is NOT a plant • 3 other objects that are MEANINGFUL TO YOU • REMEMBER COMPOSITIONAL ELEMENTS: Height variation and Balance • ZOOM IN! • Need to be on 18x24" paper • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on <p>REMINDER: On site gallery or museum visit typed paper due in 4 weeks (guidelines are above in syllabus).</p>

		<p>being DARK and lights being LIGHT Shade in your DARKS first</p>	
6	March 10	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Drawing: Same Still life as last week Adding and working with Texture in Organic Shape Still life Keeping attention on Light source Values stay in consideration <p>Use a range of pencils to give textural variation</p>	<p>HOMEWORK 3 (continue two week project):</p> <ul style="list-style-type: none"> • 1 drawing: Composition of 5 objects: • 1 plant • 1 natural object that is NOT a plant • 3 other objects that are MEANINGFUL TO YOU • REMEMBER COMPOSITIONAL ELEMENTS: Height variation and Balance • ZOOM IN! • Need to be on 18x24" paper • Use full space of each sheet – Not tiny drawings in the corners! • Draw the surfaces they sit on <p>REMINDER: On site gallery or museum visit typed paper due in 3 weeks (guidelines are above in syllabus).</p> <p>MUST HAVE CHARCOAL FOR NEXT CLASS</p>
7	March 17	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Turn in Portfolio 1 • Homework 3 Critique Questions • Charcoal Drawing: Demo and Instructions • TOOLS Charcoal pencils vs. Sticks Soft vs. Hard Charcoal Paper Stumps Q-tips, tissues, misc tools Coarse toothed paper (to hold the charcoal) <p>Workable fixatives</p> <p>TECHNIQUES</p>	<p>HOMEWORK 4 (two week project):</p> <ul style="list-style-type: none"> • 2 Drawings • Pick Items from your Kitchen • Both geometric and organic in shape • Place them on a counter top or some surface with some character (tile counter? table cloths?) • 2 Drawings at 2 Different Angles • FILL THE PAGE!! • NO WHITE SPACE!

		<p>Line variation with charcoal (soft and hard charcoal sticks, broad vs. thin lines) Value variation with charcoal Stumps and charcoal Blending with charcoal Removing value with charcoal</p> <ul style="list-style-type: none"> Drawing: <p style="margin-left: 40px;">NEW STILL LIFE: GEOMETRIC AGAIN FOR PRECISION</p> Contour drawing with Charcoal Value Scales in Charcoal Texturizing with charcoal 	<p>REMINDER: On site gallery or museum visit typed paper due in 2 weeks (guidelines are above in syllabus).</p>
8	March 24	Spring Break – NO CLASS	
9	March 31	<p>IN CLASS:</p> <ul style="list-style-type: none"> Homework 4 Critique: Questions Lecture: Chiaroscuro Drawing: Continue still life from last week Museum Visit Due 	<p>On site gallery or museum visit paper DUE</p> <p>HOMEWORK 5:</p> <ul style="list-style-type: none"> Home Chiaroscuro Drawing DRAMATIC lighting set-up with lots of DARK darks and a few Highlights ZOOM IN! 9"x 9" square FILL THE SQUARE! NO WHITE SPACE!
10	April 7	<p>IN CLASS:</p> <ul style="list-style-type: none"> Turn in Portfolio 2 Homework 9 Critique Bring Drawing Boards Outside Make View Finders Outdoor Drawing Demo Drawing: <p style="margin-left: 40px;">Outdoor still life with natural lighting and setting In charcoal Keep it LIGHT! Not TOO DARK!</p> 	<p>HOMEWORK 6 (two week project):</p> <p>1 drawing – exterior landscape considering value, texture, perspective</p>

11	April 14	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Bring Drawing Boards Outside • Make View Finders • Drawing: <ul style="list-style-type: none"> Outdoor landscape drawing with natural lighting and setting In charcoal Keep it LIGHT! <p>Not TOO DARK!</p>	<p>HOMEWORK 6 (continue two week project):</p> <p>1 drawing – exterior landscape considering value, texture, perspective.</p> <p>BRING IN MIRROR FOR NEXT CLASS</p>
12	April 21	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Critique Homework 6 • Set up 2 Easels per student <ul style="list-style-type: none"> 1 for mirror 1 for drawing pad • Demo: Drawing Faces <ul style="list-style-type: none"> book pages 62-65 Circle shape first Placement of features Contours of head and features LIGHTLY! Adding Value moments and transitions for shape • Drawing: Self-portraits 	<p>HOMEWORK 7 (two week project):</p> <p>Finish Self Portrait</p>
13	April 28	<p>IN CLASS:</p> <p>Drawing: Partner Portraits</p>	<p>HOMEWORK 7 (continue two week project):</p> <ul style="list-style-type: none"> • Continue Self-Portrait
14	May 5	<p>IN CLASS:</p> <ul style="list-style-type: none"> • Critique Homework 7 <ul style="list-style-type: none"> Refections and Transparencies 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Work on Final Drawing: your choice. • Must show your understanding of line, value, depth of space, tone, composition • 9"x 12" Rectangle

15	May 12	IN CLASS: <ul style="list-style-type: none">• Turn in Portfolio 3• Critique Final Drawings - Homework 8 Watch Film	
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DRAWING I

Instructor: Cyle Metzger

The Student is asked to visit an Art Gallery or Museum, select a work of art and address the following. In the introduction of the written narrative, the Student is to identify and briefly describe the location, and to include a copy of the image which is being critiqued. The Student may acquire a postcard of the image, find the image in an Art History Text, on the Web or take a digital photograph of the image. The Student must provide evidence of their on site visit.

The written narrative will be at least 2 typed pages when completed.

Due Date: Saturday, March 31 (first class after spring break)

DESCRIBE

The presentation & context of the work(s) of art using the appropriate arts vocabulary

The elements of the work of art

INTERPRET

The emotional value of a work of art

The artist's intent

EVALUATE

The creative quality of the work of art

The execution of the work of art

SYNTHESIZE

The personal impact of the work of art

The link between the work of art & the human condition

SUPPLY LIST for DRAWING I

REQUIRED

1. Drawing Pad, 18x24 (rough surface)
2. Pentalic Woodless Pencils, Grumbacher – 2B, 4B, 6B, and 8B (1 – 2 each)
3. Venus or Staedtler Pencils – 4H, 2H, HB, 2B, 4B, 6B (an 8 if you come across them) (1 – 2 each)
4. Colored Pencils
5. Multi Colored Construction Paper
6. Kneaded Eraser
7. Pink Pearl Eraser
8. Blending Tools: Tortillons (a.k.a. paper stumps), paper towels, chamois cloth, Q- tips, and the like
9. Masking Tape
10. Charcoal – soft or extra soft
11. Graphite Sticks, 2B, 4B and 6B
12. Newsprint Pad, 18x24 (rough surface)
13. Drawing Board (for home use)
14. White chalk/charcoal

Charcoal/Pastel Papers

Charcoal/Pastel Paper – Canson (highly recommend this name brand)
BFK Rives (full sheet)

LOCAL ART SUPPLY STORES (always inquire about student discounts)

1. AC Moore, 7330 Guilford Drive, Frederick – 301.668.3711
2. Drawing Board Plus, Monocacy Village Shopping Center – 301.695.3810
3. Howard's Art & Frames, 1256 Dual HWY., rt40, Hagerstown – 301.733.2722
4. JoAnn Etc., Frederick County Square – 301.662.8500
5. Michael's, 5541 Urbana Pike, Frederick – 301.631.6590
6. Art Plaza, 1594 Rockville Pike, 301.770.050