Art & Archaeology Department
ARTS 123: Drawing I

Faculty Name: Gary Cuddington *(Pronouns- he/him/his or they/them/their)*
Studio/Classroom: TA201
Course day/time: Tuesday and Thursday, 11:25 -1:15pm
Office location: Room TA236
Office Hours: by appointment
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Course Description
Introduction to basic concepts of drawing, developing individual skills and providing practice inusing various drawing materials. Problems are given in landscape, still life, figure study and other subject matter. Representational and abstract approaches are used.

Course Structure and Credits
This is a 3-credit course, that will meet on-site, in classroom/studio. Materials will be available directly in the course Blackboard or through a link placed on Blackboard. If we are required at any point to forgo any face-to-face course sessions, lesson plans, course work and related information will be placed online and available to all students enrolled in ARTS 237.

In class, you will meet for two hours twice a week, where you will engage in hands-on studio exercises, writing and research, and take part in discussions with your instructor and classmates. The instructor will give short lectures paired with technical demonstrations.

Blackboard, you will interact with the course content, your peers and instructor in various ways. On Blackboard, you will have access to course related documents, PowerPoints, and an array of videos and websites exploring artists and art resources.
· **Platforms** utilized through links on Blackboard include Miro, OneDrive, and Vimeo.
· **Out of class studio work,** includes technical and conceptual exercises (In your journal or loose paper) as well as experimenting with materials and concepts toward work going into the senior exhibition, writing exercises and digital design for PR materials.

READINGS
· Course materials will be supplied as digital documents, PowerPoints, online links, and the occasional print out.
· You are not required to purchase a book for this course.

COURSE OUTLINE
Weeks 1 – 2
Foundation line work: blind contour, cross contour, rapid contour/gesture, axial lines, sighting, and measuring
Weeks 3 – 6
Ellipses and cones, transparent construction, and freehand perspective
Weeks 7– 10
Line weight, line variation to create the illusion of volume in three-dimensional forms, recognizing and rendering value, and various methods of building tone
Weeks 11 – 14
More complex still life arrangements, building detail, working in layers, and an introduction to drawing hands and feet
Week 15
Final critique and portfolio review

Note: A more detailed course calendar will be added to Blackboard.

MATERIALS
Materials Provided
Newsprint Paper
Workable Fixative
Powdered Charcoal and Graphite
X-Acto Knife
Drawing Paper and Sketchbook Pad
Chamois Cloth, 5" x 7"
Charcoal (Compressed and Vine)
Erasers (Kneaded, Gum and Plastic Erasers)
Conte Sketching Crayons

Optional Materials
-Drawing Board, 19" x 25" or larger (extremely useful for out of class drawing)
-Large Clips for attaching pad and paper to drawing board
-Portfolio, 19" x 25" or larger, can be paper or cloth, or you can make your own from two
 pieces of chip board hinged with duct tape. For ease and comfort, I recommend a cloth or
 vinylportfolio case with a strap. It is a little more expensive but it's worth it if it's raining or
 you're carrying heavy pads of paper around.
-Spray Fixative (Workable) for home use
-Art Bin (or tackle box) to hold small supplies

Objectives of the Course

1. Ability to effectively use a variety of drawing tools
2. Accurately translate angles and measure proportion using *Sighting & Measuring* techniques
3. Depict believable volume on a two-dimensional surface
4. Good understanding of, and the ability to accurately render, light and shadow
5. Create convincing illusions of depth using mechanical and freehand *Perspective drawing*
6. Understand and properly implement, the *Principals of Design* and *Elements of Art (Rules and Tools)*
7. Have the command, of an *Art Vocabulary* (Fundamentals Level)

Assignments

Rubrics for assignments will be available in Blackboard
A brief description of the <u>four</u> extended projects is below.

*Do not sign your extended projects; a signature when added to a drawing becomes part of the image and takes away from the other visual elements.

PROJECT 1: Contour Line Drawing

SHORT DESCRIPTION

· Arrange five objects into a controlled space and construct a design that places varied attention (visual weight) on each object.

PROCESS

· This project is focused on the use of varied line to develop an outline and the interior contour lines of the objects and the space around a still life arrangement.

· Students will compose, light, photograph and then print an image, of a still life arrangement of their own design; sighting and measuring methods and a viewfinder are integral to the development of Project 1. Do not find an image online for your project, the design must be your own. Examples will be provided.

· Take images and clearly label the digital files of all work and process

· Document sketchbook notes, thumbnail sketches, rough drawings, and experiments (leading up to Project 1). Keeping notes and consistently sketching is extremely useful for developing complexity in artwork and increases the ability for students to contribute constructive dialog.

PROJECT 2: Line Drawing Cornucopia

SHORT DESCRIPTION

· Gather several small objects and trinkets into a vessel, then carefully spill the contents into a dynamic visual journey that leads the viewer's eyes around the objects and into the vessel.

PROCESS

· Line Drawing Revealing the Depth of Forms and the Space Around Them

· For this drawing imagine that areas of the skin, shell, wall or outside coating of the

object you are rendering have been turned transparent or semi-transparent; Focus on your attention on the scaffolding ofobjects/structures. Line is the brick and mortar for building this drawing.

· Take images and clearly label the digital files of all work and process

· Document sketchbook notes, thumbnail sketches, rough drawings, and experiments (leading up to Project 2). Keeping notes and consistently sketching is extremely useful for developing complexity in artwork and increases the ability for students to contribute constructive dialog.

PROJECT 3: Tonal Drawing, City of Simple Forms

SHORT DESCRIPTION
· Organize and light an array of simple forms into an arrangement that closely resembles a city or village.

PROCESS
· Compose, light, and take photographs of objects in a space. This project is your opportunity to use a wide range of values and value transitions. Your objective is to render the illusion of depth and form; choose objects, arrange, and light a scene that gives you the value range, edge type and design that is appealing to you and I recommend you keep the complexity reasonable, so that you can complete the project on time. A large part of this drawing will rely on the intricately of graduated shading and sensitive articulation of line quality. Focus on shading, line quality and a wide range a value.

· Take images and clearly label the digital files of all work and process

· Document sketchbook notes, thumbnail sketches, rough drawings, and experiments (leading up to Project 3). Keeping notes and consistently sketching is extremely useful for developing complexity in artwork and increases the ability for students to contribute constructive dialog.

PROJECT 4: Line and Value Themed Arrangement

SHORT DESCRIPTION
· Select and organize multiple objects that work together as a coordinated theme.

PROCESS
· The final extended project brings together line, value, and sighting and measuring. Render a realistic drawing with correct scale and proportion. Theme and content are left open for each student to choose.Students are required to arrange, light, photograph and print whatever scene they decide on.

· Take images and clearly label the digital files of all work and process

· Document sketchbook notes, thumbnail sketches, rough drawings, and experiments (leading up to Project 4). Keeping notes and consistently sketching is extremely useful for developing complexity in artwork and increases the ability for students to contribute constructive dialog.

PORTFOLIO REVIEW

At the semesters end students will arrange all the digital images of the semesters work into a portfoliofor the instructor to review. The instructor will look over all the work, examining the portfolio for effort, quality, and progress. The instructor will also seek out strengths and weaknesses and determine ifthe student was receptive to feedback. The review will be critical and constructive.

Academic Honor Code

All Hood undergraduates affirm on each class assignment that they "have neither given nor received any unauthorized aid." Cheating or plagiarism—any unacknowledged use of another person's language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For a full description of the policies and procedures of the Honor Code, contact the dean of students.

Students wishing advice on the proper use and acknowledgment of scholarly materials should consult their individual instructors, the library staff and any of the several reliable guides to scholarly writing that these sources may recommend.

Copyright Statement: Hood College affirms the obligation of its faculty, staff, and students to comply with all Federal copyright laws (Title 17, United States Code). Copyright law gives copyright holders (writers, publishers, artists, etc.) exclusive rights to distribute, copy, perform, or publicly display, their own original works. The College recognizes its obligation to promote the rights and responsibilities granted under this law. Hood College assumes that any questions regarding copyright, as they apply to materials for instructional or other College use, will be resolved prior to the use of those materials on College-owned equipment or in College-sanctioned activities.

As members of an institution with an established Honor System emphasizing intellectual integrity, the Hood College community should recognize their responsibility to follow the law and to model it for others. All members of the College community are responsible for complying with College guidelines regarding the legal use of copyrighted materials, regardless of their format or the purpose for which they are used, and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Members of the Hood community who willfully disregard copyright law do so at their own risk and assume any liability, which may include criminal, and/or civil penalties. In addition, disciplinary action may be taken as outlined a) for students, in the Bylaws of the Student Government Association (Judicial System), b) for faculty, in the Faculty Code (Termination or Sanctions for Cause), and c) for staff, in the Staff Handbook (Section 405.3).

Peer-to-Peer File Sharing: Uploading or downloading works protected by copyright without the permission of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may

be liable for statutory damages up to $30,000 for each work infringed and, if willful infringement is proven, liability may be increased up to $150,000 for each work infringed. An infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights. The files distributed over peer-to-peer networks are primarily copyrighted works, and there is a risk of liability for downloading material from these networks. There are currently many "authorized" services on the Internet that allow consumers to purchase copyrighted works online, whether they be music, e-books, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability.

The Digital Millennium Copyright Act: The DMCA is a response to concerns regarding the pirating and distribution of digital materials, and it helps to clarify how copyright relates to those materials. The DMCA criminalizes the development of technologies intended to circumvent devices (such as passwords or encryption) that limit access to copyrighted material, and it also criminalizes the act of circumvention itself. Institutions of higher education that act as Internet Service Providers (such as Hood College) are granted limited liability for copyright infringement involving the use of their networks if they take steps to designate a local agent to receive notices regarding instances of infringement over the local network and for effecting a "take-down" of the infringing material. The Library Director will provide contact information for Hood's Take-Down Officer.

Instructor reserves the right to alter the syllabus.

STUDENT SUCCESS TEAM – Beneficial - Hodson Library & Learning Commons Suite 1027
Mission
The Student Success Center promotes an accessible, enriching, and supportive community that fosters success for each diverse member of Hood College.
Core Values
-Differences such as age, race, gender, nationality, sexual orientation, ability, preferred learning modality and background enrich Hood's learning and work environments. We promote full equity and inclusion for all community members and believe each student has the potential to be successful and persist to degree completion.
-We believe academic support services should be accessible to every student; they teach fundamentals for college success.
-We work with students to help them create and refine an educational plan through reflection on personal strengths and goals, development of self-advocacy and growth mindset, understanding of campus processes and resources, and active engagement in programs and opportunities.
-We value collaboration and communication with campus colleagues and encourage students to use available support systems.
-We advocate for students within the College community to promote student success.
-We engage in continual assessment and utilize the strengths and ideas of our team members to improve our services.
Contact Information
    Phone: 301-696-3952
    Fax: 301-696-3952
    Email: studentsuccess@hood.edu
Hours of Operation
    Monday – Friday, 8:30-5pm
    *During scheduled breaks and summer, hours of operation may vary.