



## ART 1110

**Division:** Fine Arts

**Department:** Visual Art

**Course:** ART 1110

**Title:** Drawing I

**Catalog Description:**

This is a fundamental art course designed to access and develop the visual capacity of the brain by learning to draw from observation. Students develop the ability to consciously see the visual relationships necessary for the act of rendering a subject with representational accuracy. The course introduces students to a variety of traditional drawing mediums. Visual structure, presentation, and the development of critical thinking skills are also stressed as part of the course. (Required of all art majors)

**General Education Requirements:** Fine Arts

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 3

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

This foundation art course should be completed during the first year of art study for students pursuing any degree in the visual arts. It is pertinent that art majors master the skills taught in this course to be able to succeed in other art classes. It is a prerequisite for most other art classes offered. This course also meets the general education requirement and may be taken as Fine Arts credit for any other major. It is required at all other academic institutions during the first year of art study.

This course corresponds to: Art 1110 Drawing Fundamentals I -- three credits (College of Eastern Utah), Art 1110 Basic Drawing and Composition -- three credits (Dixie State College), Art 1110 Drawing I -- three credits (Weber State University), and Art 1110 Drawing I -- three credits (Utah State University).

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- observe any object from life, execute a visual search and represent it as a two-dimensional drawing on paper
- recognize the components of a successful drawing and apply this knowledge to their own work
- know the physical characteristics of dry drawing media and be able to recognize and perform a drawing with each
- verbally articulate the work of their peers through critical analysis

- believe that drawing is a process of search in which to better understand their visual world
- believe that drawing is an important means of visual communication and expression.

### **Content:**

This course will include:

- demonstrations of drawing techniques
- exercises designed to develop spatial skills by training the mind to consciously recognize angle, size, position and shape relationships
- development of stronger eye-brain-hand coordination
- studies in the relationship between positive form and the shape of space which defines them
- methods of linear perspective
- exploration of contour line drawing
- study of how light affects form and how to communicate this on a two-dimensional surface with value relationships
- the study of various drawing mediums and traditional applications of each
- drawing of inanimate objects and the human form
- two-dimensional visual structure and presentation
- slide lectures and discussions
- experimentation.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Each student will be required to read the textbook and be able to retrieve information to be tested on quizzes and also apply this knowledge to their own drawings.

3) Speak effectively in a variety of contexts.

Students will be expected to participate in verbal critiques of their own work and the work of their peers.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will be exposed to an array of historical movements and major artistic figures within each. Students will understand why drawing was so important to these cultures.

9) Respond with informed sensitivity to an artistic work or experience.

Each student who has completed this course should be able to look any drawing and respond to it subjectively and objectively to appreciate it for its formal and conceptual qualities.

### **Key Performance Indicators:**

Each student will be evaluated on:

- weekly in-class exercises to evaluate how well students use grasping the concepts taught: 20% of the final grade
- weekly out-of-class drawings assigned to evaluate how well the student can apply what they have learned outside of class instruction: 20% of the final grade

- drawing analyses: 10% of the final grade
- final and mid-term drawings and quizzes: 50% of the final grade.

**Representative Text and/or Supplies:**

- *A Guide to Drawing*, current edition, Daniel M. Mendelowitz, Duane A. Wakeham, and David L. Faber, Thompson/Wadsworth.
- Required materials include:
  - 18 x 24 drawing pad
  - compressed charcoal
  - spring clips
  - charcoal pencil
  - pencils (6B,4B,2B,HB,H,2H)
  - fixative
  - 6B graphite stick
  - pencil sharpener
  - Conte crayons
  - click eraser
  - Conte crayon pencil
  - kneaded eraser
  - X-acto knife
  - masking tape
  - matte board
  - box
  - cardboard
  - drawing board

**Optimum Class Size:** 12

**Maximum Class Size:** 15

**Signatures:**

I hereby submit this course syllabus:

---

Adam Larsen, MFA, Associate Professor

I hereby find this course consistent with the goals and resources of the Visual Art Department:

---

Brad Taggart, MFA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

---

Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

---

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

---

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)