ARTS 110: Fundamentals of Drawing
Professor Erik Shearer  TTh 9:30 – 12:20
**ARTS 110: Fundamentals of Drawing**

Professor Erik Shearer  
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Office Hours: MW 8:30 – 9:30, TTH 8:30 – 9:30, or by arrangement

**Course Description**
This course focuses on the development of observational skills and drawing techniques, employing a wide range of drawing media and subject matter. Students in this course will develop both technical abilities and creative responses to material and subject matter. No prior experience with drawing is required or expected.

Critiques, discussions, and readings on contemporary topics in drawing are integrated into course assignments and assessment.

**Student Learning Outcomes**
Students successfully completing this course should be able to:

1. Produce finished drawings in multiple media that synthesize core observational drawing concepts and techniques.
2. Evaluate and critique student drawings and receive criticism from others.
3. Describe, interpret, analyze and evaluate historical and contemporary drawings utilizing discipline-appropriate criteria.

**Course Structure and Assignments**
Approximately two-thirds of our class time during the semester is used for production and practice in the studio; the remaining third is used for critiques, lectures, demonstrations, discussions, and readings of contemporary and historical texts on the practice of art. Individual and group critiques are an essential part of this course and will be held on a regular basis. Students are required to keep a journal/sketchbook outside of class. Drawing homework assignments are designed for this book. In addition to studio work, students will be expected to complete two small, written assignments in relation to course material.

Details of all assignments and due dates for each assignment are included in the attached course schedule.

**Attendance and Conduct**
Students who miss more than two class periods without verified, official documentation excusing their absence or who fail to arrange their absence in advance may be dropped from the course. You will be considered absent if you arrive more than fifteen minutes after the start of class or if you leave early without making arrangements to do so.

Drawing requires consistent, focused engagement. Students must be on time, fully present and ready to work hard each day at the beginning of the class period. It is recommended that students show up five to ten minutes early to set up. Cell phones, iPods and other electronic devices are not allowed in this classroom except by special permission of the instructor. Failure to comply with this policy will result in dismissal from class.

**Grading and Assessment**
The final grade in this course is determined by student performance on individual projects, written assignments, participation in critiques, quizzes, homework, and evidence of conceptual and technical growth.

Your in-class assignments and homework will be evaluated at four intervals during the semester where I will issue an in-progress grade and give you feedback on your progress in class in four areas that comprise the final course grade.

The Final portfolio is cumulative and will be graded on an extensive five-point rubric that takes into consideration the larger objectives of the course including improvement, development of creative expression or accuracy of representation, composition, etc., measuring progress across the entire semester. This portfolio will be comprised of a selection of your in-class work plus all completed homework and journal assignments.
Your final grade is composed of an aggregated score in four areas that are weighted on the following percentages:

- Portfolios: 50%
- Journal and Homework Drawings: 10%
- Critiques and self-evaluations: 20%
- Quizzes and written reports: 20%

The standards and rubrics for each component of the final grade will be handed out prior to submission of the final portfolio.

Assignments
The schedule of assignments and calendar for this course are contained in the attachments to this syllabus. Please note that the instructor reserves the right to adjust this schedule at his discretion.

Student Success
The Art Department at NVC is dedicated to fostering student success in all academic endeavors. To this end, students are encouraged to discuss educational and professional goals with the instructor and to work with a counselor to develop an educational plan.

Students requiring assistance for disabilities or learning needs, please meet with me after the first class to make arrangements for proper accommodations. Our college offers a wide range of learning and assistance services.

Required Materials
I do not require that you purchase a textbook for this course. You will, however, need to purchase a range of drawing materials that will be of comparable cost to a textbook. The following materials are required for this course:

**Paper:**
- Pad of good drawing paper, minimum 18” x 24” in size. Strathmore, Canson, or other drawing pads are acceptable.
- One pad of newsprint, bogus rough, or craft paper, 18 x 24 minimum.
- One 9” x 12” sketchbook.

**Mark-making and other supplies:**
- One each of the following drawing pencils: 6b, 2b, Hb, 2H, 4H or One complete set of pencils
- One bag of mixed-size or large-size Bob’s Fine Vine Charcoal or equivalent.
- Compressed charcoal - 4b or 6b. Buy 2 sticks. Conte brand is by far the best.
- Conte crayons: 2sticks of soft black, 2 sticks of terra cotta or other warm earth tone, 2 sticks of white.
- Graphite stick. 6b or 4b
- 1 round watercolor-type brush
- 1 or 2 oz. bottle of black India Ink
- Ink pen and metal nibs (sets are best value)
- Erasers: 1 Art Gum, 1 White Vinyl Pen Eraser, 1 Kneaded
- Drafting Tape or other low-adhesive tape.
- Box for supplies
- Drawing board large enough to accommodate an 18” x 24” sheet of paper.
- 2 flat pieces of standard thickness cardboard, 24” x 36”
ARTS 110: Fundamentals of Drawing
Core Competencies and Weekly Schedule

**Unit 1: Seeing, Recording, and Organizing with Line**  
*Weeks 1 - 6*

This unit focuses on core observational drawing and design concepts developed through line-based drawing exercises. Students successfully completing this unit with a three or higher score on their review rubric, should be able to:

- Create observational line drawings in graphite, charcoal and ink that demonstrate the ability to:
  a. Observe and accurately record essential visual characteristics of unique objects—form, volume, proportion, and space—using line.
  b. Organize spaces and objects within a drawing according to basic principles of good design and composition.
  c. Apply the principles and techniques of linear perspective to render the illusion of three-dimensional space on a two-dimensional surface.

- Evaluate observational line drawings orally and in writing using correct terminology related to concepts, materials and techniques.

### Core Concepts: Using line to accurately record volume, shape, proportion, space, and value from observation.

<table>
<thead>
<tr>
<th>When</th>
<th>Topics</th>
<th>Assignments</th>
<th>Save for Portfolio</th>
<th>Materials</th>
<th>Related Homework</th>
<th>Critique / Quiz</th>
</tr>
</thead>
</table>
| Week 1   | Introductions | • Student information card  
  • Undirected drawing  
  • Self-evaluation | • Undirected Introductory Drawing | Graphite pencil, drawing paper. | Purchase materials.  
  Begin sketchbook journal (6 per weeks) | No |
| Weeks 2  | Gesture     | • Gesture Drawings: Mass and linear gesture drawings from observation.  
  • Value Gesture Drawings: Gesture drawings focusing on shadows and light. | • Two gesture drawings of single objects  
  • One gesture of object group  
  • Two value gesture drawings | Graphite pencils, vine charcoal, newsprint, tape, drawing board, eraser. | Sketchbook | Class Discussion |
| Weeks 3  | Contour     | • Blind Contour of single object  
  • Modified contour of same.  
  • Modified Contour | • One blind contour drawing  
  • One modified contour  
  • One modified contour value drawing | Graphite pencils, India ink, ink pen, drawing paper. | Sketchbook | Vocabulary Quiz #1  
  Small group critique |
Core Concepts: Using lines to create the appearance of volume and space in observational drawings.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
<th>Assignments</th>
<th>Save for Portfolio</th>
<th>Materials</th>
<th>Homework</th>
<th>Critique / Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 4</td>
<td>Form, volume, proportions.</td>
<td>• Caged Volume</td>
<td>• One Caged Volume</td>
<td>Graphite pencils, vine charcoal, newsprint, tape, drawing board, eraser.</td>
<td>Watch tutorial on Perspective</td>
<td>Small groups</td>
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<td></td>
<td>• Organizational Line Drawings</td>
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<td>Sketchbook</td>
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<td>Weeks 5</td>
<td>Perspective</td>
<td>• Introductory perspective drawings, not observational.</td>
<td>• Three perspective</td>
<td>Graphite pencils, 24” straight edge, drawing paper.</td>
<td>Sketchbook</td>
<td>Vocabulary Quiz #2</td>
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<td></td>
<td></td>
<td>• Planar geometric forms in linear perspective from observation.</td>
<td>drawings.</td>
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<td>Small groups</td>
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<td></td>
<td>• Cylinders in perspective.</td>
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<td>Week 6</td>
<td>Perspective, continued.</td>
<td>• Perspective drawings utilizing multiple objects.</td>
<td>• Two, multi-object</td>
<td>Graphite pencil, eraser, paper.</td>
<td>Sketchbook</td>
<td>All Class critique</td>
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<td>perspective drawing.</td>
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Unit 2: Value, Space and Form  

Weeks 7 - 12

This unit explores how light and dark are applied and manipulated to create the illusion of volume, space and form in a drawing. Students successfully completing this unit with a three or higher score on their review rubric should be able to:

- Create observational value drawings in graphite, charcoal and ink that demonstrate the ability to:
  a. Observe and accurately record simple and complex forms through gradations of value.
  b. Create the illusion of depth and space through the manipulation of value and edge detail.
  c. Combine line and value to accurately render objects.

- Evaluate observational value drawings in small-group critique and in writing using correct terminology related to concepts, materials, and techniques.
Core Concepts: Utilizing value to create the appearance of volume and space in observational drawings.

<table>
<thead>
<tr>
<th>When</th>
<th>Topics</th>
<th>Assignments</th>
<th>Save for Portfolio</th>
<th>Materials</th>
<th>Homework</th>
<th>Critique / Quiz</th>
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</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Composition and Pictorial</td>
<td>• Compositional Drawings</td>
<td>• Six compositional drawings</td>
<td>Vine charcoal, newsprint, tape, drawing board, eraser.</td>
<td>Sketchbook</td>
<td>Small group</td>
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<td>2nd Portfolio</td>
<td>Space</td>
<td>• Negative Shape Drawings</td>
<td>• Four negative shape / space drawings</td>
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<td>Due</td>
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<td>• Value drawings from simple geometric objects in graphite, unblended.</td>
<td>• One un-blended value drawing in graphite.</td>
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<td>• Value drawings in graphite with blended values.</td>
<td>• One blended value drawing in graphite.</td>
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<td>Week 8</td>
<td>Value w/ Line and Blending</td>
<td>• Ink gesture value drawings.</td>
<td>• Three ink value drawings: one line, two wash.</td>
<td>Graphite pencils (4b, 2b, Hb, 2h), straight edge, drafting tape, white drawing paper (18x24), blending stumps.</td>
<td>Sketchbook</td>
<td>Materials Quiz #1</td>
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<td>• Ink line w/ crosshatch or stippled value.</td>
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<td>Small group</td>
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<td>• Ink wash value drawing</td>
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<td>Week 9</td>
<td>Value w/ Ink Line and Wash</td>
<td>• Ink gesture value drawings.</td>
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<td>India Ink, ink pen and nib, heavy-weight smooth drawing paper, brush, small cup.</td>
<td>Sketchbook</td>
<td>Small group</td>
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<td>• Ink line w/ crosshatch or stippled value.</td>
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<td>• Ink wash value drawing</td>
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<td>Week 10</td>
<td>Reductive Value Drawings</td>
<td>• Gesture Value Drawings w/ Erased Lights</td>
<td>• Two reductive-value drawings in vine charcoal.</td>
<td>Vine charcoal, white drawing paper, tape, drawing board, erasers.</td>
<td>Sketchbook</td>
<td>Small Group Critique</td>
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<td>3rd Portfolio</td>
<td>Erased Lights</td>
<td>• Toned-paper drawing w/ Erasure</td>
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<td>Due</td>
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<td>Week 11</td>
<td>Atmospheric Perspective</td>
<td>• Multiple drawings in charcoal, ink, and conte focusing on depth, edge, and atmospheric perspective.</td>
<td>Three, atmospheric perspective drawings: • Ink • Charcoal • Conte</td>
<td>Vine charcoal, compressed charcoal, white drawing paper, tape, drawing board, erasers, conte crayons.</td>
<td>Sketchbook</td>
<td>Materials Quiz #2</td>
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<td>Small group</td>
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<td>Week 12</td>
<td>Additive Value w/ emphasis on surfaces.</td>
<td>• Additive value drawing in vine and compressed charcoal from still life.</td>
<td>• One additive value drawing with vine and compressed charcoal</td>
<td>Vine charcoal, compressed charcoal, white drawing paper, tape, drawing board, erasers.</td>
<td>Contemporary Artist Report / Gallery Report</td>
<td>Class critique.</td>
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</tbody>
</table>
Unit 3: Applying Core Skills  

Weeks 13 - 18

This unit focuses on the application of the core skills developed in Units 1 and 2 to more complex visual and conceptual problems. Students successfully completing this unit with a three or higher score on their review rubric should be able to:

- Create finished drawings in multiple media that successfully:
  a. Synthesize and apply core observational drawing concepts, materials, and techniques in more complex observational drawings.
  b. Incorporate core drawing concepts, materials and techniques in extended drawings focusing on translation of preparatory drawings, expressive content, or expanded compositional formats.
- Create a portfolio of finished work for peer and instructor evaluation.
- Evaluate and critique finished drawings and receive criticism from others.

Core Concepts: Applying and combining core skills to create and present finished drawings.

<table>
<thead>
<tr>
<th>When</th>
<th>Topics</th>
<th>Assignments</th>
<th>Save for Portfolio</th>
<th>Materials</th>
<th>Homework</th>
<th>Critique / Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Translating Color into Value</td>
<td>• Three-tone gesture and extended drawings from full-color still life using conte crayons. Emphasis on space through atmosphere.</td>
<td>• One hue-to-value translation drawing.</td>
<td>Black, white, and sanguine conte, white paper, blending stump, tape.</td>
<td>Sketchbook</td>
<td>Small Group</td>
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<td><strong>4th Portfolio Due</strong></td>
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<td>Week 14</td>
<td>Field Drawing</td>
<td>• Landscape and natural object gesture drawings in charcoal, ink wash, and graphite. Preparatory drawings from location.</td>
<td>• Two field drawings One “Square Foot of Ground” drawing.</td>
<td>Everything.</td>
<td>Finish Artist / Gallery Report Sketchbook</td>
<td>Informal Group Critique</td>
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<tr>
<td>Week 15</td>
<td>Mixed Media and Working from Sketches</td>
<td>• Combining multiple media in single drawings working from field drawings.</td>
<td>• One mixed-media drawing derived from field drawing.</td>
<td>Everything</td>
<td>Sketchbook</td>
<td>None</td>
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<tr>
<td>Week 16</td>
<td>Long-session Drawings from Observation</td>
<td>• 1, six-hour drawing from complex still-life set up.</td>
<td>• 1 six-hour drawing.</td>
<td>Everything</td>
<td>Sketchbook</td>
<td>One-on-one with Instructor</td>
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</table>
**Core Concepts:** Applying and combining core skills to create and present finished drawings.

<table>
<thead>
<tr>
<th>When</th>
<th>Topics</th>
<th>Assignments</th>
<th>Save for Portfolio</th>
<th>Materials</th>
<th>Homework</th>
<th>Critique / Quiz</th>
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<tbody>
<tr>
<td>Week 17</td>
<td>Final Portfolio</td>
<td>Figurative Drawing</td>
<td>• Drawing from live model.</td>
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<td>Final Portfolio</td>
<td>Small Group Critique</td>
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<td>• 2 figurative gestures</td>
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<td>• 1 long-pose drawing</td>
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<td>Final Critique</td>
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<td>Final Portfolio</td>
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<td>• Assess growth between first and final drawings in oral critique.</td>
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<td>Pick up your final portfolio.</td>
<td>Class critique.</td>
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<td>First drawing and final drawing.</td>
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</table>

Final Portfolio: Assemble Final Portfolio. Write self-evaluation.
ARTS 110: Fundamentals of Drawing
Grading Explanation

The final grade in this course is comprised of an aggregate score from four areas:

1. **Portfolios of Finished Work** (50%)
   - 45+ Drawings from throughout the 18-week term.
   - Four in-progress portfolios, one final portfolio.
   - In-progress portfolios graded p/drawing on 0-4 scale.
   - Final Portfolio Graded on 0-4 scale on each of the following criteria:
     - Completion and Submission of All Work.
     - Improvement
     - Composition and Design
     - Development of Form, Proportion and Shape
     - Materials and Craftsmanship
     - Value
     - Perspective
     - Presentation and Finish
   - Submitted in durable Portfolio according to instructor standards.

2. **Journal Drawings and Homework** (10%)
   - 90 Journal drawings required.
   - Subject matter, media, and technique should relate to that week’s in-class work.
   - Each drawing will be one full page in sketchbook and should represent 20-30 minutes of work, on average.

3. **Critique** (20%)
   - 3 Self-evaluations, turned in with portfolios 2, 4, and 5
   - 3 full-class critiques (weeks 7, 13 and 18)
   - Multiple small group critiques
   - Full-class critiques graded on the following criteria:
     - Evidence of Critical Thinking.
     - Use of appropriate vocabulary.
     - Ability to work in groups and participate.
     - Evidence of honest self-reflection and evaluation.

4. **Written Reports and Quizzes** (20%)
   - 1 Gallery Visit Report (10%)
   - 4 Quizzes: two covering vocabulary, two covering materials.
   - Given in-class. (10%)