

# Drawing I – Fall 2010 Calendar

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## Week 1

8/16 -- I handed out the syllabus - <http://dedeharter.com/Syllabus%20for%202-D%20Design.pdf> - and we discussed the contents of this document. Students were shown examples of many items on the supply list. Students are to come to the next class with the following supplies – the pencils, charcoal, conte crayons, erasers, sketchbook, and drawing pad.

8/18 – I lectured on the techniques of sighting with a pencil. I reviewed the grading system as outlined in the syllabus. Students did 2 pencil drawings, 30 minutes each, of a bicycle. The drawings were placed on a single sheet of paper from the large drawing pad. One was from memory and one was from life and labeled as such on the back side. The memory drawing involved a concentrated look at the still life at the beginning and then drawing it without referencing it again. The still life drawing allowed unlimited reference to it. Those who missed the memory/still life exercise should set up a similar still life at home and complete it. The homework was to do a self-portrait drawing in pencil for 2 hours in the sketchbook. Students are to use a mirror and show the complete head/hair, neck, and a little shoulder. No hats or sunglasses are allowed. Bring to the next class the completed homework and all single-starred items on the syllabus.

## Week 2

8/23 – We looked at everyone's self-portrait homework. I lectured on the 7 Elements of Art (line, shape, texture, value, color, form, and space) and discussed 5 ways of producing depth (overlapping shapes, changes in scale, relative position on the page, atmospheric perspective, and use of diagonals), see chapter 1 for producing depth. I projected a PowerPoint about contour line, see <http://fog.ccsf.cc.ca.us/irazumov/lectures/drawing/contour.htm> and I projected our class website, asking students to reference it especially when absent. Students did a contour line drawing in pencil on the big pad for 1.75 hours. The contour drawing was made from a still life consisting of a chair, a cone, two water pitchers, a lamp base, and a brick. Students were asked to draw at least 3 items (cropping is ok) and label the back as "Classroom Contour". If you missed this drawing, set up a still life of similar complexity and do it at home. For the last 20 minutes, students attended the Faculty Art Show opening night. Bring to the next class all single-star items and your textbook.

8/25 – We had a short critique of the contour line exercise done on 8/23 and discussed them in terms of the 5 ways of achieving spatial depth (see chapter 1). Next, students made drawings in their sketchbooks of figures 6-15 (use pencil, then charcoal pencil over top) and 6-16 (use pencil only and hold the book upsidedown to produce an upsidedown version). These were labeled as an outline drawing and a contour drawing respectively. Next, students picked an item from the cabinet in the classroom and did a contour drawing in pencil in the sketchbooks. This was repeated for a second item. The homework is to read chapters 2 and 3, complete any unfinished classwork, and make 5 contours drawings, one per page, of 5 items found between the classroom and their home.

## Week 3

8/30 – We looked at the 5 homework drawings and talked more about the definition of a contour drawing. I discussed the concepts of cross contour lines, high vantage point, and low vantage point. Students did two black conte drawings, 1 hour each, on one page of their big pad of paper. Students held their page in landscape mode and divided it in half with a vertical line. On one side, students drew a cross-contour drawing of a dress form from a high-vantage point and on the other side, students drew the same from a low-vantage point. Those who missed class should pick an object of equal complexity and complete two cross-contours. For homework, students who didn't finish the two classwork drawings are to complete them by referencing their digital photos taken during class.

9/1 – Students were given a plastic cup asked to draw it from 7 different angles. The drawings were done on one sheet of the big pad, as contour sketches with shading. Next, students drew in charcoal pencil on the big pad, 6 gesture drawings of a classmate posing in the center of the room. Each gesture was 15 to 45 seconds long and drawn as 3 gestures per page. Next students did 2 blind contour drawings in charcoal pencil in their sketchbooks, each lasting 2 to 3 minutes. The blind contours were of a cone spotlight attached to a stand. Next students did 2 contour drawings with no erasures allowed in charcoal pencil in their sketchbooks, each lasting 3 to 6 minutes. Again, the subject was the cone spotlight on a stand. For homework, students are to complete the Contour Drawing project, see <http://dedeharter.com/Still%20Life%20Drawing.pdf>.

## Week 4

9/6 – Labor Day, no class.

9/8 – We critiqued the Contour Drawing project and I collected them for grading. Next, students drew one of their hands for 45 minutes, in pencil, in the sketchbook. The hand can be held in any position. We discussed foreshortening. The homework is to complete the Shoes and Foreshortening exercise, see <http://dedeharter.com/Shoes%20and%20Foreshortening%20Homework.pdf>.

## Week 5

9/13 – I handed out a Negative Space exercise as class work (see <http://dedeharter.com/Negative%20Space%20Classwork.pdf>). For this exercise, students drew a charcoal drawing using a still life composed of a ladder, step stool, and two tables for 2 hours. A viewfinder was used to compose a good composition. For homework, students are to finish the Negative Space assignment and spray fix it. The spray fix should be done outdoors and allowed to air dry in an open space for a minimum of 2 days (your teacher is allergic to it). For the next class, students may leave the big drawing pad at home. Bring all of the other single-star items to class.

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### Week 5 (cont.)

9/15 – We looked at everyone's Shoes and Foreshortening exercises for a short critique. Next, students went outside and picked a small branch/leaf set to use as a still life. Students drew their still life in pencil in their sketchbooks using a technique of first laying out a light contour line drawing, following by tiny circles of shading. The result should be a grainy texture, so no smudging is allowed. Students spent 2 hours on this. For homework, students are to read chapters 4 and 5, draw two more hand drawings, one of which should show foreshortening (do pencil with shading in the sketchbook), and remember to bring the large drawing pads for next class.

### Week 6

9/20 – We had short critiques of the 2<sup>nd</sup> and 3<sup>rd</sup> hand drawings and of the Negative Space drawings. I demonstrated the concept of 1-pt perspective and introduced the vocabulary terms: horizon line, vanishing point, and line of convergence. Students drew in their sketchbooks, in pencil, 3 boxes above and 3 boxes below the horizon line in 1-pt. perspective (refer to chp 5). On another page in their sketchbooks, students drew a 1-pt perspective drawing of a classroom workhorse bench in pencil. If you missed this drawing, set up a chair at home and draw it with the use of 1-pt. perspective. Next, students used their big pad of paper to draw a railroad, a building with doors/windows, several cactus plants and power poles, all in one-point perspective and using the concept of diminishing squares. If you missed this drawing, you need to get with another student to understand and repeat this drawing. And lastly, students attended the opening of Alchemical Narratives, an art show in the VSU gallery. The homework is to get your sketchbook in order. I will be collecting the sketchbooks for grading on Monday, 9/27.

9/22 – I distributed a handout for a sketchbook checklist, which lists all assignments to be collected and graded on Monday, 9/27 (see <http://dedeharter.com/Sketchbook%20List.pdf>). Students did a 1-pt. perspective drawing of the hallway, on the big pad of paper, for 1-hour. This is to be continued during the next class. Students did a 1-pt. perspective drawing of a cone and a cylinder on one page of their sketchbooks. On another page, students drew 6 boxes in 2-pt. perspective (3 above and 3 below the horizon line). For homework, students are to begin the 1-pt Perspective project (see <http://dedeharter.com/One-Point%20Perspective%20Project.pdf>).

### Week 7

9/27 – Students continued their 1-pt. perspective drawing of the hallway for 1.25 hours. On a page in their sketchbooks, students drew a 2-pt. perspective drawing of a classroom workhorse bench in pencil. Next, we watched a movie about linear perspective. I collected the sketchbooks for grading. For homework, students are to complete the contours of their 1-pt Perspective Project (see 9/22) and bring it to class for grading. The big pads may be left at home on Wed., 9/29. A written mid-term will be given on Wed., 10/6.

9/29 – I graded the first progression of the 1-pt. Perspective projects during class. Students drew a pencil drawing of their bare foot. Students also drew two 9-step

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gradation scales, one in charcoal and one in crosshatching done with black marker. The foot drawing and the gradations should be placed in the sketchbooks. For homework, students are to complete the 1-pt Perspective Projects.

### Week 8

10/4 – I handed back the sketchbooks and the grade sheets. Those who were absent can find them in a drawer marked HARTER in the back of the classroom. We did an exercise in the sketchbooks for drawing a house in 2-pt perspective, showing one from a high vantage point and another from a low vantage point. If you missed this, you should get with a classmate. Next, students went outside and began a 2-pt perspective drawing of Patterson Dorm. Again, students who missed this should get with a classmate. Next, I gave a review for the midterm. For homework, students are to finish the 1-pt. Perspective project (see 9/22) and study for the midterm exam (covering chp 1-5 and the lectures).

10/6 – Students took a written midterm exam. Next, we did a critique of the 1-pt perspective project and I collected them for grading. I gave a new handout, Architectural Spaces Homework (see <http://dedeharter.com/Architectural%20Spaces%20Homework.pdf>). Students are to partially complete this for homework by making a minimum of 1 to 2 drawings. We will continue to work on this next week.

### Week 9

10/11 – I returned the graded midterms and the 1-pt. Perspective Projects. Students should save their graded work for their student portfolio. Students went outside and continued working on their Patterson Dorm drawings in 2-pt perspective. These should look complete. Next we watched a movie on the concepts of linear perspective. And lastly, I gave a handout called 3-pt Photo Classwork (see <http://dedeharter.com/3-pt%20Photo.pdf>). and did an exercise in 3-pt perspective using the 3-pt picture only. The exercise was done on the big pad of paper with pencil and ruler. Students cut out the 3-pt picture and adhered it to a space near the bottom right corner (leave 4-inch margins). Students drew lines of convergence to find 3 vanishing points associated with this image (see chapter 5). Next, students drew a 4" wide x 5" tall box near the bottom left corner of the page (again leave 4-inch margins). Students drew a minimum of 3 skyscraper buildings from their imagination within the box using 3-pt perspective. Shading was added to show an imaginary light source. Those who did not finish are to complete this exercise for homework.

10/13 – Students drew a 3-pt perspective drawing in pencil within their sketchbooks of a set of skyscraper buildings from a bird's eye view perspective. Then we went to the 3<sup>rd</sup> floor of the student union and students completed a drawing for the Architectural Spaces project (see 10/6). For homework, students are to complete the Architectural Spaces exercises. Students should bring their textbooks to the next class and may leave behind their big pads. Fall break occurs next week so there is no class on Monday, Oct. 18.

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### Week 10

10/18 – Fall break holiday, no classes.

10/20 – We had a short critique of the Architectural Spaces homework. Next, I lectured about the following vocabulary terms: value, local value, chiaroscuro, optical grey, ambient light, unidirectional light, northern exposure, highlight, reflected light, cast shadow, and low/mid/high tonal key. I asked students to do a Google image search on Gentileschi's painting, *Judith and her Maidservant with the Head of Holofernes*. Students should memorize this painting as an example of chiaroscuro. Students made 4 copies of figure 7.22 within the textbook using different media, one per page – pencil shading, charcoal shading, black marker mass gesture (see chp. 6), and black marker stippling. I handed out a new drawing project, Edible Still Life (see <http://dedeharter.com/Edible%20Still%20Life%20Project.pdf>) and gave a due date of Monday, November 1<sup>st</sup>. For homework, students are to begin work on the Edible Still Life and read chapters 6 and 7.

### Week 11

10/25 – Students made two charcoal drawings of a cow skull on one page of the large drawing pad. On the upper half of the page was an additive drawing (lasting 1.5 hours) and on the lower half was a subtractive drawing (lasting 45 minutes and will be continued next time). The additive was achieved by drawing with vine charcoal to establish basic proportions, then finalized with shading using charcoal stick and charcoal pencil. The subtractive was done by first shading a black surface onto the paper with a charcoal stick and then forming the image using the kneaded eraser. If you missed this drawing, find an object of similar complexity and complete the work. The homework is to bring the watercolor paper, India ink, brushes, and palette to the next class. Also, students are to continue work on the Edible Still Life project, due 11/1.

10/27 – Students continued work on their subtractive charcoal drawing of the cow skull from last class. Next, students did a 9-step gradation and a copy of figure 7.22 using India Ink on watercolor. These two exercises should be placed in the sketchbooks. The homework is to complete the Edible Still Life project for Monday (see 10/20).

### Week 12

11/1 – We critiqued the Edible Still Life projects and I collected them for grading. Students did an India ink copy of their Edible Still Life projects on watercolor paper. I announced that I would accept re-dos of previous projects for a new grade on Monday, 11/15.

11/3 – I returned the graded Edible Still Life projects. Students did an India ink drawing of the trees in front of the creek, from the vantage point of the VSU library steps. This drawing was for 1 hour and the emphasis was to show atmospheric perspective. Next, students took an item from the cabinet and did a 5-minute mass gesture drawing of it in black marker in their sketchbooks. Students watched a movie about William Kentridge and his art work. The homework was to do mass gesture drawings of 3 objects from 3 different vantage points using black marker, 9 pages total within the sketchbook. Also, students may work on any project they want to re-do and turn in for a new grade on Monday, 11/15.

### Week 13

11/8 – We viewed the mass gesture homework exercises. Students were given a long-term project of their choice to complete: (a) the India ink atmospheric perspective, (b) the Edible Still Life copy in India ink, or (c) the 2-pt perspective drawing of Patterson dorm in pencil. The “choice” project is due Monday, 11/15. The deadline for project re-dos is also 11/15.

11/10 – Students continued work on their atmospheric perspective drawings in India ink for 1 hour. Next, students were given a large sheet of grey Canson paper and worked in black and white conte crayons. In the corner of the grey page, students did a 5 step gradation scale where the grey paper and nothing else shows as the middle step of the 5 steps. No blending of white and black conte was allowed. Next, students took a 2” wide strip of white paper and manipulated it with curls and bends into a “sculpture” of their choice and drew it in conte. Again, the grey of the paper should be the mid-tone, and not a mixture of black and white. The drawing is to appear beside the gradation scale. For homework, students are to finish the “choice” project (see 11/8) and finish re-do projects (optional). Both will be collected for grading at the next class.

### Week 14

11/15 – We had a short critique of the “Choice” project and the project Redo's and I collected them for grading. I announced that I would be collecting the portfolios for grading on Monday, Nov. 22 and I handed out a list of all assignments that should be contained within (see <http://dedeharter.com/Portfolio%20List.pdf>). The portfolio cases must be in good repair with a working handle. Next, we started a new unit of study concerning portraiture and I lectured about proportions of the head and facial features, see [http://artyfactory.com/portraits/drawing\\_techniques/proportions\\_of\\_a\\_head\\_1.htm](http://artyfactory.com/portraits/drawing_techniques/proportions_of_a_head_1.htm). Next, students drew a pencil sketch within their sketchbooks of an eye from the internet (see [http://artyfactory.com/portraits/drawing\\_techniques/drawing\\_the\\_eye.htm](http://artyfactory.com/portraits/drawing_techniques/drawing_the_eye.htm)) and from life (using a classmate), both on the same page. Next, students began drawing an ear from the Internet (see [http://artyfactory.com/portraits/drawing\\_techniques/drawing\\_the\\_ear.htm](http://artyfactory.com/portraits/drawing_techniques/drawing_the_ear.htm)). Next, we discussed moving the final exam to Wed., Dec. 8, from 2:45-4:45. For homework, students are to complete the drawing of the ear from the internet and read information about portraiture by following the links listed on our class website labeled source A and source B (see: <http://dedeharter.com/links%20for%20Drawing.htm>).

11/17 – I gave a short slide lecture about the artwork of Kathe Kollwitz. Students are to know her name and a little about her work. Students worked in pairs and did a pencil drawing of their partner's ear (from life) in the sketchbooks on the same page as the previous ear exercise. Still working in pairs and in the sketchbooks, students did a pencil drawing of their partner's head, neck, and a hint of shoulder in profile, for 40 minutes. Students drew a set of lips from the website [http://artyfactory.com/portraits/drawing\\_techniques/drawing\\_the\\_mouth.htm](http://artyfactory.com/portraits/drawing_techniques/drawing_the_mouth.htm). For homework, students are to draw a set of lips from life on the same page as the other lips and to draw two noses on another page, one from the artyfactory website and one from life. The portfolios will be collected on Monday, 11/22 (see checklist from 11/15). Part of the portfolio grade is based on having proper labels on the pages and on having a sturdy case with a functioning handle.

### Week 15

- 11/22 – Students turned into their portfolios for grading. I discussed drawing portrait profiles with tipped heads. Students drew a portrait of a fellow student in profile, with the head looking down, in pencil, for 1.25 hours. I distributed a handout for a sketchbook checklist part II (see <http://dedeharter.com/Sketchbook%20List.pdf>) and a handout for the next project, a Gustav Courbet master copy (see <http://dedeharter.com/Final%20Project%20-%20Vemeer.pdf>). Important dates were announced: Wed., 12/1 – sketchbooks collected, Mon., 12/6 – final projects collected, and Wed., 12/8 – 2:45-4:45 final exam. The homework is to do a self-portrait with the same positioning as the initial self-portrait in the semester, done in pencil, for a min. of 2-hours. Also, students are to print out an enlarged copy of the Courbet portrait on page 5 of their textbooks and attach it to a scrap of cardboard for use in the next class (see Master Copy handout).
- 11/24 – Thanksgiving holiday, class cancelled.

### Week 16

- 11/29 – We looked at everyone's self-portrait homework and compared it to the first attempt early in the semester. I returned the graded portfolios. Students were paired into groups of 2 and drew a portrait of each other in  $\frac{3}{4}$  view lasting for 45 minutes, in pencil in the sketchbook. Students began the Courbet Master Copy project, see 11/22. Sketchbooks will be collected for grading at the next class, see 11/22.
- 12/1 – I collected the sketchbooks for grading. Students continued working on the Courbet Master Copy. For homework, students should complete the Courbet Master Copy and complete the On-line SOI (log onto BANNER to get started: <http://www.valdosta.edu/it/eas/sis/>).