

Drawing I – Spring 2010 Calendar

instructor: DeDe Harter | <http://dedeharter.com/classes.htm> | ddharter@valdosta.edu | office: (229)333-5835 | office hrs: Wed. 1:00-2:00 in room FA 115 by appt.

Week 1

8/16 -- I handed out the syllabus - <http://dedeharter.com/Syllabus%20for%202010%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>.