

# Drawing 1 Foundations

ART 112.6 St. Peter's College/ University of Saskatchewan  
2023/24

Instructor: Grant McConnell

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**COURSE CODE:** ARTH 112.

**COURSE CREDITS:** 6

**CLASS LOCATION:** Drawing Studio

**DELIVERY:** **In-person** Lecture-enhanced PowerPoints, demonstration videos, critiques and distance, in-class and home-based studio experience format.

**TERM:** Fall/Winter 2023-24

**START DATE:** Tuesday, September 12, '23

**CLASS TIME:** Tuesday 4:30 – 7:200

**Office Hours:** Tuesday 4:00.

## Land Acknowledgement

As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

*From the University Calendar*

Introduction to the formal and creative language of drawing. The course emphasizes the development of drawing skills and identification of concepts and methods as they relate to visual perception and expression.

Drawing is the primary media in the making of art, and an essential part of an artist's education in coming to understand form and content. This class will provide an introduction to the fundamentals of drawing and related practices. The development of accomplished form will be emphasized while pursuing a greater understanding of content in the making of art.

In our in-person studio environment, (i.e. one in which free exchange of ideas and opinions are encouraged), the instructor and class participant will participate in dialogue and critique regarding all aspects of drawing, (and art in general). Informal technical and art historical discussions, (with visuals), and orientation sessions will make up the core of our time in this class. Instructor and student-generated drawing environments will be discussed and organized on an ongoing basis.

As we meet weekly, it is important that everyone attend regularly in order to build a strong working relationship in the class. Between-class studio time will also be required, in order to clarify and strengthen our studies. The university recommends that for every hour of in-class contact, two or more hours be set aside for between-class study/activity. Class assignments should be carried out in a timely manner, as assigned. Due dates for submission are indicated below.

NOTE: This is your class, as taught by this instructor. I place a great deal of emphasis on your taking responsibility for communicating with me if you feel more extended discussion is required regarding class content and your accomplishments. In an atmosphere of mutual respect and encouragement I hope that we will enjoy a successful class.

Materials: Materials list is provided on Canvas/paws. We will further discuss the list of materials in the first class. No materials are required for the first class.

## EVALUATION:

Module 1 – 15%	Due Class 5	
Module 2 – 15%	Due Class 10	
Module 3 – 15%	Due Class 14	
Module 4 – 15%	Due Class 18	
Module 5 - 15%	Due Class 22	
Module 6 – 20%	Due following last class.	
Class participation, including discussion and critiques.		5%
		<hr/>
		100%

## UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM

### REFER TO:

<https://students.usask.ca/academics/grading/grading-system.php>

## LEARNING OUTCOMES

Learning outcomes are what students are expected to know by the end of the course. In ART 112.6, this will be determined through thoughtful consideration of course content. These include:

\*Basic concepts, language and techniques important for the making of drawing.

\*An understanding of and facility with multiple materials, dry and aqueous.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/about/policies/learning-charter.php>

General Course Policies:

## Submitting Assignments

Portfolios are to be submitted in the class following the completion of each module.

## Late Assignments

To be discussed in our first class.

## Criteria That Must Be Met to Pass

The great majority of assigned work from each module must be completed and graded.

## Attendance Expectations and Participation

A portion of the mark in this class is dedicated to class participation, so regular attendance is expected. If you have to miss more than two classes, discuss this with the instructor, (for health or other reasons).

## **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>). Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion.

## **Prepare for Integrity**

Students are expected to act with academic integrity.

- Students are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and

member of the USask community (tutorial link: <https://libguides.usask.ca/AcademicIntegrityTutorial>).

- Students can access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

## Responses to Misconduct

Students are expected to be familiar with the academic misconduct regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About>).

- Definitions appear in Section II of the academic misconduct regulations.
- The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
- Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
- Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts. Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](#).

\*Evaluations with Access and Equity Services (AES) Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca). Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES. Student Supports Student Learning Services Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>. Student and Enrolment Services Division The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

\*Financial Support Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

\*Aboriginal Students Centre The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

#### International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit [students.usask.ca](https://students.usask.ca) for more information.

## OTHER STUDENT SUPPORTS

Information on supports available from the U of S Students website (<https://students.usask.ca>) Student Learning Services (SLS) (<http://library.usask.ca/studentlearning>), the Aboriginal Students Centre (<https://www.facebook.com/aboriginalstudentscentre/>), and any supports available through your college or department.

### Copyright

Course materials are provided to you based on your registration in a class, and **anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act** (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

## Class Outline

**\*NOTE: Classes will have a pdf of lecture posted to our Canvas class page in FILES.**

### Module 1 Class 1 - 4

*Drawing and Mark-making: Expression and Representation*

As an introduction to the class, we will work with a variety of mark-making materials as they have been used throughout history. This will involve a range of exercises emphasizing expression, and representation, (realism). Numerous instructor demonstrations of how to work with drawing materials will animate our activities. The Drawing Journal, (an ongoing and continuous collection of small-scale drawings and 'ideas'), will also be discussed and assigned.

### Class 1

We will meet in person to discuss general aspects of how the class will work. Discussion and instructions for setting up with drawing materials and how to use them and sourcing and ordering of materials (if you haven't been able to already). A drawing exercise will also be involved.

### Class 2

\*Mark-making *generator*.

\*Expressive Drawing. (Drawing what we feel).

### Class 3

\*Representational Drawing. (Drawing what we see).

### Class 4

\*Bringing together expression and representation in drawing.

## Module 2    Class 5 - 8

### *Knowing the Elements of Art*

Image-based presentation and discussion of the *elements of art*, and how they are understood in the context of drawing. Varied class exercises

carried out in a variety of drawing materials, both dry, (charcoal, conte etc.), and aqueous, (ink, gouache etc.).

#### Class 5

\*Studio Still-Life emphasizing Line & Shape, based on at-home still-life arrangements, (as guided by the instructor).

#### Class 6

\* Part 2 - Studio Still-Life emphasizing Line, Shape and Value, based on at-home still-life arrangements, (as guided by the instructor).

#### Class 7

\*Drawing from a model, (as determined and discussed with the instructor), with emphasis on monochromatic Colour and Texture.

#### Class 8

\*Out-of-studio drawing assignment emphasizing Value, monochromatic Colour, and Texture.

### Module 3    Class 9 - 12

#### *Knowing the Principles of Design*

Image-based presentation and discussion drawing extensively from the history of art in order to understand the *principles of design*. These principles help us to see how drawings are made and how elementary



composition is determined. Select in-class assignments, including collage, and related media.

## Class 9 through 11

\*Collage constructions, (analytical and synthetic), emphasizing the following:

- \*Balance
- \*Proportion
- \*Unity and Variety
- \*Repetition and Rhythm
- \*Emphasis and Subordination
- \*Directional Force
- \**Other*

## Class 12

\*Class in 'pastiche', (working *in the manner* of other artists), to better understand how works of art are thought, and constructed.

## Module 4    Class 13 - 16

### *Composition and Drawing Journal*

An intensive examination of ***composition*** in drawing. What makes a good drawing? How do we *read* a good drawing, or work of art? We will discuss how best to *shape* the work of art and follow through with studio assignments which demonstrate this understanding. Consideration will be given to the Golden Section, and other compositional approaches that have been used throughout art history. We will also discuss and work from ideas generated in the Drawing Journal.

## Class 13

\*Introduction to Composition, Form and Content.

## Class 14

\*Composition, Rule of Thirds.

## Class 15

\*Composition, other composition criteria.

## Class 16

\*Composition Generator, Drawing Journal.

## Module 5 Class 17 – 20

### *Figurative and Perspectival Drawing*

\*The figure-ground relationship.

\*Body Proportions, Facial Proportions.

\*Organizing the picture plane.

#### *Architectural drawing, involving:*

\*Perspective Systems, including linear perspective.

\*The meaning and use of orthogonal lines.

\*'Other' Perspectival Systems.

## Class 17

\*Body Proportions, (Measured in 'heads').

\*Facial Proportions.

## Class 18 & 19

- \*One-point Perspective, Two-point perspective.

- \*Other Perspective Systems in Drawing.

## Class 20

- \*Foreshortening.

## Module 6 Class 21 – Class 24.

### *Special Project: Form & Content Development in Drawing*

This module is dedicated to **you developing a unified body of work**. Through consideration of 'what makes compelling subject matter?', preliminary concept drawing, scaled drawing, and completed sustained works, we'll go through the steps of what artists do in putting together a portfolio for presentation.

*This will include:*

- \*Drawing Journal generated subject matter.

- \*Preliminary drawings, and 'idea generator' work.

- \*A written description of what the subject matter and approach will be with your project.

- \*Scaling up preliminary drawing to identify essentials to be included in the sustained, final works.

- \*A series of sustained final works, as identified and discussed with the instructor.

This module will conclude with submission of the finished portfolio on TBA .