



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

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| Course Number ART 104 | Course Title Life Drawing | Credits 3 |
| Hours: Lecture/Lab/Other 1 Lecture/4 Studio | Co- or Pre-requisite ART 102 | Implementation Semester & Year Fall 2022 |

Catalog description:

Experience in drawing the human figure and developing an understanding of form, volume, structure, and anatomy. Exercises include gesture drawing and sustained poses. Various media are used.

General Education Category:
Not GenEd

Course coordinator: Kyle Stevenson, stevensk@mccc.edu

Required texts & Other materials:

- Nathan Goldstein. *Figure Drawing: The Structure, Anatomy & Expressive Design of Human Form*, 7th Edition

Course Student Learning Outcomes (SLO) :

Upon successful completion of this course the student will be able to:

1. Develop perception of a 3-dimensional human form in space and then translate those perceptual cues into line and tone. [Supports ILG #6,11 ; PLO #2]
2. Execute short and sustained drawings of a model throughout the semester. [Supports ILG # 6,11 ; PLO #2]
3. Implement line, mass, contour, and value in drawings. [Supports ILG # 6,11 ; PLO #2,]
4. Acquire skills to represent the human figure in accurate proportion. [Supports ILG # 6,11 ; PLO #2]
5. Explore human anatomy and proportion through various media and techniques. [Supports ILG # 6,11 ; PLO #2,3]
6. Investigate the representation of the figure throughout Art History. [Supports ILG # 6,7,11 ; PLO #1,2]
7. Develop foundational skills and techniques for drawing the figure. [Supports ILG # 6,11 ; PLO #2]
8. Critique and analyze drawings using appropriate artistic vocabulary and criteria. [Supports ILG # 1,6,7,11 ; PLO #1,2,3,4]
9. Evaluate and discuss visual conceptual ideas. [Supports ILG # 1,6,7,11 ; PLO #1,2,3]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Visual Arts (PLO)

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;
4. Create a portfolio for education transfer, employment, or artistic venues.

Units of study in detail – Unit Student Learning Outcomes:

Unit I Introduction to the Figure; Gesture Drawing [Supports Course SLO #2,5,6,7,8,9]

Learning Objectives

The student will be able to:

- Identify and execute various approaches to gesture drawing.
- Visually analyze the figure and its components.
- Describe and discuss ways of seeing as they relate to figure drawing.

Unit II Proportion and Measuring Techniques [Supports Course SLOs #1,2,4,5,6,7]

Learning Objectives

The student will be able to:

- Comprehend and apply general principles of proportion in figure anatomy.
- List, select and implement various techniques for measuring proportion.
- Apply principles of gesture to proportionate figure drawings.
- Isolate and address potential problems in sighting the figure.

Unit III Simplification and Mark Making [Supports Course SLOs #1,2,3,4,5,6,7]

Learning Objectives

The student will be able to...

- Analyze the figure into component shapes and planes.
- Apply various simplification and reduction techniques.
- Assess and implement effective media and mark making approaches.
- List, assess, and imitate various classical and contemporary masters.

Unit IV Creating Volume with Line and Value [Supports Course SLOs #1,2,3,5,6,7]

Learning Objectives

The student will be able to...

- Implement various media and techniques used for creating volume.
- Examine the concepts of mass and volume as they relate to light and tone.
- Integrate concepts of shape and plane with mass, volume and value.
- List, assess and imitate various classical and contemporary masters in approaches to volume and tonal value.

- Evaluate and justify approaches in shifting emphasis and focus.

Unit V Simplification and Mark Making [Supports Course SLOs #2,4,5,6,7]

Learning Objectives

The student will be able to...

- Identify major muscle groups and bone structures.
- Illustrate ideal proportions and apply figure drawings.
- Apply anatomical structure in accordance with basic proportions to drawing.

Unit VI Creating Movement and Describing Environment [Supports Course SLOs #1,2,3,5,6,7]

Learning Objectives

The student will be able to...

- Use line and design elements to imply motion and drama.
- Develop spatial relationships between figure and environment.
- Assess and apply perspective to figure and environment.
- List and summarize basic historical developments in approaches to figure drawing.

Unit VII Mixed and Nontraditional Media [Supports Course SLOs #2,5]

Learning Objectives

The student will be able to...

- Combine media to make new approaches to drawing.
- Evaluate and exploit the unique characteristics of various experimental media.
- Discover new approaches to drawing using existing media.

Evaluation of student learning:

The student's successful achievement of the course objectives will be evaluated through the use of the following tools:

- Mid-term and final portfolios of student drawings done in class over the course of the semester. A strong portfolio will have a specified number of drawings done in a variety of techniques that have been covered throughout the semester. Each drawing will demonstrate mastery of its particular medium and mastery of figure drawing in general. In a strong portfolio, it will be evident that the student took meticulous care in following directions and building a clean, professional presentation.
- Active participation in class critiques and discussions. A successful participant contributes constructively to discussions and is willing to listen to and consider new or unfamiliar ideas. Attendance requirements are a major part of class participation. More than two absences over the course of the semester will negatively affect the student's grade.
- Successful completion of outside of class projects. Specific projects are designed to be extended examinations of issues addressed in class.

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| Portfolios | 50% |
| Outside projects | 40% |
| Class participation | 10% |