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### ART 123A.01: Drawing Fundamentals

Hak Kyun Kim

*University of Montana, Missoula*, [hakkyun.kim@umontana.edu](mailto:hakkyun.kim@umontana.edu)

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# 71516 ART 123 – Drawing Fundamentals

University of Montana Fall 2007

**Instructor:** Hak Kyun Kim

**Room:** Fine art 401 **Class time:** TR 2:10-4:00pm

**E-Mail:** hakkyun.kim@umontana.edu / whitecera@hotmail.com

**Phone:** 406) 243-6476

**Office Hours:** 1:00-2:00(T&R) or by appointment / Art Annex 123

**Studio hours / 7:00-11:00 (M-S)**

**Save This Syllabus!!! For Now:** It tells you what is expected of you this semester and gives you an overview of what we will be covering in class. **For Later:** If you transfer to another school, or go on to graduate school in the future, you can use this syllabus to ensure proper credit for course content.

## Course Description:

This course is an introduction to principles and techniques in drawing. Students will gain a working knowledge of line, shape, perspective, proportion, volume, and composition.

- Drawing Fundamentals meets every week of the semester and carries 3 credit hours. Class is scheduled to meet Tuesday & Thursday at 2:10- 4:00 pm at the Fine Art 401.
- *Prerequisite:* interest in drawing,
- *Textbook – (required)* Launching the Imagination (2nd edition) by Mary Stewart

**Course Objectives:** This course is intended to build individual intellectual and physical skills in relationship to the study of visual language (visual “art” elements and principles) and perception as applied to drawing in Black and White medias using representational, abstract and non-objective approaches. (The nude figure model will not be utilized in this course). Drawing is a never-ending learning experience, one that constantly changes in response to environment and subject matter. In this class, the students will study basic drawing and composition skills and explore the creative process through observational drawing. Students are expected to spend an average of five or more hours a week outside of class time on all course work. Work is expected to be done in the studio and outside of class. In this course, you will:

- Learn basic drawing techniques and visual language
- Learn basic composition and design skills
- Learn critique skills for examining your artwork and the artwork of others
- Explore the creative process through a variety of expressive projects
- Develop an understanding of an individual approach to drawing
- Develop an aesthetic confidence.
- prepare for advanced art courses such as figure drawing & advanced painting

**Methods of instruction:** (1) Lectures (2) Audio visual; slides and photographs (3) Demonstrations (4) study of master drawings (5) Individual instruction and guidance (6) Class participation through discussions, critiques, and exhibition of student works.

**Grade % Distribution:** (The student’s final grade will be determined as follows)

Attendance/ Participation - **20%**

Project & Assignments - **50%**

Final Series Project - **15%**

Thumbnail Sketchbook - **10 %**

Oral presentation - **5%**

**Attendance policy:** you are allowed 2 unexcused absences. Any further absences will result in a 10% drop in your attendance and participation grade. Ex) 1 or 2 times absence –20points, 3Times–17Pts, 4T-16P, 5T- 15P, and 6T-14P, over 7 time absences you will fail this course. No absence will get 2 extra credits.

Leaving early or showing up late will count for 1/2 an absence. You will be expected to remain in class for the required amount of time.

- The following grading scale will be used on each studio project = Conversion Scale:

1. Unusual/superior = A
2. High/considerable = B
3. Average/adequate = C
4. Minimal/acceptable = D
5. Inadequate performance = F

**Project evaluation:** I will use the following criteria to determine the quality of each student project.

- Concept: originality, creativity and effectiveness of the solution. (40%)
- Aesthetics: visual impact and beauty. (30%)
- Presentation: craftsmanship, the effective use of materials, effort (30%)

### **Required reading assignments for this semester**

- 1) Thursday (8/30) Chapter 1 (p.18-p.49) & Reading handout 1 - Thumbnail Sketches
- 2) Thursday (9/06) Reading handout 2 - more accurate judgments
- 3) Tuesday (10/09) Chapter 2 (p.52-p.75)
- 4) Thursday (10/18) Reading handout 3- art movement and artist, 4- Developing Idea for Arts
- 5) Tuesday (10/30) Chapter 3 (p.52-p.75)
- 6) Tuesday (11/20) Concepts and critical thinking - Chapter 4,5,6,7 (p.116-p.174)

**1) Studio hours** / studio will be opened all the time except other classes' hours 7:00am-11:00pm (M-S)

**2) Lockers** / Two or three to a locker. Label your locker with your name, semester and instructor name, and bring your own lock.

**3) Health and safety note** / Many of the materials used in the making process are toxic or harmful. No food or open beverage containers are allowed in the studio when art making in progress. **Clean up is extremely important. You will need 10minutes to clean up at the end of every class.**

**4) End of semester cleans up** / All work must be taken home at the end of semester. We will have a studio **“throw-out”** at the end of semester (Time and date will be posted towards the end of semester) **lockers must be cleaned out by this date.**

### **5) Academic Misconduct and the Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at

**[www.umt.edu/SA/VP/SA/Index.cfm/page/1321](http://www.umt.edu/SA/VP/SA/Index.cfm/page/1321)**

### **6) Course Fees:**

Your course fees are used to purchase materials and supplies for YOUR use in this course. Course fees do not cover personal tools required for this course.

### **7) Materials:**

Some materials will be provided by the studio & Students will need to purchase supplies as needed during the semester. Drawing kits will be provided during third week at the UC book Store (2<sup>nd</sup> floor). When you pick up drawing kits, you must bring a copy of your schedule and/or ID in to the book store.

### **Materials provided in the studio:**

- Drawing kits (provided 3<sup>rd</sup> week of class)
  - I. Paper and Drawing Board**
  - ART-2250-23 Clip Board 25” x 22”

BEE-827T100-1824 Big Bee Sketch Paper 18x24 100 sheet pad, white acid free.

**II. Drawing Materials** (packaged in a kit)

WBC-105C 3 Pack Char-Kole

SAN-70532 Kneaded Eraser

GEN-57C Vine Charcoal Tube

GEN-558 White Charcoal Pencil

Pro-3049 Draw Kit (All-in-one, graphite, charcoal, white eraser, sm. Blending stick)

SAN-64801 Black Tuff- Stuff Click Eraser

PRO-6987-24 #4 Blending Stump

**Materials provided by the student:** • thumbnail Sketch Book • Adhesives (glue stick) • Utility knife with extra blades  
• Masking tape • Appropriate Studio Clothes (apron) • **special project materials as needed**

**8) Homework:**

N.A.S.A.D. guidelines, supported by the Department of Art's policy, require a minimum of 5 hours of independent studio work outside of scheduled class times for each four hours of class. There are only 29 class days this semester and many are dedicated to critiques or demonstrations. Attendance, as well as work outside of class, is directly proportional, and critical to your success in developing your new skills. Assignment due dates are listed in the course outline below. Projects are due at the beginning of class. Plan accordingly

**9) Due date and late work policy**

All assignments are due at the beginning of class on the date stipulated for the assignment. The work of any student who is either late for class on the due date or, whose work is incomplete at the beginning of that class period shall be automatically deemed late. No late work will be accepted for grading purposes. However, it is strongly urged that students turn in their late assignments for the purpose of critiquing so that the student can receive feedback on their progress in the class. Exceptions to the above rule may be granted to individual students due to extenuating circumstances. Extenuating circumstances may include documented cases of severe illness or the loss of an immediate family member. In all cases it will be expected that the student will take the responsibility for notifying their instructor & discussing the reason for their tardiness where at all possible prior to the due date.

**10) Student Responsibilities:**

1. Come to class prepared with art materials, ready to work by 10 past the hour.
2. Work in class.
3. Participate in critiques.
4. Complete assignments on time.
5. Attend announced events outside of class time.

Check this web site / The University of Montana Art Department's News blog, undated weekly.

< <http://umartdepartment.wordpress.com/> >

There are three formal exhibition spaces on campus as follows:

1. The Gallery of Visual Arts, in the Social Science building,
2. The U.C. Gallery in the student center
3. The Montana Museum of Art and Culture in the PARTV building

in addition to numerous public art works on campus, The Missoula Art Museum and many commercial galleries in town.

**“Enjoy what you are drawing” “Remember: *Drawing is a verb*”**

## **Projects**

### **Thumbnail Sketchbook: 10 points**

Sketching is the first part of your design process, and it's the simplest way to communicate an idea and to convey your concept to other people and yourself. Before starting your each project or when you have an abrupt idea, sketch them immediately. Bring your Thumbnail sketchbook to class every day for notes. Notes could include thoughts, sketches, something we're practicing in class, cut outs of things that inspire you, anything creative. This is your book, your journal – fill it with things that interest you. Sketchbook's size is totally up to you. I may ask during class to see your progress. Turn in your thumbnail sketchbook on **Tuesday, Oct. 2nd and Thursday, Nov. 4th.**

### **Oral Presentation: 5 points**

Each student will research a specific artist and give a short (5-10 minute) oral report to the class. Presentations will begin on **Tuesday, Sep.11th.** I will provide an image of (2-D) art works and artist name for you from which may choose, or with my approval, you may choose an alternate. Presentations must include examples of the artist's work, a short discussion of context (put it in historical or cultural perspective) and content, as well as the influence the artist may have had on his own era and ours. Make a summary (minimum two pages) and then make twenty five copies for other classmates. At the end of the semester, you will get a journal with twenty five artist's art works and their information & biography. Here is one more tip about making summary. You may use their quotations. It gives more information about the artist's expression.

### **Project # 1 Identify what you “touch”, “see” and “envision”: 5 points**

This is a quick exercise designed to express what you touch, see, envision. This project will let you know your touchable memory, improve your ability to observe and convey your idea or image in your mind to the viewer. This project will be completed in two class period. Due for critique on **Tuesday, Sep.6th**

- Blind contour drawing of hand
  - A place that has significant sentimental value to you including buildings
  - An interior space of a building or a house such as living room, lobby or your room
  - A valuable article or object that was part of unforgettable experience such chair, pet, bicycle, etc
- 
- Materials provided in the studio: papers, objects you will draw.
  - Materials provided by the student: pencils (2B, 4B, HB), erasers, utility knife with extra blades

### **Project #2 Linear and atmospheric perspectives: 10 points**

Linear and atmospheric perspectives are an essential method to help enhance your drawing technique. This project leads you the better way of observation including one, two and three point perspectives and various measuring tools such as view finder and grid. If you practice both perspectives, you will have better visual communication for the viewer. End of this project, student will go short field trip to practice perspectives at the UC. Due for critique on **Thursday Sep.20th**

- Create a form or shape using five cubes of same size.  
Every cube in your drawing must be the same size.
- Create a form or shape using five rectangles of same size.

- Create a form or shape using about five different letter of the Korean alphabet.
- Draw the inside of the studio using a viewfinder  
(Use the viewfinder to select a part of room that you find most interesting)
- Drawing must include at least six buildings at eye level (Use 1 point perspective)
- Drawing must include at least five buildings at eye level (Use 2 point perspective)
- Drawing must include at least seven buildings viewed at sky level looking down (Use 3 point perspective)
- Drawing must include at least five buildings viewed at ground level looking up (Use 3 point perspective)

#### Tips for all drawings

- 1) The drawing should fill the whole page, when possible.
  - 2) Include some details such as windows, signboards, billboards and entrances to buildings.
  - 3) Use shading and texturing to make the subjects appear more realistic  
(*Linear and atmospheric perspectives describe how objects appear in relation to their distance from the observer Atmospheric perspective is created by varying the tone, color, sharpness, and or level of detail of objects in the background*)
- Materials provided in the studio: Viewfinder and & grid
  - Materials provided by the student: drawing kits, utility knife with extra blades

#### **Project#3 Still Life: 5 points**

This still life drawing project allows the student to be in complete control of the subject and the light. You learn drawing and shading techniques through the study of still life compositions. Students practice different drawing and shading techniques based on Chapter one of required text. Once skills improve, students work in clusters to draw still life compositions placed around the classroom. Students are encouraged to help each other for peer-tutoring purposes, and to build teamwork spirit. Due for critique on **Thursday, Oct.4th**

- Materials provided in the studio: Shoeboxes or other small, easy-to-store boxes and Still life objects
- Materials provided by the student: Drawing kits, three objects to set up still life (cup, fruit, vase, etc)

#### **Project#4 Abstract & representational Art: 10 points**

This project is designed to understand what are the similarities and differences among abstract, representative, realistic drawing. Through this project, the student will practice 6 steps of successive expressions using landscape and animal photos to show the transformation from realism to abstraction. Due for critique on **Thursday, Oct.18th**

- Materials provided in the studio: fresh coffee and old pop songs to cheer your ears
- Materials provided by the student: drawing kits, animal & landscape photos,

#### **Project #5 Mixed-media self portrait-head with collage & drawing: 10 points**

This project is creating a Mixed-Media Self Portrait head with Collage and Drawing from picture or mirror. It allows you to learn the way of expression through five different drawing techniques.

- Drawing with black & white drawing tools in a realistic manner
- Drawing with black & white drawing tools as a caricature
- Drawing with color drawing tools as a caricature.
- Create collages with black & white copies or color magazines
- Express your imaginary self-portrait with any drawing media

Choose the same sized format your drawings. Each student may choose the size they prefer. This project requires your wit, fine sense of humor and deep imagination. Due for critique on **Tuesday, Nov.1st**

- Materials provided in the studio: drawing kits
- Materials provided by the student: glue, black & white copies or color magazines, Water color, color pencil or pastel, etc

#### **Project#6 Pop Drawing: 5 points**

At the end of semester, you will exemplify your artistic growth and aesthetic confidence in single class period. Due for critique on **Tuesday, Nov. 6th.**

- Materials provided in the studio: papers.
- Materials provided by the student: drawing kits, erasers & utility knife

#### **Project#7-1 Preparation for final project (any drawing tools & papers): 5 points**

The Student will present five ideas with presentable sketches and explanation of their choice to the class on **Thursday, Nov. 8th and Tuesday, Nov.13th.** The following class discussion, the group will select the best proposal. The student will have 4weeks to finish the project. Use class for 2 weeks – finish out of class. Due for final critique on **Tuesday, Dec.11th**

- Materials provided in the studio: big board which will be attach your sketches
- Materials provided by the student: fresh five ideas with sketches and specious explanations / critical thought

#### **Project#8 Group project: Making Human Figure: 5 points**

This will be a 2 person group project creating 3D paper sculpture. Your group must bring in 20 small expendable paper boxes or objects are in various shapes and weights also papers for wrapping. You will build a human form and warp it with oriental or western white paper to create the desired effect. Then you will draw images on it with any black and white drawing tools including Chinese ink. Before stating this project, you can discus project with your partner. This project will be completed in two class period. Due for critique on **Thursday, Nov. 27th**

- Materials provide by studio: glue gun.
- Materials provide by student: 20 small expendable paper boxes or objects are in various shapes and weights, papers for wrapping, fasteners (masking tape, glue, etc), Drawing tools

#### **Project# 7-2 Final project (any drawing tools & papers): 10 points**

This project will be displayed some place on campus after final critique. Due for critique on **Tuesday, Dec.11th**

## **Critique Guidelines:**

### **Describe your work.** Be detailed

(Content, motivation, influence, title, function, drawing process, decoration....etc)

- Describe what you wish to communicate with your work.
- Describe what you feel is successful or unsuccessful about your work.
- Describe any problems you encountered.

### **After describing your work, we will discuss the ideas in your work through question and answer.**

- What is theme or subject of the work?
- What reaction was this piece intending to evoke?
- What formal elements and materials did you chose to emphasize in your work?
- What mood or feeling did you wish to convey to the audience?
- What was your motivation for creating this work?

### **And then pick up one other student's work and tell us your opinion about the work**

(Required one Strength, one weakness and one suggestion)

- Why did you pick up this work?
- What is your immediate reaction to the work? Tell us any words or feelings that come to your mind
- What grabs your attention in the work?
- How are the elements of art (color, shape, line, texture, space, form, value) and the principles of design (balance, contrast, emphasis, movement/rhythm, unity, variety) used in this work?
- What "qualities" do you see in this work?
- Why do you think the artist created this work?
- What mood or feeling do you get when you look at this work?
- How are the details?