

# Intermediate **DRAWING** Introduction **to WATERCOLOR**

Ryman Arts Spring 2010  
Saturday, 1pm-4:30pm  
USC Campus

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## **Course Outcome**

1. To develop a visual language and knowledge of art terms with the capability to conceptualize and draw using Watercolor and Pastel.
2. We will develop a small sketch Book that details the ideas and sketches of the student work leading up to a portfolio projects. We will also create and analyze composition and develop techniques and drawing skills in a given work of art.

## **Course Work:**

Each lesson for this course has:

- An introduction
- A lecture section
- Demos to students according to mediums
- Art postings, or brief classroom presentations.

## **Upon completion and learning outcomes**

- Employ a clear understanding of mediums and there application in relationship to art
- Understanding and illustrating the formal an non formal techniques in drawing
- Participating and actively applying art terms in an art-focused discussion

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## **CLASS PARTICIPATION**

This is a studio class. It requires involvement, dedication, and enthusiastic participation in all activities. Brains turned on with **IMAGINATION** and **CREATIVITY!** Activities may include in studio drawing projects, group activities, critiques, homework, and field trips.

## **PERSONAL CONDUCT AND RESPONSIBILITIES**

- Arrive on time. Heavy traffic is part of our lives. Plan for delays.
- **Turn off all beepers, cell phones, and watch alarms that make noise before coming into class; ASK FOR HELP.** I will be happy to provide individual help to you before or after class.

- Clean up will be the last 10-15 minutes of class. Please put materials you have borrowed back where you found them. Wipe off desks with a soapy paper towel. Clean floor of debris. Do NOT leave trash, charcoal residue, erasure stubble, pencil shavings, paper scraps etc. Respect the facility and department supplies.
- Plan to conduct yourself in a professional manner in a professional environment; it's just like a job. Please be sensitive to what might offend or distract others (like sending text messages, grooming yourself, or use of potentially offensive language).

## **PREPARATION**

**Planning Time:** Learn to plan your time to best suit your body clock, work and family schedule. The standard formula for college coursework is that every one hour of class time will result in 4 to 6 hours of homework, , studying) When planning your schedule think about the times of day that are best for you to read, write or study.

**Responsibilities:** The syllabus and assignment sheets are the primary sources of instructions for this course. Read them carefully and refer to them regularly. Write down any instructions given orally and, if necessary, ask questions before due dates.

## **ASSIGNMENTS:**

Assignments will be given out on separate pages with DUE dates called a Project Page. Each student must Turn in his/her assignments when due ON THE due DATE.

## **Assignment Breakdown:**

- 6 individual in-class exercises
- 6 homework assignments
- 1 final group project
- 1 vocabulary and comprehension sheet
- 1 written 1-page critique
- 1 maintained small sketch and process Book/Portfolio

## **GRADING assessments**

**I will look at technical aspects, as well as content and creativity, when assessing projects.**

**Students will be required to keep a Process Book of Drawing EXAMPLES.** The book will have divider pages for areas covered on topics in drawing. A cover labeling design, it can be a three ring binder with white paper to mount or a sketchbook all at 8 1/2x11  
**Student will be required to have 8 1/2x11 plastic sleeve Portfolio.** The portfolio is to keep all complete Studio Projects in and a 11x17 black or brown paper Fold or Flap Portfolio for in class assignments

These books will become your Manual for design your personal black book.

\*If you have any learning challenges that require specialized assistance, Please feel free to let me know how I can be of service as well.

\*The schedule and agenda are subject to change by discretion.

## MATERIALS LIST

A sense of humor

A great attitude!

- **Check equipment, furniture, easels etc. before using them.**
- **Clean up spills and remove materials that may present a hazard, immediately.**
- **Please clean your working station after each class.**

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### Important Dates:

You are responsible for knowing and adhering to due dates for readings, essays, and other in-class activities. I will announce any changes to the schedule during class time. You are responsible for noting all changes and adhering to them.

|                     | Project   | Demos | Readings | Quiz | Homework |
|---------------------|---|-------|----------|------|----------|
| Lesson 1:<br>Jan 30 | 1. Assignment Week 1: Course Introduction Watercolor still life object (graphite line thumbnails pull best one and then apply color fitting local values and tones). <ul style="list-style-type: none"><li>• Lecture: Opening Review of elements, composition and principles Watercolor and usage also Looking at works of Artist and those that copied there work and what was learned</li><li>• Homework. Seek a found object that colors and patterns build on different forms and texture draw and paint object on watercolor paper integrating an artist that interest you in a square behind object. Think about the work of our Contemporary fine and Entertainment artist</li></ul> |       |          |      |          |
| Lesson 2:<br>Feb 6  | 2. Week 2 Object Project <ul style="list-style-type: none"><li>• Lecture: Quality and Principles John Sargent marks vs. Winslow Homer shape design</li><li>• Assignment: in-class continued process small object render</li><li>• Homework shapes and layered flat surface texture using leaves, labels or fabric glued down on a paper surface and recreated in watercolor on watercolor paper. Both sizes are 10x11</li></ul>   |       |          |      |          |

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| Lesson 3:<br>Feb 13 | <p>3. Week 3:</p> <ul style="list-style-type: none"> <li>• Lecture: Overall Tone / Texture /Crosshatch principles/form base over flat discovering surface texture and transparencies light and shadow mass.</li> <li>• Homework: Still Life Painting Texture crating small shadow box and image in side box. Pushing lighting and how texture reacts in different light sources</li> <li>• Assignment: from photo or life, 3 forms set up in front or on top of a texture surface to show contrasting surface with an imaginary change and hanging object</li> </ul>   |
| Lesson 4:<br>Feb 20 | <p>4. Week 4 Shape/Space/Female Model</p> <ul style="list-style-type: none"> <li>• Lecture: Shape as device-Fabric Figure integration applying light and value . How fabric works over a surface and an anatomical surface. Utilizing methods of week 3 - 1</li> <li>• Assignment: Construction of figure model anatomy part 1 and fabric integration drawing through.</li> <li>• Homework hang fabric from wall or over a surface showing form and folds with one light source or on a figure build a series of 3 layers</li> <li>• 1. Show small study process 2.construction 3. Complete rendering</li> </ul> |
| Lesson 5:<br>Feb 27 | <p>5. Week 5: Space/Female Figure/ same pose</p> <ul style="list-style-type: none"> <li>• Lecture: Space as a device/Figure integration part 2 anatomy</li> <li>• Assignment: continue pose relationships</li> <li>• Homework continue</li> </ul> <p>Vocabulary &amp; slide</p>  |
| Lesson 6:<br>Mar 6  | <p>Week 6: Value and planer construction Object/Head Pastel Female Head</p> <ul style="list-style-type: none"> <li>• Lecture: Transition /Key/Planes/space/3 tone process.</li> <li>• Assignment head studies representation of form through surface anatomy and how it works. Grouping of origin and insertion will be approached using different color mark making with pastel, charcoal, ink</li> <li>• HW. Portrait composition design of features and shapes morphing from construction to show line space movement <math>\frac{3}{4}</math> Head and body or Head</li> </ul>                               |
| Lesson 7:<br>Mar 13 | <p>Week 7: Cinematic light vs. Natural light Pastel Male figure head construction.</p> <ul style="list-style-type: none"> <li>• Assignment: figure study representation of form through</li> </ul>   |

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|                      | <p>surface anatomy and how it works in various stages of natural to imaginary lighting. Grouping of origin and insertion will be approached using different color mark making with pastel</p> <ul style="list-style-type: none"> <li>• HW. Portrait color historical reference integration pushing color mixing and light reflection</li> </ul>  |
| Lesson 8:<br>Mar 20  | <p>Week 8/9: On site USC campus Space design-Value Light and Surface texture Character integration</p> <ul style="list-style-type: none"> <li>• Lecture: In class Perspective object and form base shape,</li> <li>• Girding space and figure ground relationships</li> <li>• Layering space and commutative value properties</li> <li>• Assignment: USC campus Space as line value movement</li> <li>• Hw. Creating figure invention Character or animal design in real space developed from drawing on location, Create 4 5x5 drawings using the principles of special relationships (deep, flat, ambiguous , limited) noting the parts of the process</li> </ul> <p>Slides of Art Color Keys</p>  |
| Lesson 9:<br>Mar 27  | <p>Week 8/9: Natural History Museum /form base shape systems on site drawing environment and surroundings</p> <ul style="list-style-type: none"> <li>• Lecture: short review Shape and Forms, Scale, Proportion, and Girding Space transition of tone/lighting with animal and figure</li> <li>• Assignment: /Value /Scale time of day color keys</li> <li>• HW. Keys of 4 locations 6scenes in a sequence on location panel to panel with imaginary shapes. first panels showing line (thick, thin, implied, and contour) The second panel same location line as value (line handling: crossing over and through the form cross hatch and cross contour). Panels 3 and 4 different locations black and white value with direct light and shadow, displaying change of shadows and light pattern( rendering process: rubbing out, tone paper or line tonal render pick 2 of the 3). The last 2 panels in pastel showing a color key of time change of the same locations.</li> </ul> |
| Apr 3                | Week 10 SPRING BREAK no class  |
| Lesson 11:<br>Apr 10 | Week 11: FIELD TRIP, Museum of Contemporary Art  |

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| Lesson12:<br>Apr 17  | <p>Week 12: Long Pose Figure (Female) object integration with stacked objects and fabric /warm-cool. Mix media using pastel to interpret planer structures and color line to identify shapes. In class Final</p> <p>HW. Shifting image color across figure forms and material over one surface using warm to cool designing areas of monochromatic to complimentary colors and values use mix of media. Bond or watercolor paper 1 inch boarder around.</p> |
| Lesson 11:<br>Apr 24 | <p>Week 13: Long Pose Figure (Female) cont. In class Final</p> <p>Homework and Final Due 1 hour prior to class end for critique.</p>  |