

**This is an ONLINE Zoom class! We will be meeting all together as a class via zoom on Sunday, 1 - 4pm**

### **Course Description**

Intermediate Drawing & Painting builds on the foundation drawing lessons taught in Foundation Drawing. Students work in graphite and watercolor, and further their study of color, anatomy and portraiture. Students should have completed 4-5 exhibition-ready artworks by the end of the semester. The emphasis for this class is on attendance, effort, participation, and willingness to experiment.

### **Learning Goals**

- ❖ To build on fundamental drawing skills through and investigation of specific tools, techniques and concepts.
- ❖ To learn color relationships and their effective use.
- ❖ To learn the fundamentals of using watercolor techniques.
- ❖ To build on figure study through anatomy and portraiture study.
- ❖ To further develop an understanding of the principles of rendering in light and shadow.
- ❖ To use historical references as inspiration and learning opportunities to develop individual ideas and techniques.
- ❖ To develop problem solving skills and creative solutions.
- ❖ To further develop observational skills and employ them in your artwork.
- ❖ To participate in artwork critiques where students analyze, discuss and write about artworks utilizing the course vocabulary list.
- ❖ To build and develop a portfolio that will be turned in at the conclusion of the semester.

### **Critiques**

Critiques are the way in which artists and designers relate ideas about their work to others and in the process, can more clearly analyze their own work. Critique is a group activity where artwork content, ideas, formal qualities and relationships to contemporary art practices are discussed. Feedback from critiques gives you valuable information that will increase your learning potential and improve your artwork. Here are some basic rules: 1) Always be courteous and respectful of others in a critique. 2) Give honest, thoughtful and constructive feedback. 3) Speak to/about the work and not to/at the maker. 4) Try to differentiate between your taste and your critical evaluation of a work. Although the critique process can seem quite strange and uncomfortable at first, it gets easier the more one practices.

### **Homework**

Homework assignments are to be completed within the time allotted. Every week we will critique the homework assignment. Have your artwork image ready to share on zoom BEFORE class. All homework assignments must have your name on them! You will also need to upload your artwork images to a Google Drive folder. Please read the handout on How To Photograph Your Artwork. Upload **JPEG or PDF** files only. Do **NOT** use RAW or HEIC, HEIF, HEVC etc.

### **Attendance**

Student attendance is VERY important! Getting to classes on time with all the required tools will enable you to get the most out of this wonderful program. If you know ahead of time that you must miss a class, please let me know and we'll work together to keep you up to date and on track. **IMPORTANT NOTE: Please make sure you understand the attendance policy at Ryman Arts - when in doubt ask me or the Ryman Arts office.**

**Art Supplies.** Please bring your art supplies from FOUNDATION DRAWING !

**For Intermediate Drawing & Painting you will also receive:**

STRATHMORE 300 SERIES DRAWING PAD 14X17 70LB 25 sheet, 14X17

HOLBEIN ARTISTS' GOUACHE PRIMARY WHITE 15ML, 14 ml.

CANSON WATERCOLOR PAD 12X18 30 Sheets

ART ALTERNATIVES PALETTE 10 WELL

KOHINOOR WATERCOLOR WHEEL STACK PACK 24 COLOR, 24PC

WINSOR & NEWTON SOFT VINE CHARCOAL 12PC, 3 pc.

2000-10 Golden Taklon Round 2000 Series #10

2000-4 Golden Taklon Round 2000 Series #4

2070-3/4 Golden Taklon Wash 2070 Series #3/4

Mesh bag 16" x 21"

\* Remember to wear suitable clothing to class and/or a smock or apron

## **SCHEDULE**

**Please Note!** I will be emailing the handouts and additional information to you every week. Please read/study them PRIOR to the next class meeting. All the handouts are listed on the schedule.

**Jan. 30:** Zoom Orientation - Required for Students

**Read/study before next class:**

VALUE  
Measuring & Sighting  
How To Set Up A Still Life  
How To Photograph Your Artwork  
Identity Still Life Examples  
Two Mindsets

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**Feb. 7:** Class 1

**Topic: DRAWING REVIEW: MEASURING & SIGHTING/CONSTRUCTION - VALUE/RENDERING FORM**

**Discuss Handouts:**

VALUE  
Measuring & Sighting  
How To Set Up A Still Life  
How To Photograph Your Artwork  
Identity Still Life Examples  
Two Mindsets

\* Watch video on Measuring & Sighting

<https://www.youtube.com/watch?v=zj9lxSy7z7Q&list=PL0P2KDwknqz5LT6pFdOI4U6ww1rCsJXd&index=9&t=84s>

\* Watch video on Gesture:

<https://www.youtube.com/watch?v=9nIqA4xCEXE&list=PL0P2KDwknqz5LT6pFdOI4U6ww1rCsJXd&index=6&t=28s>

\* Watch video on Graphite Drawing Process:

[https://www.youtube.com/watch?v=Y-8Ng68\\_QDg&list=PL0P2KDwknqz5LT6pFdOI4U6ww1rCsJXd&index=7](https://www.youtube.com/watch?v=Y-8Ng68_QDg&list=PL0P2KDwknqz5LT6pFdOI4U6ww1rCsJXd&index=7)

\* Graphite: Students will gather a couple items to set up in their space, we will review drawing construction techniques.

Work on setting up good lighting!

**Homework:** Identity Still Life

You will create a still life of objects that represent you, someone you know, a well-known high-profile person, or an imaginary person. The tradition of still life artworks means that you will use objects to communicate ideas, in this case the objects will represent a person (or animal!). Remember that using good lighting is SUPER important! Try to have a place in your environment that you can leave your objects and lighting undisturbed while completing your homework.

**Your drawing must reflect the following qualities:**

1. Realistic and correctly constructed - the objects must be drawn as they are seen from observation. Use measuring & sighting methods for accurate rendering of the objects.
2. You must use dry media on a sheet of drawing pad paper - this means pencil, charcoal, pen, colored pencil, pastels etc. NO PAINT.

\* Upload an image of your homework before our next class meeting!

**Read/study before next class:**

Color Wheel & Neutrals  
Plumb & Level Still Life Grid

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**Feb 14:** Class 2

*HOMEWORK CRITIQUE: Identity Still Life*

**Topic: STILL LIFE (Day 1 of a 2 day still life set up) WATERCOLOR PAINTING in NEUTRALS**

**Discuss Handouts:**

Color Wheel & Neutrals  
Plumb & Level Still Life Grid (and experimentation with a variety of watercolor techniques/textures)

**Topic #1: WATERCOLOR & COLOR WHEEL**

\* Watch video on Brush Handling

[https://www.youtube.com/watch?v=qs4zPh4G5L4&list=PL0P2KDwknqxo775bYGL\\_MUAvURelRGDC&index=1&t=8s](https://www.youtube.com/watch?v=qs4zPh4G5L4&list=PL0P2KDwknqxo775bYGL_MUAvURelRGDC&index=1&t=8s)

\* Demonstration on watercolor tools and techniques.

\* Discuss color wheel and mixing colors to create secondary, tertiary colors and neutrals.

\* Begin color wheel in preparation for homework.

**Topic #2: NEUTRAL PALETTE**

\* Students will set up a still life in their space - it must be kept in place or be reassembled for next week's class.

\* Draw the still life with graphite using gesture and measuring & sighting techniques on a 15" x 20" sheet of watercolor

paper.

\* Mix a batch of neutral color and begin watercolor painting using a neutral palette. Discuss making a neutral consistent throughout the painting sessions.

**Homework #1:** Watercolor Color Wheel & Neutrals

1. STUDY the Student Handout on Color Wheel & Neutrals.

2. Orientate a sheet of 15" x 20" watercolor paper horizontally - On the left half of the paper create a color wheel with 12 colors. Below the color wheel, make small value strips making a continuous gradation from full saturation to lightest wash value for EACH color on the wheel. On the right side of your watercolor paper make 3 Brown neutrals and 3 Black neutrals. For EACH neutral color create a 4" +/- continuous gradation value strip.

**Homework #2:** Plumb & Level Still Life Grid

1. Follow the directions on the Plumb & Level Still Life Grid handout. Remember to start your drawing using gesture lines when using measuring and sighting!

\* Upload an image of your homework before our next class meeting!

**Read/study before next class:**

Artists Re-creation Watercolor

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**Feb. 21:** Class 3

*HOMEWORK CRITIQUE: Watercolor Color Wheel & Neutrals*

*Plumb & Level Still Life Grid*

**Topic: STILL LIFE (Day 2 of a 2 day still life set up) WATERCOLOR PAINTING in NEUTRALS**

**Discuss Handout:**

**Artists Re-creation Watercolor**

\* Complete the watercolor neutral study of classroom still life (same still life as last week).

**Homework:** Artist Re-creation - Watercolor Homework

1. Choose ONE of the artworks from the artist examples listed below. You may only choose from the artworks in handout. Create a watercolor painting replica of it on your 15" x 20" pad of watercolor paper.

Emma Larsson

Charles Burchfield

Ann Pemble

Xu Xi

Hiroshi Yoshida

\* Upload an image of your homework before our next class meeting!

**Read/study before next class:**

Color Shapes Examples

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**Feb. 28:** Class 4

*HOMEWORK CRITIQUE: Artist Re-creation Watercolor*

**Topic: STILL LIFE (lots of objects!) WATERCOLOR PAINTING in COLOR**

**Discuss Handout:**

**Color Shapes Examples**

\* Continue working on measuring & sighting techniques.

\* Students set up a new still life or add to the one they already have.

\* Sketch in the still life on the watercolor paper using graphite– fill the page entirely – make it busy and complicated!

**Homework:** World of Shapes & Color

1. Look at the examples of previous student work for the World of Shape & Color.

2. Using the drawing you did in class, reduce and refine the drawing to create a 'map' of contour outline **shapes**. Let the image become abstract. Begin filling in the shapes using a full range of VALUES (light to dark), INTENSITY (saturation of color) and NEUTRAL SHIFTS (de-saturation of colors). Think about repeating patterns and balance of value/intensity/neutral color shifts throughout the painting. Also, consider using watercolor texture techniques.

\* Upload an image of your homework before our next class meeting!

**Read/study before next class:**

Linear Perspective

Repoussoir

Three Architectural Landscapes - Student Examples

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**March 7:** Class 5

*HOMEWORK CRITIQUE: World of Shapes & Color*

**Topic: LANDSCAPE & ARCHTECTURE– WATERCOLOR**

**Discuss Handouts:**

**Repoussoir**

**Linear Perspective**

**Three Architectural Landscapes - Student Examples**

\* Share Power Point on perspective - demo on ipad while students draw with me.

\* Discuss how artists use foreground-middleground-background & repoussoir to create depth and space

**Homework:** Three Architectural Landscapes

1. On a single sheet of your 15" x 20" watercolor paper, and working from observation, create THREE landscape paintings of your everyday environments. Think about repoussoir and how to create a heightened sense of depth in your scene. You MUST have a building or interior room in all three paintings and they must be in either 1pt. or 2 pt. perspective. For example, you could do two paintings in 2 pt. and one in 1pt. perspective, or you could do two paintings in 1 pt. and one in 2pt. perspective.

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**March 14:** Zoom Career Preparations - Students Only

**Read/study before next class:**

Portraiture Head Construction  
Self-Portrait Faux Historical Hat

**Please Note!** You will need to have a mirror to work from in class next week. Upload an image of your homework before our next class meeting!

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**March 21:** Class 6

*HOMWORK CRITIQUE: Three Architectural Landscapes*

**Topic: PORTRAITURE - WATERCOLOR**

**Discuss Handouts:**

**Portraiture Head Construction**  
**Self-Portrait Faux Historical Hat**

\* Lecture & demo on proportions and planes of the head, watch video:

<https://www.youtube.com/watch?v=z1PqfRYMxro&list=PL0P2KDwknaz5LT6pFdOI4U6ww1rCsJXd&index=18&t=93s>

\* Practice sketches/paintings of self portrait working from a mirror - try using watercolor sketching without graphite

**Homework:** Self-Portrait Faux Historical Hat

1. Study the handout and do some brainstorming quick drawings in your sketchbook to work out your composition and decide what kind of hat you will make.
  2. Make your hat!
  3. After doing some preliminary sketches exploring head positions and facial expressions, begin drawing **lightly** on the watercolor paper (if you draw too darkly it'll be more difficult to erase and adjust your drawing).
  4. Don't forget about GOOD lighting! Once your sketch is cleaned up, start laying in the watercolor layers. DON'T go too dark too fast. This is a 2-week homework assignment, so you have time to build up your layers carefully.
- \* Upload an image of your homework before our next class meeting!
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**March 28:** Class 7

*HOMWORK CRITIQUE: 'in progress' Self-Portrait Faux Historical Hat for comments and feedback.*

**Topic: PORTRAITURE**

\* In class today, we'll have time to work on the self portrait and share progress, give feedback and ideas.

**Homework:**

1. Finish the Self-Portrait Faux Historical Hat assignment. Think about using the various watercolor techniques we've learned in class (especially the Plumb & Level Still Life Grid assignment). Mix your watercolor paints for realistic skin tones.
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**April 4:** Spring Break - No Class

**Read/study before next class:**

Leon Bakst Artworks  
Anatomy & Landmarks  
Poses of the Skeleton

\* Upload an image of your homework before our next class meeting!

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**April 11:** Class 8

*HOMWORK CRITIQUE: Completed painting of the Self-Portrait Faux Historical Hat*

**Topic: ANATOMY - FULL FIGURE**

**Discuss Handouts:**

**Anatomy & Landmarks**  
**Leon Bakst Artworks**  
**Poses of the Skeleton**

\* Review of the proportions, anatomy and landmarks of the human figure

\* Discuss homework - TWO parts (re-creation & skeletal analysis)

**Homework:** Master Artist Re-creation & Skeletal Analysis

1. Study the artworks that I've provided of Leon Bakst.
2. Choose one of the Leon Bakst artworks and begin the re-creation of it in watercolor. The goal is to create an exact replica.
3. On a sheet of drawing paper create a sketch of the Leon Bakst artwork you've chosen, analyzing ONLY the figure's pose. From this sketch you will create a drawing of the skeleton in that pose.

\* Upload an image of your homework before our next class meeting!

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**April 18: Class 9**

*HOMEWORK CRITIQUE: 'In Progress' Leon Bakst Recreation & Skeletal Analysis*

**Topic: ANATOMY - FULL FIGURE**

\* Work on the Leon Bakst recreation and Skeletal Analysis in class

**Homework:**

1. Finish the Leon Bakst re-creation & Skeletal Analysis homework.

**Read/study before next class:**

Drapery

Hand Construction

Hand Poses With Drapery

\* Upload an image of your homework before our next class meeting!

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**April 25: Class 10**

*HOMEWORK CRITIQUE: Completed Leon Bakst Recreation & Skeletal Analysis*

**Topic: Hand Construction & Drapery**

**Discuss Handouts:**

Drapery

Hand Construction

Hand Poses With Drapery

\* Introduction to the proportions of the hands

\* Students will create multiple studies of their hand holding fabric pieces in different poses. Suggestion is to sketch using watercolor.

\* Discuss student conference preparation.

**Homework:**

Prepare for individual student conferences. We will discuss how the semester went for you, what you learned, what areas you improved in and what areas need improvement. You will need to have a portfolio of the artwork you did in class this semester compiled in a digital format and ready to share in zoom.

\* Upload your portfolio images before our next class meeting!

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**May 2: Class 11** No Instruction - Individual Student Conferences