ART R106A: DRAWING AND COMPOSITION I

Originator
cmorla

College
Oxnard College

Discipline (CB01A)
ART - Art

Course Number (CB01B)
R106A

Course Title (CB02)
Drawing and Composition I

Banner/Short Title
Drawing and Composition I

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course is an introduction to basic drawing experiences. Foundations of drawing will be explored through a variety of techniques and media with an emphasis on line, form, perspective and composition.

Taxonomy of Programs (TOP) Code (CB03)
1002.10 - Painting and Drawing

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Alternate grading methods
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
Yes

Select the other courses that make up this family
ART R106B - Drawing and Composition II
ART R106C - Drawing and Composition III

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
17.5
Maximum Contact/In-Class Lecture Hours
17.5

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
105
Maximum Contact/In-Class Laboratory Hours
105

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
122.5
Total Maximum Contact/In-Class Hours
122.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
35
Maximum Outside-of-Class Hours
35

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Develop skills in contour line drawing.
2	Demonstrate measuring, proportion and perspective techniques through drawing exercises.
3	Illustrate the perception of light and shadows in various media including graphite and charcoal.
4	Participate in critical evaluation of peer projects in group critiques.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	Observe and accurately render three-dimensional objects on a two-dimensional surface
2	Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric and other perspective systems
3	Utilize a variety of lines and mark making in drawing
4	Organize spaces and objects within a drawing according to basic principles of design and composition
5	Accurately describe forms and space through gradations of value
6	Utilize and apply a wide range of drawing materials and techniques
7	Develop expressive content through manipulation of line, form, value and composition

| 8 | Evaluate and critique class projects using relevant terminology in oral or written formats |
| 9 | Examine and describe historical and contemporary developments, trends, materials and approaches in drawing |

Course Content

Lecture/Course Content
1. Observational skills and proportional measurement
2. Basic principles of spatial illusion including linear, atmospheric and other perspective systems
3. Use of a variety of line and mark making approaches in drawing
4. Development and application of composition (design and organization) in drawing
5. Use of value and planes to describe forms and space
6. Introduction to and use of a variety of drawing materials and techniques
7. Development of expressive content through manipulation of line, form, value and composition
8. Critical evaluation and critique of class projects using relevant terminology in group critiques or written art analysis
9. Historical and contemporary developments, critical trends, materials and approaches in drawing

Laboratory or Activity Content
1. Hand and eye coordination in drawing
2. Compositional techniques
3. Experiment with a variety of materials such as graphite, charcoal, colored pencils, ink and collage
4. Create a tonal value scale
5. Apply various drawing techniques including line drawing, gesture, structure through mass, perspective, cross-hatching and shading
6. Explore art elements and principles such as shape, space, texture, space, pattern, rhythm, balance, harmony and variety
7. Create 3-dimensional illusion on a 2-dimensional surface
8. Measuring and proportion techniques
9. Concept development
10. Develop a drawing portfolio
11. Group and one-to-one critiques

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Individual projects
Oral analysis/critiques
Projects
Problem-Solving Assignments
Portfolios

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Computer-aided presentations
Class discussions
Distance Education
Demonstrations
Field trips
Instructor-guided interpretation and analysis
Internet research
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will give a skills demonstration on the proper use of materials and techniques such as how to shade tonal values with various types of graphite pencils.

2. Instructor will give a Powerpoint slide presentation of art historical and contemporary art examples related to projects. This would include hand-eye coordination and contour line techniques of 20th century Austrian artist, Egon Schiele.

3. Guided in-class problem-solving assignments followed by instructor-guided group critiques.

Representative Course Assignments

Writing Assignments

1. Written gallery response assignments, by which students demonstrate an understanding of the broader context for varied drawing techniques by professional exhibiting artists.

Critical Thinking Assignments

1. Participate in group critiques to identify drawing elements such as measuring and proportions. Then provide constructive feedback on content and technical execution.

Reading Assignments

1. Reading of instructor provided handouts and textbook on drawing techniques and contemporary examples.

Skills Demonstrations

1. Students will demonstrate proper and safe use of materials such as vine and compressed charcoals.

2. Students will demonstrate understanding of how to create line, shape, form and value using graphite and cross hatch techniques.

Other assignments (if applicable)

1. Homework projects on drawing experimentation, technique, skill and tonal development typically once a week.

Outside Assignments

Representative Outside Assignments

1. Reading of instructor provided hand-outs and textbook on drawing techniques and contemporary examples.

2. Possible field trip to a local gallery or museum such as VITA Art Center, Ventura or L.A. County Museum of Art followed by a written gallery response assignment, by which students demonstrate an understanding of the broader context for varied drawing techniques by professional exhibiting artists.

3. Homework projects on drawing experimentation, technique, skill and tonal development typically once a week.

Articulation

C-ID Descriptor Number
ARTS 110

Status
Approved

Comparable Courses within the VCCCD
ART V12A - Drawing and Composition I

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Kerwin, B. (2015). *Drawing from the Inside Out* (1st). Art Textbook Society.

Resource Type
Other Resource Type

Description
Slide examples of artists such as Leonardo Da Vinci, Edgar Degas and Robert Raushenburg.

Resource Type
Other Resource Type

Description
Assorted websites on traditional and contemporary drawing examples such as www.richardheller.com.

Resource Type
Other Resource Type

Description
DVDs on art movements and styles such as Diego Rivera.

Resource Type
Textbook

Classic Textbook
No

Description
Seligman, I. (2019). Pushing Paper. Contemporary Drawing from 1970 to Now. Thames and Hudson.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%−99% online)
Hybrid (1%−50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%−50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used fo Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.
Face to Face (by student request; cannot be required)	Face to face contact will take place during weekly class meetings. This will give students the opportunity to discuss and ask questions about course content to facilitate learning objectives.
Synchronous Dialog (e.g., online chat)	Professor will set regular hours where they will be available in the discussion board to chat with students, provide feedback and answer questions related to the course material.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used fo Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools including recorded PowerPoint lectures, narrated slides and technical demonstrations that are ADA compliant.
Synchronous Dialog (e.g., online chat)	Professor will set regular hours where they will be available in the discussion board to chat with students, provide feedback and answer questions related to the course material.
Telephone	Students may request to reach instructor via telephone in order to discuss topics related to the course material, grade or works in progress.

Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ART

Review and Approval Dates

Department Chair
04/28/2020

Dean
04/28/2020

Technical Review
05/13/2020

Curriculum Committee
05/13/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
11/25/2020

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000278003

DOE/accreditation approval date
MM/DD/YYYY