

# ART R106B: DRAWING AND COMPOSITION II

## Originator

cmorla

## College

Oxnard College

## Discipline (CB01A)

ART - Art

## Course Number (CB01B)

R106B

## Course Title (CB02)

Drawing and Composition II

## Banner/Short Title

Drawing and Composition II

## Credit Type

Credit

## Start Term

Fall 2021

## Catalog Course Description

This course is an exploration of artistic concepts, styles and creative expression related to intermediate-level drawing focusing on complex subject matter and concepts using a variety of mediums, techniques and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing.

## 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 R106A - Drawing and Composition I

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

**Prerequisites**

ART R106A

**Entrance Skills****Entrance Skills**

Use hand-eye coordination to create contour line drawings and mark making.

**Prerequisite Course Objectives**

ART R106A-Utilize a variety of lines and mark making in drawing

**Entrance Skills**

Create a balanced composition using shape, form and values.

**Prerequisite Course Objectives**

ART R106A-Organize spaces and objects within a drawing according to basic principles of design and composition

**Entrance Skills**

Use measuring and proportion techniques to create the illusion of form and space.

**Prerequisite Course Objectives**

ART R106A-Observe and accurately render three-dimensional objects on a two-dimensional surface

ART R106A-Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric and other perspective systems  
 ART R106A-Accurately describe forms and space through gradations of value

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

ART R106A

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Content review

## Student Learning Outcomes (CSLOs)

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Students will either individually or collaboratively create original work, which they then revise and improve upon based on critical feedback   |
| 2 | Students will realize a creative expression when they design and implement a hands-on experience through creative thinking  |
| 3 | Students will understand and apply the elements of design in various creative contexts  |
| 4 | Students will understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in their own artistic work  |
| 5 | Students will use basic geometrical shapes, such as: lines, angles, shapes, and space   |
| 6 | Students will achieve a hands-on experience with creative endeavors and either individually or collaboratively perform the work of others or to create original work applying feedback to improve their performance |

## Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, formats and surfaces   |
| 2 | Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrate:a.) Subjective and expressive uses of valueb.) Techniques and concepts of abstraction or non-objective artc.) Experimentation with combinations of wet and dry mediad.) Observational, expressive and conceptual analysis or application of colore.) Application and drawing techniques for a variety of color mediaf.) Non-traditional compositions, formats, surfaces and materialsg.) Conceptually oriented approaches to drawingh.) Integration of form and content |
| 3 | Construct and prepare appropriate supports and surfaces for mixed media drawing  |
| 4 | Evaluate and critique class projects using relevant terminology in oral or written formats   |
| 5 | Examine and describe historical and contemporary developments, trends, materials and approaches to drawing   |
| 6 | Develop and express ideas and concepts through verbal and visual means   |

## Course Content

### Lecture/Course Content

1. Exploration of formal skills, conceptual approaches and the application of formal elements as applied to image making in a wide range of media, formats and surfaces
2. Design, process and production of drawings in multiple media and formats
3. Perceptual and conceptual approaches to image making
4. Integration of form and content
5. Development and expression of ideas and concepts through visual means

6. Traditional and contemporary approaches to the construction and presentation of drawings
7. Critical evaluation and critique of class projects using relevant terminology in oral or written formats
8. Historical and contemporary developments, trends, materials and approaches to drawing

### Laboratory or Activity Content

1. Experiment with a variety of materials such as graphite, ink, collage, pastels, watercolor and mixed-media
2. Create a color wheel and value scale
3. Compositional Techniques
4. Apply drawing techniques including mechanical line drawing, measuring and proportion, shading and cross-hatching
5. Create 3-dimensional illusion on a 2-dimensional plane
6. Explore art elements and principles
7. Apply color schemes
8. Concept development
9. Develop a portfolio with a unified theme
10. 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

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. The instructor will give a skills demonstration on the proper use of materials and techniques, such as how to apply and blend color pastels on paper.
2. The instructor will give PowerPoint slide presentations of art historical and contemporary examples related to projects. This would include the grid portraiture style of American Artist, Chuck Close.
3. Guided in-class problem solving assignments such as color relativity and how to capture light and color in a still life, followed by instructor-guided group critiques.

### Representative Course Assignments

#### Writing Assignments

1. Written self-analysis of drawing projects and review of art video viewed in class

#### Critical Thinking Assignments

1. Participate in group critiques to identify and discuss color and composition. Then provide constructive feedback on content and technical execution.

### **Reading Assignments**

1. Reading of handouts provided by the instructor and text book on drawing techniques and contemporary examples.

### **Other assignments (if applicable)**

1. Homework projects on drawing practice, experimentation, and completion of assignments typically once a week.
2. Possible field trips to local galleries or museums such as Santa Barbara Museum of Art or VITA Art Center (Ventura) followed by a written gallery analysis on art work viewed.

### **Outside Assignments**

#### **Representative Outside Assignments**

1. Reading of handouts provided by the instructor and text book on drawing techniques and contemporary examples
2. Written self-analysis of color pastel projects and review of video viewed in class
3. Homework projects on drawing practice, experimentation and completion of assignments

### **Articulation**

#### **C-ID Descriptor Number**

ARTS 205

#### **Status**

Approved

#### **Comparable Courses within the VCCCD**

ART V12B - Drawing and Composition II

**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**Dunn, A. (2015). *Pen and Ink Drawing* (1st). Woodland Park, New Jersey Three Minds Press.**Resource Type**

Other Resource Type

**Description**

Slide examples such as images from Dali, Chuck Close, Picasso, Rubens, Pearlman.

**Resource Type**

Other Resource Type

**Description**

Assorted websites such as [www.dailyserving.com](http://www.dailyserving.com).

**Resource Type**

Other Resource Type

**Description**

DVD's on art movements and style such as Julie Mehretu and Wangechi Mutu.

**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Drazil, D. (2020). Sketch Like An Architect: From Lines To Perspective. Sketch Like An Architect Publisher.

**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 for 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.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs</li> <li>• Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
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:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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 for 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.
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.

**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**

CCC000230397

**DOE/accreditation approval date**

MM/DD/YYYY