

Course ID:	Course Title:	Spring 2022
May 28-Jun 10, 2022	ART 143 Drawing II and ART 143L Drawing I Lab	Prerequisite: None
		Credits: 3

Class Information		Instructor Information	
Delivery:	In Class	Instructor:	Kristen Pauch-Nolin, MFA.
Days:	May 28- June 10, 2022	Email:	Kristen.pauch-nolin@ambrose.edu
Time:	5:30 pm-9:00 pm (Mon-Fri) and Saturdays 9:00 am-4:30 pm	Phone:	403-678-4358
Room:	A1085-1	Office:	n/a
Lab/ Tutorial:	Lab work periods will be included in class times listed above	Office Hours:	By request
Final Exam:	None	Add/Drop Deadline:	Midnight on first day of class

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course continues to develop the observational drawing skills of students and supports them in applying more advanced drawing techniques and conceptual elements to their artwork. Students will shift their focus from purely analytical and accurate drawing to a more aesthetic and creative process of creation.

Program Outcomes

Students will achieve greater technical proficiency with a wide range of drawing approaches and advance their skills using traditional drawing materials and methods. They will also develop and expand their knowledge of artistic genres, artists, ideas, and issues relevant to both historic and contemporary drawing. Students will continue developing the ability to speak and think critically about art and should begin to situate their own work within the field of contemporary drawing. They will continue to recognize and develop a personal working/creative style with a more focused approach than in Art 141 Drawing I.

Expected Learning Outcomes

By the end of this course, the successful student will be able to:

- Achieve correct form and proportions of the human figure, landscape and still life subjects
- Develop a recognizable aesthetic style
- Not only find inspiration in the work of other artists but allow genres from art history to guide their colour, composition, media, and conceptual choices
- Work to improve both the technical and conceptual parts of their work
- Begin creating a cohesive body of drawings

- Continue developing the ability to think and speak critically about artworks

Textbooks

None

Course Schedule

May 28	Overview of syllabus, materials, and expectations Class Topic: Review of Shape drawing Lab: Assignment #1. a) organic b) geometric still life drawings in colour (pencil crayon)
May 30	Group Critique of Assignment #1. Class Topic: Review of line drawing gestural line and contour line Lab: Assignment #2. Landscape Plein air (weather permitting) that includes people and/or architecture
May 31	Group Critique of Assignment #2. Class Topic: Review of 2-point perspective Lab: Assignment #3. 2-point perspective full rendering including 2-point perspective
June 1	Group Critique of Assignment #3 Class Topic: Combining linear and atmospheric perspective (advanced) Lab: Assignment #4. Full colour rendering of landscape that includes buildings and natural elements
June 2	Group Critique of Assignment #4 Class Topic: Review of figure drawing Lab: Assignment #5. Adding colour and background elements Instructor review of sketchbook and assignments to date
June 3	Group Critique of Assignment #5 Class Topic: Accurate proportion for the human form Lab: Assignment #6. Measured figure drawing with an emphasis on realism (colour)
June 4	Group Critique of Assignment #6 Class Topic: Self portraits using measuring/perspective for accurate likeness Lab: assignment #7. Self Portrait from a mirror with props inspired by the Italian Renaissance (ink)
June 4	Group Critique of Assignment #7 Class Topic: Inspiration through art history with a focus on texture Lab: Assignment #8. Still Life inspired by Fauvism or Cubism (colour media)
June 6	Group Critique of Assignment #8 Class Topic: Inspiration through art history Lab: Assignment #9 Imaginary interior inspired by Surrealism
June 7	Group Critique of Assignment #9 Class topic: Advanced Colour theory and creating mood Lab Assignment #10-Landscape with figures inspired by Impressionism
June 8	Group Critique of Assignment #10 Class Topic: Concepts in artistic practice including working on different surfaces Lab: Assignment #11. Final assignment-self directed piece start to finish
June 9	Group Critique of Assignment #11 Class Topic: Building a portfolio, framing and identifying/participating in gallery exhibitions Lab: Final Critique and Portfolio Review
June 10	Final Critiques and Portfolio Reviews

Requirements:

Course Format

In each class a foundational technique, skill and/or material of drawing will be introduced. The instructor will present concepts and examples through lectures and PowerPoints. Instructor will demonstrate techniques and/or how to use materials, then students will practice skills and applications through assigned sketchbook exercises. The exercises will provide opportunities for technique development/experimentation and will be the foundation for assignments.

Assignments will be introduced and developed (through preliminary sketches) during class and executed during lab time. For each assignment students will apply the skills learned in class and practiced in sketchbook exercises. Subject matter will include those dominant in current visual arts practices such as landscape, figure, portraits, architecture and still life.

Students will present their finished assignments during group critiques at the start of each class (on the day following each new assignment). Each critique will provide opportunities for students to receive and provide feedback as well as take note of ways to improve their work. Each student will meet with the instructor at the mid-point of the course to review their assignments and sketch book exercises. At the end of the course all assignments (including sketchbook) will be presented as a "portfolio" for final review and grading.

Sketch book Exercises (25% of the final mark)

For each topic students will execute a series of exercises that provide the opportunity to practice techniques and approaches. These exercises are essential to developing technical skills. Sketch books will also be used to develop thumb nail /preparatory sketches for larger assignments. Students will also be required to use their sketchbooks for note taking during presentations/demonstrations by the instructor and during group critiques. The instructor will conduct a review of sketchbooks in week five and at the end of the course.

Assignments (50% of the final mark)

For each topic presented in class, a project will be assigned that provides an opportunity for students to demonstrate skills learned and understanding of each topic.

Assignments will be focused on the following core technical drawing topics and associated skills:

- Rendering space so that it is accurate and believable
- Translating the human form in proportion and with appropriate texture and nuance
- Creating believable three-dimension forms that include masterful shadow and line
- Translating the work of other artists and genres without copying
- Making work that balances technical expertise and conceptual interest
- Having a style which is recognizable to you the artist

Successful execution of assignments will require students to also consider:

- The impact of technical execution on overall aesthetic success and ability to communicate to viewers
- Making creative choices-drawing requires personal choices in colour, composition, and mark making etc.
- Balancing technical and conceptual elements
- Thematic content -use of symbols, metaphors, allegories, iconography, motifs, signifiers, etc.

Final Project/Assignment (10% of the final mark)

In this self-directed project students will first identify a subject, develop a concept, and present this work in draft using preliminary drawings and develop thumb nail sketches to the professor. For the final work the student will be expected to think about surface, media, size, style and composition. Time management and research will be part of the overall development and assessment of success.

GROUP CRITIQUES and portfolio review (15% of the final mark)

Group or Individual Critiques will become a very important component in the student's learning process for this course. The group critique is loosely structured in a way that allows the class as a group to discuss each other's work.

During a group critique usually the audience will view and is required to speak first about the presented work. The artist who is presenting work then responds to remarks made by classmates and may also discuss ideas that were missed by their classroom peers. Usually group critiques will last 10 minutes per student. Each critique will offer advice and constructive criticism regarding such ideas as intent, technical execution, level of formal and conceptual content, context and overall professionalism. Critiques of work (including portfolio review) will offer as many options as possible to strengthen the artist's/art student's work.

During the group critique students will be evaluated on their class participation. Class participation includes complete attention to all discussions during critiques, general professional and respectful behavior, actively viewing work and offering comments.

Attendance:

Students are expected to attend classes, arrive on time, be prepared for class (have all materials available), participate in class discussions and exercises, and maintain a professional demeanor at all times.

Students will be docked marks for unexcused absences, poor punctuality, coming to class unprepared (such as coming to class without required preliminary work and materials), and for exhibiting unproductive, disruptive or disrespectful behavior during class.

If a student misses a class, the student is responsible to find out what they missed and to catch up on their own time. If a student is late for class and attendance has already been recorded, it is the responsibility of the student to notify the Instructor that they were late. Failure to do so will result in the official attendance record indicating that the student was absent for that class.

Grade Summary:

The evaluation of course work will be based on the successful completion of exercises and assignments and presentation of work during critiques and portfolio review. The following is expected of all students:

- Motivation, initiative, and seriousness of purpose including punctually arriving to class with the required materials and required research that is applicable to the assignment of that day.
- Actively working during class/lab time and conducting positive in class participation during group critiques
- A thoroughness of exploration and execution of all sketchbook and assignment work
- A demonstrated understanding of aesthetic concepts and techniques
- A creative and innovative application of concepts to sketchbook and assignments
- Work demonstrates qualities of curiosity, experimentation, creative inventiveness, and innovation.
- Overall work demonstrates initiative and seriousness of purpose (professionalism).
- Level of overall versatility, sophistication and qualitative consistency in the work including the improvement, editing and reworking of projects to the applicable resolution of each exercise and assignment
- The work demonstrates the acceptance and innovative application of criticism
- The ability to think critically about artwork, explain the ideas and concepts explored in projects and provide feedback to other artists

The marks will be evaluated out of a possible 100% based on the following:

Assignments:	50% of the final mark
Sketchbook exercises:	25% of the final mark
Critique participation:	15% of the final mark
Final Project:	10% of the final mark

A pass mark of 50% will be required for this course and a letter grade will be assigned according to the following scale:

<u>Letter Grade</u>	<u>Description</u>	<u>Letter Grade</u>	<u>Description</u>
A+ 90-100%		C+ 65-69%	
A 80-89%	Excellent	C 60-64%	Satisfactory
B+ 75-79%		D 50-59%	Minimal Pass
B 70-74%	Good	F 0-49%	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

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Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each

member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and

- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisis support for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.