

DRAWING II

- I. Course Description:
This course builds on and refines the experiences of Drawing I focusing on a variety of color media. Emphasis is on invention and formal concerns. Explorations into abstraction, non-objective and fabricated image making are covered in this class. Course includes vocabulary development, critical analysis activities, and reference to historic models of drawing.
- II. Prerequisite: Drawing I or portfolio review
- III. Credit Hours: Three (3) A studio class meeting six (6) clock hours per week
- IV. Media:
Emphasis on color media: Markers - Water-based color media - Pastels - Color Pencils - Oil Pastels - Chalk - Ink
- V. Concepts and skills should include, but not be limited to:
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| Blending Techniques | Rendering Surfaces | Mixing Colors |
| Organizational Principles | Color Schemes | Marking Techniques |
| Color Opacity/Transparency | Form | Hue |
| Volume | Color Value | Plane |
| Chroma | Repetition/Variation | Series Drawing |
| Additive/Subtractive | Spacial Illusion | Presentation Skills |
| Expressive Impact and Meaning of Color | | |
- Note: It is strongly recommended that students maintain sketchbooks in this class.*
- VI. Critical Analysis:
Class and Individual Critiques providing for understanding of the criteria and standards used in assessing performance
- VII. Historical Reference:
Historical Drawings as Models for Drawing Reference
- VIII. Suggested References/Texts:

Adopted by IHEAA, 10-17-97

Endorsed by IAI Art Major Panel, 10-29-99

The Illinois Higher Education Art Association (IHEAA) and the IAI Art Major Panel both recognize that each discipline within an art program has specific objectives that are routinely formulated by faculty within the discipline. These objectives are further defined and implemented by each faculty member during the course of teaching a class. It is not the intention of these skills and content outlines to impose specific course objectives or approach or to prescribe projects—the domain of each individual instructor. These skills and content outlines, however, are intended to suggest a set of minimum expectations or standards from which specific individual objectives and approaches can be developed. Instructors may

provide additional experiences, content and skills, but they should cover what is outlined to assure continuity among courses with similar titles.