

# DRAWING II

## I. Course Description:

This course builds on and refines the experiences of Drawing I focusing on a variety of media including color. Emphasis is on invention and formal concerns. Explorations into abstraction, non-objective and fabricated image making is covered in this class. Course includes vocabulary development, critical analysis activities, and reference to contemporary and 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 a variety of media in black and white and color: Markers - Water-based media - Dry media - Grounds - Various Papers - options may include digital media

## V. Concepts and skills should include but not limited to:

Blending Techniques	Rendering Surfaces	Marking Techniques
Organizational Principles	Mass / Volume	Repetition / Variation
Opacity / Transparency	Additive / Subtractive	Spatial Illusion
Form	Plane	Series Drawing
Color Principles	Expressive Impact and Meaning of Color	Presentation Skills

*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 Historical Reference:

Contemporary and Historical Drawings as Models for Drawing Reference

## VIII. Health and Safety:

Students should be made aware of the safety issues involved in working with art materials and techniques for this course work, including proper use, storage, and disposal.

## IX. Suggested References/Texts:

**Revised by IHEAA, 4-20-2012**

**Revision Endorsed by the IAI Art Major Panel, \_\_\_\_\_**

**Adopted by IHEAA, 10-17-1997**

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

The Illinois Higher Education Art Association (IHEAA) and the IAI Art Major Panel both recognizes 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.