

LIFE DRAWING

I. Course Description:

This course is an introduction to drawing the human figure using a variety of media. Drawings are derived from direct observation emphasizing descriptive drawing techniques of the human figure. Drawing activities should include full figure, features, and anatomical differentiation encompassing individual physiognomy.

II. **Prerequisite:** Drawing I and II or portfolio review.

III. **Credit Hours:** Three (3) A studio class meeting six (6) clock hours per week

IV. Media:

Emphasis on markers – charcoal – chalk – ink – graphite – conte – craypas – pastels

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

Contour/Line	Wash	Scale
Gesture	Anatomical Structure	Composition
Mass/Form	Proportion	Value
Modeling	Movement	Additive/Subtractive
Foreshortening	Figure/ground & Positive/Negative	

Note: It is strongly recommended that students utilize sketchbooks for this class.

VI. Critical Analysis:

Class and Individual Critiques providing for understanding the criteria and standards used in assessing performance.

VII. Historical Reference:

Connect various contemporary, historical, and multi-cultural drawings as models for drawing reference in this particular studio / aesthetic practice in the development of visual literacy.

VIII. Suggested Texts:

<i>The Natural Way to Draw</i> , Nicolaides	<i>Artistic Anatomy</i> , Richer, Hale
<i>Atlas of Human Anatomy for the Artist</i> , Peck	<i>Creative Figure Drawing</i> ,

Revised by IHEAA, 10-27-2017

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Revision Endorsed by the IAI Art Major Panel, _____

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.