

FA221/ Figure Drawing II

DAYS: T/F
TIME: 3:30 - 6:15p.m.
LOCATIO Trustee Studio (The Bayou Studios)
INSTRUCTOR: Robert Farber
OFFICE : by Appointment or email: rfarber@rsad.edu

COURSE DESCRIPTION: FA221 Figure II open elective. Study of expressive use of the human form with an emphasis on scale and materials exploration. Prerequisite: Core Studio Program or its equivalent

Recommended Text: Changing Images of Pictorial Space; William Dunning,

Recommended Text: Drawing From Life; Third Edition, Clint Brown/Cheryl McLean, 1997, Holt, Rinehart and Winston Inc. ISBN: 05-501511-7

Goals of the Course: Students will begin to develop a “creative process” that enables the creation of expressive/interpretative figuration, new realism or representational figuration depending on each student’s unique aesthetic criteria. Secondly, students develop an understanding of the significance of interpretation, observation, translation and recording of form, mass and volume.

Students will explore the parameters/possibilities of creating or denying pictorial space and form. Students will also become aware of the historical and contemporary context in which the figure can be constructed.

Conceptual Skills: Students will be expected to develop a conceptual basis and historical context for the work created during the course.

Student Learning Outcomes: Students will become familiar with and develop competence in a number of art or design techniques. Students will begin to make valid assessments of quality and effectiveness in design projects and works of art, especially their own. Students will continued to practice in creating, interpreting, presenting, analyzing, and evaluating visual art and design.

Manual Skills: Students will create and recognize the expressive qualities/possibilities of the human figure. Students will also develop a sensitivity and working knowledge of various drawing media and technology. A intermediate level of manual drawing mastery and understanding of a variety of drawing media/technology will be achieved by the completion of the course.

Vocabulary: The development of an intermediate critical vocabulary for the formal analysis of figure drawings, media/techniques and drawing papers is reinforced through individual discussions and group critiques.

Communication Skills: Students will be expected to successfully articulate the basis for ideas and concepts as they relate to all drawings, images and personal iconography. Students will also be expected to analyze and constructively critique peers' work with respect to historical and contemporary analysis of drawing.

BUSINESS:

Workload: An average of (9) nine hours per week of studio time will be needed to successfully complete the assignments for this course. Six (6) hours of studio time will be attending class per week and three (3) hours of studio time outside of class time will be needed for work on outside assignments. This recommendation represents a minimum number of studio hours required to successfully complete the coursework.

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Course Calendar:

T	01/12/10	Introduction
M	01/18/10	MLK Jr. Day No Class
T	02/23/10	CRITIQUE: Mid-term Blow-out Mid-term Portfolio Submissions: Ten Drawings/Sketchbook
W	03/03/10	Mid-Term
S-Sun.	3/07/10-3/14/10	Spring Break: NO Classes
T	04/27/10	CRITIQUE: Final Blow-out: Ten Drawings
T	04/27/10	FINAL Portfolio Submissions: Ten Drawings/Sketchbook
F	04/30/10	Portfolios Returned: Last Class
M	05/03/10	Semester Ends at 9:45p.m.

Sketchbook Requirement: There WILL be NO sketchbook for Figure Drawing II for the Spring 2010 semester. You may decide to keep a journal, process book or sketchbook as extra credit

The minimum size requirement for sketchbooks is 6" x 9" or larger.

The sketchbook may be submitted for extra credit.

Grading Policy: A summation grade from the Mid-term and Final portfolios will comprise the final grade. Drawing folios will be reviewed at the Mid-term and near the conclusion of the semester. A student may request a folio review at anytime prior to the conclusion of the semester.

Sketchbook: Extra Credit

In Class Work/Readings/Portfolio Review/Submissions: 100%

Any work completed in addition to the required course load can be submitted for extra credit, provided that the work has not been created for another course. Additional factors, which influence the final grade, are: attendance, course participation and attendance at demonstrations and critiques.

All portfolios must be turned in on the due date. **NO EXCEPTIONS.** No late work will be accepted. Check the course calendar for specific deadlines

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Attendance: Attendance at all critiques and discussions is required. Attendance is mandatory in all Core Studies courses. As in the professional situations in which you will eventually work, you are expected to be prompt and prepared with all necessary materials and be able to work constructively for the full duration of the class. Students are permitted three absences per semester. **After four absences;** the semester grade will be dropped one full letter. **After six absences;** a student will receive an **"F"** for the semester.

Students arriving late and leaving class early will be given one-half absence. Two half-absences will equal one full absence.

Academic Assistance: The Ringling School of Art and Design makes reasonable accommodations for qualified people with documented disabilities. If you have a learning disability, a chronic illness, or a physical or psychiatric disability that may have some impact on your work for this class and for which you may need accommodations, please notify the Director of the Academic Resource Center (Goldstein 3; 359-7627) PREFERABLY before the end of the drop/add period so that appropriate adjustments can be made.

Health and Safety:

Ringling School of Art and Design is committed to providing students, faculty, and staff with a safe and healthful learning and work environment and to comply with all applicable safety laws and regulations and safe work practices.

Purpose of the Syllabus: The purpose of the syllabus is to inform students of goals, activities and specific policies of the class, as well as the student's responsibilities in the learning process. It is the responsibility of the instructor to communicate this information to students at the beginning of the semester. Since a faculty member develops a syllabus before the semester begins, it is considered a planning document and is subject to revisions based on the judgment of the instructor. It is the responsibility of a student to fully understand the requirements of the course after such information is presented by the faculty member.