

**INTRODUCTION TO ART (AR101)
COURSE OUTLINE**

1. COURSE TITLE : Introduction to Art

2. COURSE NUMBER: AR101

3. COURSE DESCRIPTION: ART 101 is designed to promote students' awareness of observing his/her own environment. That is to direct students to have a new way of looking at objects or a scene. It gives an opportunity for the students to explore more closely on the basic elements of drawings: texture, rhythms, contours, patterns, color and perspective.

4. COURSE OUTCOME:

A. General:

1. Student will be able to produce a drawing with various size and kind of lines.
2. Student will be able to draw a contour of a given shape.
3. Student will be able to identify a given pattern and draw it.
4. Student will be able to define and use Space in creating a drawing.
5. Student will be able to incorporate "proportion" in their drawing.
6. Student will be able to select and use color values for their drawing.
7. Student will be able to incorporate texture and pattern properties in their drawing.
8. Student will be able to identify and use the kinds of drawing rhythms.
9. Student will be able to design a linear perspective drawing.
10. Student will be able to create secondary and tertiary colors from the primary colors.
11. Student will be able to select the kinds of colors that often work together.

B. Specifics:

1. Student will be able to produce a drawing with various size and kind of lines.

<p>1a. Lesson #1 (Line) will be introduced to the students. This lesson contains the usage and various kinds of lines that are commonly used for creating a drawing.</p>	<p>1a. Students will be introduced to the kinds of lines and are instructed to exercise on drawing various kinds of lines: diagonal, horizontal, vertical, descending, ascending, curvilinear, fast and slow lines.</p>
<p>1b. Present a simple object (a leaf, a cup, a soda can) in the classroom and explain the lines that can be used to create a simple drawing from any of the objects.</p>	<p>1b. Students will complete a drawing by using different sizes and kinds of lines that have the related necessities of creating a simple drawing.</p>

2. Student will be able to draw a contour of a shape.

<p>2a. Introduce Lesson #2 Shape. Shape is a defined area. Provide an object to be used for the contour drawing. Contour is the line that outlines a shape, which gives the name and the meaning of that defined shape.</p>	<p>2a. Students will define the meaning of "shape" Instruct the students to take a close look at a given object and try his/her best to follow and draw the line that outlines that particular shape.</p>
<p>2b. Provide 2 containers or objects that have the same shape (coffee, empty oil, jam jars, and etc). Select a shape that has irregular contour lines. Have the students divided into two groups and set the objects for two group so they will have working space.</p>	<p>2b. Students will draw the contour lines of a given object. The size of the drawing must be big enough to fill have of the drawing paper.</p>

3. Students will be able to identify a pattern and draw it.

<p>3a. Have the students take a look at an object; a small branch of a tree, a group of leaves, or part of a tree. Select a pattern and how it is naturally formed and have some words explaining its arrangement.</p>	<p>3a. Students will observe the characteristics of a pattern. They will describe how that shape makes up the pattern before they can start their drawings.</p>
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4. Student will be able to define “space” and use it in creating a drawing.

<p>4a. Present lesson #3 “Space”. Explain the importance and usage of space in a drawing. Be specific on how it can change a shape from one to another. Illustrate a leaf and its veins; change the spacing of the veins to specify this concept.</p>	<p>4a. Students will have to sketch two sketches of the same shape of a leaf and arrange their veins in different order or spacing.</p>
<p>4b. Illustrate a simple drawing of a tree branch and its twigs. Make another drawing of the same branch and change the arrangement of the twigs.</p>	<p>4b. Students will draw two separate branches of a tree on a page and arrange their twigs in different order.</p>
<p>4c. Have the students to take an observation of a tree or a mountain. Explain the spaces between the parts of the tree or a mountain. Include how the colors change their values between the parts.</p>	<p>4c. Students will identify the spaces between the parts and have discussion on the colors and their values within the spaces.</p>
<p>4d. Have students to draw a close drawing of what they see from their observation. Emphasize on spaces and how they are related to each other.</p>	<p>4d. Students will be able to draw a simple drawing from using shapes and their spaces that relate them together.</p>

5. Student will be able to incorporate “proportion” in their drawing.

<p>5a. Lesson #5 “proportion” has to be presented. Explain the meaning of proportion and how it has to be used in a drawing. Introduce students to the basic techniques of selecting proportion which are directed on: eyeballing, using grids, and measuring tools such as caliber, standard, or metric rulers.</p>	<p>5a. Students will be able to identify the general techniques of proportion and how they are being selected and used in a drawing or a painting.</p>
<p>5b. Bring a cup or a small branch of a tree into the classroom. Have either one of the above and explain the relationship of the parts to the whole: lip, body, foot, and handle; main branch, sizes of the twigs, and details of their connections.</p>	<p>5b. Students will draw the cup or the branch and relate the parts and their sizes to the whole in their drawings.</p>

6. Student will be able to select and use color values for their drawing.

<p>6a. The lesson #6 (Dark/Light) has to be presented to the class. Each color has its own value. Their values give the illusion of their strength as they appear at a distance which can also create dimension or an aerial perspective.</p>	<p>6a. Student will be able to select either dark to light or light to dark for the color value to be used in planning of their drawing.</p>
<p>6b. Have the students to select an object: a can, a jar, a piece of a rock, or an empty container. Let them take a close look at it and draw its shape and let them emphasize on some of the lines (small, medium, and large).</p>	<p>6b. Students will draw a shape of an object. They will draw some different sizes of lines on the object to show far and close lines.</p>
<p>6c. Have the students to reproduce the same drawing. Let them discuss the shadow and its values on and around the actual object before they can draw them.</p>	<p>6c. Students will reproduce their previous drawings and discuss the shadow and its values on and around the object. They will complete their drawings with shadow.</p>

7. Student will be able to incorporate texture and pattern properties in their drawings.

<p>7a. Teacher will introduce the lesson on texture to the students. The lesson has the two kinds of texture: tactile and visual. Explain clearly on how the texture of a particular tree is Created; the qualities of the texture can be a pattern created from the arrangement of dead leaves and branches.</p>	<p>7a. Students will be introduced to the lesson on texture. They will differentiate between the two kinds of texture: Tactile and Visual. They will indicate a pattern created from a given object: a twig from a tree or arrangement of leaves, flowers, branches of a particular tree.</p>
<p>7b. The teacher will bring an object that has a clear texture and pattern on it or have the students go out and take a look at a tree: a coconut tree, a plumaria tree, or an hibiscus tree and it arrangement of the leaves. Let the students discuss the texture and the pattern that they can see from the tree.</p>	<p>7b. Students will create a drawing of a texture & a pattern that is related to what they have observed.</p>

8. The students will be able to identify and use the types of drawing rhythms used for a drawing.

<p>8a. The teacher will introduce the lesson on “rhythm” to the students. Give a clear explanation on: repetitive rhythm, alternative rhythm, progressive rhythm, and flowing rhythm. Illustrate an example of each in a drawing.</p>	<p>8a. The students will identify the differences on the kinds of rhythms.</p>
<p>8b. Have the students to take a close look at a banana tree, a pandanus tree, or a hibiscus tree outside the classroom. Guide them to see the rhythms that may appear an the stem, the leaves, or the flowers,</p>	<p>8b. The student will take an observation of a tree. They will identify and record the kinds of rhythms on each part of a tree.</p>
<p>8c. Have the students to select a small tree outside their classroom. Give them instruction on the size of the drawing that they should create.</p>	<p>8c. The students will create a drawing from their environment. They will draw a small tree and the kinds of rhythms that appear on the stem, the branches, the leaves, and the flowers if there is.</p>

9. The student will be able to sketch an illustration of linear perspective.

<p>9a. The teacher will present the lesson #9 (Perspective) to the students. Focus the lesson on the main parts of the linear perspective: vanishing point, eye level, converging lines, Horizontal parallel lines, vertical parallel lines, worm’s view, and bird’s view. Draw an illustration that shows the parts of the linear perspective.</p>	<p>9a. The students will be able to define the meaning of perspective and name the parts of the linear perspective.</p>
<p>9b. Select a chair or a table in the classroom and draw it. Start the illustration from one vanishing point and converging lines. Have the students to observe and memorize the sequences needed for that drawing.</p>	<p>9b. The students will be able to draw a linear perspective drawing by following the given instruction and the steps required for that particular drawing.</p>

10. Students will be able to create secondary and tertiary colors from the primary colors.

<p>10a. The lesson #10 (color) has to be presented to the students. Emphasize on how it is being used on traffic signs, in restaurants, on commercial goods, and other purposes.</p>	<p>10a. The students will be introduced to color and its properties: value, intensity, and divisions.</p>
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<p>10b. Give an illustration on division of colors: Primary, Secondary, and Tertiary colors. The primary colors are: Red, Blue, and Yellow. Equal amount of Red + Blue = Violet (Secondary) Equal amount of Red + Yellow = Orange (Secondary) Equal amount of Blue + Yellow = Green (Secondary) *Note that there is no brown color among those illustrated colors. It can be obtained from mixing the primary colors together. There are 6 tertiary colors. They can be called hyphenated colors because there is an hyphen sign between each of the colors: Red-violet, Blue-green, Yellow-orange; always start with primary.</p>	<p>10b. The students will list all the basic colors that can be created from the Primary colors.</p>
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11. Student will be able to select the kinds of colors that often work together.

<p>11. The teacher will introduce the student to the five kinds of color schemes: Triad, Tetrad, Double complementary, Split complementary, and Analogous. Give a clear explanation how the colors are related in each of the color schemes and include how the complementary colors are related to each other.</p>	<p>11. Student will identify the color schemes how their names are used to identify them. They will name at least three colors and their complementary.</p>
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5. MATERIALS:

- A. It has to be noted that the following materials are required for the course. They are required materials for Introduction To Art (AR101) and they are as follow:**
- a. Drawing pencils (set)**
 - b. Drawing pad (1)**
 - c. Watercolor paint (set) or Acrylic paint (set)**
 - d. Brushes (set)**
 - e. eraser (1)**
 - f. Watercolor pad (1)**

6. TEXT: None

7. REFERENCE MATERIALS:

- A. The American Heritage College Dictionary**
- B. Britannica Encyclopedia**
- C. Faulkner, Ziegfeld and Hill (1963). *Art Today*. Holt, Rinehart and Winston.**
- D. Feldman, E.B. (1967). *Art as Image and Idea*. Saddle River, NJ: Prentice Hall Inc.**
- E. H. W. Janson (1966). *History of Art*. Prentice-Hall, Inc., Englewood Cliffs, N. J. and Harry N. Abrams, Inc., New York.**
- F. Minor, E. (1962). *Preparing Visual Instructional Materials*. New York: McGraw-Hill Book Co.**

8. METHOD OF INSTRUCTION:

- A. Lesson presentations**
- B. Visual material observation**
- C. Demonstrations**
- D. Field trips**

9. COURSE CONTENT:

- A. Lesson #1 Line; lines and their properties.**
- B. Lesson #2 Shape: Non-geometrical shapes and their defined areas.**
- C. Lesson #3. Space: The distance between certain points.**

- D. Lesson #4. Pattern. The arrangement of a shape or a guide to follow.
- E. Lesson #5. Proportion. Comparison of parts to the whole.
- F. Lesson #6. Color Values. The darkness or lightness of a color.
- G. Lesson #7. Texture. The quality of the surface of an object.
- H. Lesson #8. Rhythm. The regular reoccurrence of a shape.
- I. Lesson #9. Perspective. The art of representing an object on a flat surface.
- J. Lesson #10. Color. The division of colors and their values and intensities.
- K. Lesson #11. Color Schemes. The relationship of a color to other colors.

10. INSTRUCTIONAL COST:

- A. None

11. EVALUATION:

- A. Grades from 1st quiz, lesson #1 to lesson #5.
- B. Grades from 2nd quiz, lesson #6 to #11.
- C. Completion of drawings from the lessons (at least two drawings from each).
- D. Completion of a project from using all of the drawing elements.
- E. Grade "A" is given on completion of the drawings and the project with 85%-95% on both quizzes.
"B" is given on completion of the drawings and the project with 75%-84% on both quizzes.
"C" is given on completion of the drawings and the project with 65%-74% on both quizzes.
"D" is given on completion of the drawings and the project with 55%- 64% on both quizzes.
"F" is given on incomplete drawings, the project, and no letter grade from the quizzes.
"I" is given to one incomplete drawing(s) or the project.

11. ATTENDANCE POLICY:

- A. The attendance regulation of the course follows guide line of College of Micronesia-FSM General Catalog 2003-2005.

12. CREDIT BY EXAMINATION:

- A. None