

DRAWING 1 – AVT 222

SPRING 2017

STEVEN CUSHNER

SCUSHNER@GMU.EDU

Office hours M – W by appointment

The purposes of this course are to stimulate perceptual growth and visual awareness in the student; to introduce and familiarize the student with the materials used in drawing; to introduce the language of image making, expression, and analysis; and to develop awareness of the role of visual judgement (objective) and intuition (subjective) in making our creative decisions. We will address the form of drawing (the what), the process of drawing (the how), and the content of drawing (the why). We will draw, we will read and talk about drawing, and we will look at a lot of drawings. Our goals are to have many different drawing experiences (as young artists, we don't know what kind of artist you may become), and to work hard at the discipline of drawing- to learn to think with the material in our hand!

Here is what you can expect from me and this class – that we will try to experiment with as many ways of drawing as possible; that we will focus on experience and product; that I will attempt to explain projects, concepts, and ideas articulately; that I will attempt to answer all questions; and that I will treat everyone's work equally and without bias.

Here is what I should expect from you – that you will arrive to class on time and prepared to work, with your supplies and a good, open attitude; that you will work hard; that you will be open and willing to experiment and take risks; that you will pay attention; and that you will treat me and everyone else in the class with equal respect.

Students are required to keep all work done during the semester. Individual and group critiques will be our evaluation process. There will be homework assignments, be prepared to work independently out of class. There will be handouts throughout the semester – artists, writers, musicians, and historians speaking about their own studio practices and making observations about the meanings and functions of the arts. Students are required to read these, and to keep them in a folder during the semester. We will meet briefly at the beginning of each class, to explain what we will be doing during class, look at artists work, and answer any questions that we may have. It is important that you are on time – this is a group activity.

Students are required to bring their sketchbook and ink pens to every class. When you arrive, you will draw in this sketchbook for 10 – 15 minutes, until we begin our project for the day. Come to class, get set up, and BEGIN DRAWING – I will give instructions as you enter the studio. Date each drawing. This sketchbook is required, homework will be assigned, will be reviewed at the end of the semester, and will be part of your grade!

INTRODUCTION TO COURSE –

Syllabus, grading, class and studio rules
Materials and methods
Getting set up – the furniture, the studio
Care of materials and the studio, and clean up
A little art history

MATERIALS AND PROCESSES –

EXPERIMENTAL, NON JUDGEMENTAL DRAWING – WEEKS 1 - 5

Working with our materials – what do they allow us to do, what opportunities do we have, and what information do we get through our senses. Developing a visual vocabulary of marks, relying on variety, chance, improvisation, layering, and variation.

- Drawing from music, words, and actions
- Image generation, small studies – 72 gesture drawings using all of our materials
- Scaling up gesture drawings, layering and chance
- Variations of gesture drawings (at least 3)
- Variations Masterpiece – elaborate on your favorite

MATERIAL AND PROCESS DRAWING REVIEW –

scaled up gestures, variations, variations masterpiece complete for review

EXPERIMENTAL OBSERVATION – WEEKS 6 – 7

Experimental, non judgemental approaches to observational drawing

- Hidden objects – line, texture in line (using our sense of touch)
- Blind contour – drawings of the figure in space, portrait (trusting what we see)
- Line in ink – brush, sticks, fingers – nature studies (unusual tools)

OBSERVATION, FORM, VALUE, COLOR – WEEKS 8 - 12

- Introduction to measuring, proportion, and compositional planning strategies (viewfinders, preliminary sketching)
- Erasure drawings – charcoal, still life –toned grounds, add darks, erase lights (creating illusion of form, modeling and shading)
- Black and white pastel – mixing greys to create the illusion of form
- Introduction to color - color wheel, light and reflection, local color, color contrast
- Color systems (monochromatic, analogous, complimentary, triad) – still life
- Color – reflected light and reflected color
- Random color – organizing color visually - figure in environment
- Art History – working from painting reproductions, analyzing color, texture, surface and layering, edge, detail and definition (the visual language), and scaling up

OBSERVATIONAL DRAWING REVIEW – all observational drawings to be complete for review

FINAL PROJECTS – WEEKS 12 – 15

- Full figure, life size self portrait – combining multiple approaches in one masterpiece
or
- Series of 5 self portraits – 5 different approaches to the same subject (how form creates content)
or
- Series of 5 hands – 5 different approaches to the same subject (how form creates content)

FINAL REVIEW – Final projects and sketchbook to be complete for review

GRADING CRITERIA –

A 0 to 2 absences

Works in an independent manner. Willing to try new approaches while constantly working on improving basic skills (shows excellent improvement during semester). Follows project rules. Finishes all class work and homework on time. Is always ready to work when class begins, and begins drawing when class begins (sketchbook)! Contributes meaningfully to class critiques and discussions. Doing all of this will not guarantee an A, but you have no chance for an A without doing all of this.

B 3 – 4 absences

Works well in class, showing good improvement during the semester. Follows project rules. Finishes class projects and homework assignments on time. Participates in class critiques and discussions.

C 5 – 6 absences

Completes most work. Shows little skill development. Class assignments and homework not always completed on time. Rarely contributes to class critiques and discussions.

D 5 – 6 absences

Work often incomplete and/or missing. No significant contribution to class critiques or discussions. Not prepared to work.

NO PHONES IN CLASS -

TURN YOUR PHONE OFF, IT IS A DISTRACTION!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
NO TALKING ON THE PHONE, NO TEXTING, NO CHECKING OF E-MAIL OR
TEXT MESSAGES IN THE STUDIO!!

IF YOU NEED TO COMMUNICATE WITH THE OUTSIDE WORLD, LEAVE THE
STUDIO!!

NO IPODS – you are here to think and listen – to me, to your classmates, to your inner
voice!!

*For Instructors in AVT 103, 104, 180, 215, 222, 232, 243, 252, 253, 262, 272 and 497
and 498*

*Please cut and paste the following in a prominent place your syllabus, and go over it on
your first day of class. Consult the Gen Ed website to familiarize yourself with the intent
and objectives of the program. Please ask Don Starr for help with this if you need it:*

For AVT 103, 104, 215, 222, 232, 243, 252, 253, 262, 272

This class fulfills a Mason Core requirement for Arts.

Mason courses in the film making, visual and performing arts stress generative, inquiry based learning through direct aesthetic and creative experience in the studio environment. Art history courses address the intrinsic relationship of personal and cultural creativity, and the manifestation of aesthetics, visual culture and visual narrative within historical contexts.

Learning Outcomes:

Students who successfully complete a course in the Arts category must meet the first learning outcome and a minimum of two of the remaining four learning outcomes:

1. Demonstrate an understanding of the relationship between artistic process, and a work’s underlying concept, and where appropriate, contexts associated with the work.
2. Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form.
3. Analyze cultural productions using standards appropriate to the form, as well as the works cultural significance and context.
4. Analyze and interpret the content of material or performance culture through its social, historical, and personal contexts.

5. Engage in generative artistic processes, including conception, creation, and ongoing critical analysis.

For Instructors of AVT 180:

This course satisfies a Mason Core Foundation Requirement for Information

Technology:

Learning Outcomes:

Almost no area of academic, professional, or personal life is untouched by the information technology revolution. Success in college and beyond requires computer and information literacies that are flexible enough to change with a changing IT environment and adaptable to new problems and tasks.

The purpose of the information technology requirement is to ensure that students achieve an essential understanding of information technology infrastructure encompassing systems and devices; learn to make the most of the Web and other network resources; protect their digital data and devices; take advantage of latest technologies; and become more sophisticated technology users and consumers.

Courses meeting the “IT only” requirement must address learning outcomes 1 and 2, and one additional outcome. Courses meeting “IT with Ethics component” must address outcomes 1, 2, 3, and 5. Courses meeting the only IT Ethics component must address outcomes 3 and 5.

1. Students will be able to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
2. Students will understand the core IT concepts in a range of current and emerging technologies and learn to apply appropriate technologies to a range of tasks.
3. Students will understand many of the key ethical, legal and social issues related to information technology and how to interpret and comply with ethical principles, laws, regulations, and institutional policies.
4. Students will demonstrate the ability to communicate, create, and collaborate effectively using state-of-the-art information technologies in multiple modalities.
5. Students will understand the essential issues related to information security, how to take precautions and use techniques and tools to defend against computer crimes

For Instructors of AVT 497 and 498

This course satisfies a Mason Core Foundation Requirement for Synthesis:

The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students’ ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover “all” areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

Learning Outcomes:

The Mason Core synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to:
 - a. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
 - b. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

University and School of Art Policies

In accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design

As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours

SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

ArtsBus

Dates for Spring 2017:

February 18

March 25

April 18

ArtsBus Credit:

* Each student must have up to 5 AVT 300/Artsbus credits before graduation. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment.

* If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for additional, very important information regarding ArtsBus policy.

* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Visual Voices Lecture Series

Dates for Spring 2017:

January 26

February 9

March 9

March 23

March 30

Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater: <http://soa.gmu.edu/visualvoices/>

Important Deadlines

<i>January 1 Day of Week</i>	<i>Sunday</i>
Martin Luther King Day (no classes)	Mon Jan 16
First day of classes ; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed	Mon Jan 23
Last day to add classes —all individualized section forms due Last day to drop with no tuition penalty	Mon Jan 30
Last day to drop with a 33% tuition penalty	Mon Feb 13
Final Drop Deadline (67% tuition penalty)	Fri Feb 24
Immunization Record Deadline	Wed Mar 1
Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web	Mon Feb 20 – Fri Mar 24
Selective Withdrawal Period (undergraduate students only)	Mon Feb 27 – Fri Mar 31
Spring Break	Mon Mar 13 – Sun Mar 19
Incomplete work from Fall 2016 due to Instructor	Fri March 31
Incomplete grade changes from Fall 2016 due to Registrar	Fri April 7
Dissertation/Thesis Deadline	Fri May 5
Last day of classes	Sat May 6
Reading Days Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.	Mon May 8 – Tue May 9
Exam Period (beginning at 7:30 a.m.)	Wed May 10 – Wed May 17

Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late. Requests for late adds (up until the last day of classes) must be made by the student in the SOA office (or the office of the department offering the course), and generally are only approved in the case of a documented university error (such as a problem with financial aid being processed), LATE ADD fee will apply. Requests for non-selective withdrawals and retroactive adds (adds after the last day of classes) must be approved by the academic dean of the college in which the student's major is located. For AVT majors, that is the CVPA Office of Academic Affairs, Performing Arts Building A407.

Students with Disabilities and Learning Differences

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Official Communications via GMU E-Mail

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Attendance Policies

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Honor Code

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously. No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed general knowledge—

information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Writing Center

Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the

MATERIAL LIST

SMALL BOUND SKETCHBOOK

NEWSPRINT - 1 pad, 18”x 24”

DRAWING PAPER - 1 pad, 18” x 24”

CHARCOAL OR PASTEL PAPER -

2 SHEETS BLACK, 2 SHEETS GREY (18” x 24” or larger)

FABER CASTELL ARTIST PENS – set of 4 black pens, brush – fine point

VINE CHARCOAL - 1 box of 24 sticks, soft or extra soft

CHAR - KOLE or ALPHACOLOR (black) - 1 box

BLACK AND WHITE CONTE – 3 each

CHALK PASTELS - 1 box (12 or 24 colors , inexpensive)

OIL PASTELS or CRAYPAS - 1 box (12 or 24 colors)

INDIA INK - small bottle

KNEADED ERASER

ARTGUM ERASER

Can of spray fixative

scissors

1 roll masking tape

inexpensive portfolio
drawing board with clips, large enough for 18" x 24" pad

All materials required by the beginning of class January 30

introduction to class, grading, materials
improvisational drawing

Improvisational drawing – from words
Improvisational drawing from words, music, gestures

Gestural improvisations
Scaling up, layering, diptychs

Scaling up, layering, diptychs
Variations

Variations
Variations

VARIATIONS CRITIQUE, assign Variations Homework
Experimental observation, hidden objects – blind contour, drawing of studio

line, line quality, value and texture in line
line, space and depth, Variations Homework due

Observational drawing, measuring and proportion, value, erasure
Observational drawing, value, erasure, form, space, illusion

Observational drawing, value, black and white, form, space, illusion
Introduction to color, color systems, reflected light, reflected color,

Color Systems, reflected light, reflected color
Reflected light, reflected color

Reflected light, reflected color
Portraits

Portraits
Final Projects

Final Projects
Final Projects

Final Projects

Final Critique - all work due!!!!!!!!!!!!!!!!!!!!!!

Please include the following for sections of AVT 103, 104, 215, 222, 232, 243, 252, 253, 262, 272, 385
This class fulfills a Mason Core Core requirement for Arts. Arts goal: Courses aim to achieve a majority of the following learning outcomes: students will be able to identify and analyze the formal elements of a particular art form using vocabulary appropriate to that form; demonstrate an understanding of the relationship between artistic technique and the expression of a work's underlying concept; analyze cultural productions using standards appropriate to the form and cultural context; analyze and interpret material or performance culture in its social, historical, and personal contexts; and engage in the artistic process, including conception, creation, and ongoing critical analysis.

Please include the following for sections of AVT 180:

This class fulfills a Mason Core Core requirement for Information Technology. IT goal: The purpose of the information technology requirement is to ensure that students achieve an essential understanding of information technology infrastructure encompassing systems and devices; learn to make the most of the Web and other network resources; protect their digital data and devices; take advantage of latest technologies; and become more sophisticated technology users and consumers.

1. IT courses will fulfill a majority of the following learning outcomes: Students will be able to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
2. Students will understand the core IT concepts in a range of current and emerging technologies and learn to apply appropriate technologies to a range of tasks.
3. Students will understand many of the key ethical, legal and social issues related to information technology and how to interpret and comply with ethical principles, laws, regulations, and institutional policies.
4. Students will demonstrate the ability to communicate, create, and collaborate effectively using state-of-the-art information technologies in multiple modalities.
5. Students will understand the essential issues related to information security, how to take precautions and use techniques and tools to defend against computer crimes.

Please include the following for sections of AVT 385, 497 and 498:

This course fulfills a Mason Core requirement for Synthesis. The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

A general education synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to:
 1. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
 2. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

Please include in ALL syllabi:

Students with Disabilities and Learning Differences: If you have a diagnosed disability or learning difference and you need Academic accommodations please inform me at the beginning of the semester and contact the Office of Disability Services (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the Office of Disability Services.

Technology: In accordance with George Mason University policy, please silence all cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity: This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design: As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours: SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

