



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Life Drawing

Course Number: ARTS 104

Credit Hrs. 3      Lecture Hrs. 3      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 3      Total Contact Hours: 52.8  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

An introduction to drawing the figure in various media. Techniques of gesture, contour and proportions, along with their integration into coherent compositions are included. Live, nude models will be employed as subjects for this course.

Prerequisite (s): None

Co-requisite (s): None

### Course Objectives:

The student will:

- Draw the human figure from observation.
- Draw in various media.
- Demonstrate a knowledge of the human skeletal structure.
- Duplicate the proportions of the human figure.
- Use gesture and contour drawing methods.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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## PART 2:

### **Lumina DQP outcomes and linked course objectives**

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Demonstrate a knowledge of the human skeletal structure.
- Duplicate the proportions of the human figure.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Draw the human figure from observation.
- Draw in various media.
- Duplicate the proportions of the human figure.
- Use gesture and contour drawing methods.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Draw the human figure from observation.
- Draw in various media.
- Demonstrate a knowledge of the human skeletal structure.
- Duplicate the proportions of the human figure.
- Use gesture and contour drawing methods.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Draw the human figure from observation.
- Draw in various media.
- Use gesture and contour drawing methods.



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## **Suggested Methods of Instruction:**

Demonstration, critique, handouts and images

## **Suggested Methods of Assessment and Evaluation:**

## **Adopted Text at Time of Course Adoption/Revision:**

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Intro to life drawing; Procedure, course schedule, evaluation, critiques, supplies.
- Week 2: The figure as a Structure
- Week 3: Structure and Value, Structural Supports and Suspensions in the Figure, Structural Aspects of Foreshortening.
- Week 4: Seeing Shape, Direction and Edge, Structural Aspects of the Draped Figure and it's Environment
- Week 5: The Skeleton
- Week 6: The Skeleton
- Week 7: The Muscles
- Week 8: The Muscles
- Week 9: The figure in composition and environment
- Week 10: The figure in composition and environment
- Week 11: The figure in composition and environment
- Week 12: The Emotive Content of Figure Drawing
- Week 13: Final Drawings
- Week 14: Final Drawings work time
- Week 15: Final Drawings work time
- Week 16: Final Portfolio Review

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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## **PART 3:**

Use this reference sheet in Part 2 of Master Course Syllabus

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012