



**NORTHERN ARIZONA
UNIVERSITY**
College of Arts & Letters

Department of Theatre

TH 216 – Drawing and Rendering –
3 Units
Spring 2016- 2970
Face-to-Face Course
T-Th 11:10-12:25
Kate Ellis
Office Hours, M&Th 10:00-11:00
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Course Prerequisites

Theatre Major or Minor

Course Purpose

This class is designed for Theatre Design/Tech Emphasis students to acquire the skill to develop and clearly communicate ideas through their drawings during the design and production process. Students will work towards drawing effective production sketches and renderings as used in the collaborative design process, in theatre shops during production, and in the design portfolio. All students, regardless of their area of emphasis, will develop skills for costume, scenic, and light rendering.

Course Learning Outcomes

The student will...

- 1: Learn to understand and interpret what they see
- 2: Learn to draw from life and research images
- 3: Learn to draw a proportionate fully developed clothed human figure
- 4: Learn to draw in perspective
- 5: Learn to shade scenery, props, and the human figure
- 6: Learn to create colored renderings lit by directional stage lighting
- 7: Learn how drawing is used as a collaborative tool in the design process
- 8: Learn to use drawing as a non-verbal communication tool supported by verbal communication/presentation
- 9: Practice time management skills

Assessment of Learning Outcomes

Method of Assessment:

This is a skill development class and the student's grade will be based on short quizzes on assigned readings, completion of homework assignments, and growth during the course as evidenced in their progress during the semester and their final project, assessed according to the rubric provided. Students are expected to keep a sketchbook for work in class and to use for a variety of homework assignments to be completed between classes. Students are expected to fully participate in all class exercises, to present their work to the class every class meeting, and to develop their ability to self and peer critique. **No late work will be accepted for credit.**

Timeline for Assessment:

Due as noted in the Course Outline

Grading System

5 Quizzes on Readings (10 points each)	50
Assignments and in class work	240
Final Project	<u>60</u>
Total	350

350-315=A

314-280=B

279-245=C

244-210=D

209-000=F

Textbook and Required Materials**Text:***Drawing and Rendering for Theatre* Clare P. Rowe**Materials:**11x14 *Sketch* Pad, Spiral Bound

#2 or HB Pencils—NO mechanical pencils

Pencil Sharpener

Kneaded Eraser

Mechanical Eraser

Prismacolor Pencils (Set of 24 minimum)

Additional Supplies TBA

Recommended or Optional Materials

None

Course Outline**May be Subject to Change**

		Outcome	In Class	Points	Homework
1	1/19/16	1	Learning to See	5	Read Chapters 1-5, BB Quiz 1
	1/21/16	1.8.9	Elements and Principles, Quiz 1 Due	10	Start Benchmark
2	1/26/16		Sophomore Evaluations NO CLASS		
	1/28/16	1.2.8.9	Benchmark Due	10	Grey Scale, Collect Photos
3	2/2/16	1.2.5.8.9	Grey Scale and Photos Due	10	Benchmark Detail
	2/4/16	1.5.8.9	Benchmark Detail Due	10	Chpt. 6, BB Reading, BB Quiz 2
4	2/9/16	1.2.3.8.9	Quiz 2 Due	15	Create Figure Guide
			Gesture Drawing, Proportional Figure		
	2/11/16	1.2.3.8.9	Proportional Figure Guide Due	10	2 Developed Figures
5	2/16/16	1.2.3.5.8.9	Developed Figure Due	10	2 Figure Drawings, pp 49-74

					Quiz 3
	2/18/16	1.2.3.5.8.9	2 Drawings Due, Quiz 3 Due	20	Drapery
6	2/23/16	1.2.5.8.9	Drapery Due	10	2x1hr Clothed Figure
	2/25/16	1.2.3.5.8.9	2 Clothed Figures Due	10	Line Weight
7	3/1/16	1.5.8.9	Line Weight Due	10	Ink Drawing and Wash
	3/3/16	1.2.5.8.9	Ink Drawing and Wash Due	10	Texture,
8	3/8/16	1.4.8.9	Texture Due	10	Perspective Drawings
	3/10/16	1.2.4.5.8.9	Perspective Drawings Due	10	Abstract Stage Space, pp 89-105
					Quiz 4
			SPRING BREAK		
9	3/22/16	1.2.4.5.8.9	Line Drawing, St. Space Due, Qu. 4 Due	20	Shaded Abstract Stage
	3/24/16	1.2.4.5.8.9	Shaded Abstract Stage Space Due	10	Room Perspective
10	3/29/16	1.2.4.5.8.9	Room Perspective Work	5	Finish Room Perspective
	3/31/16		Room Perspective Due	10	Light Drawings
11	4/5/16	1.2.5.6.8.9	Light Drawings Due	10	Color Wheel, Chapt. 8&9, Quiz 5
	4/7/16	1.6.8.9	Color Wheel Due, Quiz 5 Due	20	Rendered Objects
12	4/12/16	1.2.4.5.6.8.9	Work in Class	5	Finish Rendered Objects
	4/14/16	1.2.4.5.6.8.9	Rendered Objects Due	10	Rendered Benchmark
13	4/19/16	1.2.4.5.6.8.9	Work in Class	5	Complete Rendered Benchmark
	4/21/16	1.2.4.5.6.8.9	Rendered Benchmark Due	10	Finalize Final Photos
14	4/26/16	All	2 Final Sketches Due	10	Finish Sketches, 1 Rendering
	4/28/16	All	1 Rendering, All Sketches Due	10	Rendering
15	5/3/16	All	Work Day	5	Finish Final Project
	4/30/15	All	Presentations	60	
16			FINAL EXAM		10am to 12pm
			TOTAL POINTS	350	

Course Policies

Late Work

This class moves very quickly and because the work is developmental and presented in every class meeting there is no room for make-up days. Therefore, no late work will be accepted from unexcused absences, nor will there be make-up days for unexcused absences. If a student misses a class, and has a documented excuse, then a new due date for that work will be assigned.

Attendance

Due to the very hands-on nature of this class, and the fact that the course grade is derived almost entirely from work presented daily in class, attendance is mandatory and students are expected to be in class and prepared to begin work on time. Unexcused absences and/or tardiness will have a negative impact on the final grade due to partial or no credit for that day's work.

Emergencies, deaths in the family or severe illnesses must be accompanied by proper documentation in order to be excused (see Office of Student Life). Students must provide an institutional form to the professor for Official University event absences. Students with six absences (6) TTh will fail the course.

Plagiarism and Cheating:

It is expected that each student shall be responsible for his/her own work. Penalty for an act of cheating or fabrication or plagiarism could range from no credit on the assignment to failure of the course to expulsion from the University. For more details, see NAU's list of sanctions found online in the Student Handbook in Appendix G.

Emergency Textbook Loan Program:

NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online:

<http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

University Policies

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://home.nau.edu/diversity/>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and

submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."