

**THTR 407a Drawing and Rendering for the Theatre**

**Fall 2017 Friday 9:00am - 11:50am**

**PED 114**

**Instructor:** Christina Haatainen-Jones

**Office:** PED 114f

**Office Hours:** Tues./Thurs. 12:00 - 2:00pm by appt.

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**Course Description and Overview**

Introduction to the techniques for using a variety of media, including pencil, watercolor, gouache, crow quill pen and india ink, and permanent marker. The methods chosen are to help develop skills for dynamic theatrical design presentations.

**Learning Objectives**

**•** To become familiar and gain proficiency in a variety of materials and techniques

**•** To gain an understanding and an appreciation of art and the skill entailed to create artistic statements

• To become proficient in color matching

• To use the methods learned to create a personal style in rendering designs

**Required Readings**

There are no required textbooks for this course. I will be introducing you to specific artists to see examples of the variety of methods. I encourage you to research artists that will inspire your own personal work.

**Supplementary Materials**

Some materials will be supplied in class for you to discover. If you have an affinity for specific methods you should purchase the materials for future projects.

Supplied for use in class:

India Ink and crow quill pens

Gouache

Tubed watercolors

Permanent Markers (limited colors)

Variety of papers, palettes and water containers

Supplies needed for work in and outside of class:

Watercolors

Watercolor paper - hot press or cold press - at least 9"x 12"

Watercolor brushes - we will discuss in class

Drawing pencils

Kneaded eraser

**Description of Grading Criteria and Assessment of Assignments**

This is a hands-on class so attendance is critical. 60% of your grade will be based on in-class projects.

Grading is based on degree of completion and how student followed basic steps for effective use of materials.

There will be no unexcused absences.

No late assignments or projects will be accepted without a reduction of grade points unless advanced extensions have been arranged between the student and the teacher or exceptional circumstances occur.

**Grading Scale for SDA:**

Point values are assigned to individual projects and assignments listed above.

The final course grade is based on your accumulated points for all assignments:

A= 100-‐94, A‐= 93-‐90,  B+= 89-‐87,  B= 86-‐84,  B-= 83-‐80,  C+= 79-‐77, C= 76-‐74,

C-= 73-‐70, D= 69-‐60, F= below 59      

**A** indicates work of excellent  quality;  **B** of good quality;  **C** of average  quality;  **D** of below average quality; and  **F** indicates inadequate or unturned-in work.

**Grading Breakdown**

Pen & Ink projects In class - 2@5pts. each 10 pts.

Pencil projects In class - gray scale and color@5pts. each 10 pts.

Gouache In class - Color Matching project 10 pts.

Gouache In class - Draped Fabric project 10 pts.

Gouache In class - Small-Scale Surface project 10 pts.

Marker In class - Marker project 10 pts.

Watercolor Out of Class - Composition of 2 pcs. of clothing 10 pts.

Watercolor Out of Class - Shiny & Natural project 10 pts.

Final Out of Class -Mixed Media Self-portrait 20 pts.

**TOTAL 100 pts.**

**Assignment Submission Policy**

In class assignments will be collected after each class.

Homework assignments are due in class the week after the assignment is given.

#### Course Schedule - Weekly Breakdown

#### Aug. 25 Pen and Ink. Introduction to the crow quill pen and India ink. Work on a series of exercises learning how to use pressure on the pen to create varied line weights, crosshatching, dots, parallel lines, etc.

#### Sept. 1 Continue Pen and Ink. Explore the techniques learned to reproduce an ink illustration of your choice. Complete at least 2 drawings during class.

#### Sept. 8 Pencil. Work on gray scales on white paper. Continue working on gray

#### paper using both black and white pencils and using just white on black paper

#### Sept. 15 Colored pencil - on a variety of papers utilizing white and colored pencils on gray or sepia paper.

#### Sept. 22 Gouache. The method of using opaque watercolor to create solid shapes and surfaces. Work on mixing colors and layering to create dynamic forms and designs.

#### Sept. 29 Continue Gouache. Focus on color matching.

Complete a section of a larger painting enlarging to twice the size of the sample panel. When complete, all panels will interconnect to form a single image to check the color matching and skill of duplication.

#### Oct. 6 Continue Gouache. Focus on painting draped fabrics distinguishing the characteristic differences of silk, velvet satin, and wool.

#### Oct. 13 Continue Gouache. Focus on creating realistic surfaces for theatrical model building. Investigate techniques for painting realistic wood, stone, marble, rocks, bricks and other surfaces in small scale. Bring in any specific research from past or present model projects.

#### Oct. 20 Watercolor. Understanding the translucency of the media and how to

#### manipulate the paint using a variety of techniques and tricks. Stress knowing where not to paint and allowing the paper to shine through.

#### Assignment: Paint a composition of two pieces of clothing -

#### A shoe and a shirt; some jeans and a scarf; a belt and a jacket.

#### Oct. 27 Continue Watercolor. Work in class creating still life compositions of6varying textural surfaces. Objects include: metallics, glass, plants, fabric.

#### Assignment: paint something shiny and something natural in one composition.

#### Nov. 3 Continue watercolor – incorporating gouache and ink as counterpoints to the water color. Also play with using salt, rubbing alcohol, gum arabic, colorless wax crayon to obtain different effects.

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#### Nov. 10 Permanent Marker. Introduce methods of rendering with marker. Practice how to overlap/underlap colors and how to manipulate different line weights to obtain the various levels of color saturation, texture, and pattern.

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#### Nov. 17 Dynamic Faces. Work on creating realistic skin and hair tones using the variety of materials learned in class.

#### Nov. 24 THANKSGIVING BREAK

#### Dec. 1 Mixed Media. Utilize all methods learned this semester and introduce pastels/oil pastels plus pencils to the mix to obtain highly individual approaches to personal renderings.

#### Monday Dec. 11 Final Presentation 11:00-1:00

SELF PORTRAIT – Using at least 2 of the methods/materials learned in class, compose a self portrait no smaller than 11" x 14". Composition should include your face - both eyes shown - and at least one hand. It should also include a finished background.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, Behavior Violating University Standards<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

*The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html>provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/>will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.