

THTR 407a Drawing and Rendering

Units: 2

Fall 2021 – Fridays – 9am – 11:50am

IMPORTANT:

The general formula for contact hours is as follows:

Courses must meet for a minimum of one 50-minute session per unit per week over a 15-week semester. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time.

(Please refer to the [Contact Hours Reference](#) guide.)

Location: PED 114

Instructor: Stephanie Petagno

Office: PED 114

Office Hours: 12:30 – 2:30pm Fridays

Contact Info: petagno@usc.edu

973-997-6377 – Text is ok

IT Help: Prakash Shirke. Director of Information Technology, SDA

Hours of Service:

Contact Info: sdait@usc.edu, 740-1288

Course Description

Introduction to the techniques for using a variety of media, including graphite pencil, watercolour, ink, collage, and Procreate. The methods chosen are to help develop skills for creating design concepts and dynamic theatrical design presentations. Students will be interpreting form, space, fabrics, body in space, movement, expression, zeitgeist, and composition for the purpose of strengthening their design language as collaborative artists.

Learning Objectives

- To become familiar and gain proficiency in a variety of tools and techniques
- Keeping a sketchbook to establish connection with rendering medium , practice seeing, and track progress over the course of the semester
- To gain an understanding and an appreciation of art and the skill entailed to create artistic statements
- To become proficient in observation, rendering the conceptual, and colour-matching
- To create a personal design language

Prerequisite(s): N/A

Co-Requisite(s): N/A

Concurrent Enrollment: Design discipline and production courses in SDA

Recommended Preparation: N/A

Course Notes

All visual materials shared in class will be uploaded to Blackboard for students to reference and download as part of their own reference library throughout the semester. These materials could include books, articles, visual presentations of artists and techniques, podcasts, and live demos.

For the immaterial portion of the class, students are expected to have working knowledge of creating a multi-layered rendering in a digital application with a tablet - for this course, we will be using Procreate. We will be using a computer lab-type space for a portion of this class.

Technological Proficiency and Hardware/Software Required

Each student will be using Blackboard to share materials and homework assignments. We will also be using Procreate on either desktop computers with tablets or pre-loaded onto ipads or equivalent w coordinating drawing "stylus" implement in class as well as out-of-class.

Required Readings and Supplementary Materials

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 will also be sharing articles and podcasts of artists and their work so that you can gain a deeper understanding of the rendering process as a communication tool in your own work. I encourage you to research artists that will inspire your own personal work.

Inspired Reference Books:

Character Costume Figure Drawing 3rd Edition - Tan Huaixiang
Drawing - A Contemporary Approach - Teel Sale
Experimental Drawing - 30th Anniversary Edition - Robert Kaupelis
Spiderman: Into The Spiderverse - The Art of the Movie
Masters of Fashion Illustration - David Downton
Fashion Drawing, 2nd Edition - Michele Wesen Bryant
Posefiles - pose catalogue
Beginner's Guide to Digital Painting in Photoshop
Gianfranco Ferre Drawings
Fashion Illustration by Fashion Designers - Laird Borelli

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:

Ball point pen
India Ink and crow quill pens - regular ink is fine - we will discuss types and tools in class
Gouache
Tubed watercolors
Permanent Markers (limited colors)
Variety of papers, palettes and water containers

Supplies needed for work in and outside of class:

Sketchbook
Ball point pens
Index of graphite pencils
Watercolors
Watercolor paper - hot press or cold press - at least 9"x 12"
Watercolor brushes - we will discuss in class
Non-traditional drawing and painting media such as crayons, poster paints
Kneaded eraser
Magazines, paper clippings for collage
Coloured pencils, can also use watercolour pencils

Crayons, oil pastels
 Craft glue with a finer tip
 flocking, sand, dirt, glitter
 *Access to Procreate and drawing tablet with drawing tool

Description 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. We will work on learning tools and techniques in class which will then be applied to work out of class. Each student will also be expected to keep a weekly sketchbook as part of their final grade.

Grading Breakdown

Pen & Ink	20 x Quick-Motion Thumbnails	10 pts.
Ink	2 x Ink Studies using marks from class	10 pts.
Pencil	1 x Lighted Subject Rendering	10 pts.
Watercolour	1 x Fabric Composition in Watercolour	10 pts.
Watercolour	1 x Watercolour Mood Landscape	10 pts.
Mixed Media	5 x Small Realism Studies	10 pts.
Collage MMedia	1 x Collage Mixed Media Mood Board	10 pts.
Non-traditional	1 x Non-traditional Self Portrait	10 pts.
Procreate	3 x Version Layered Renderings	10 pts.
Sketchbook	Reflects practice throughout semester	10 pts.

TOTAL **100 pts.**

Grading Scale

Assignments grades and course final grades will be determined using the following scale 6 – 10 (6 = passing, 10 = exceptional) Anything below a 6 reflects that an assignment has not been turned in as completed and could result in not being counted towards the student’s total grade.

Grading is based on degree of completion and how each 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.

9-10	Exceptional Quality and Effort
8	Good work but can be improved
7	Average
6	Assignment was submitted but lacks effort
5	Assignment was submitted but not completed – will not count towards total grade
4	Assignment not submitted – will not count towards total grade
1-3	Used to evaluate any work done to be counted toward re-taking the class

Assignment Rubrics

Each completed assignment will be assessed using the 6 – 10 grading scale. Class participation and discussion will also be considered in each student’s conction with the content in and out of class.

Assignment Submission Policy

Homework assignments are due at 9am on the Friday after the class in which they were assigned unless otherwise noted and discussed (some assignments will be two week assignments). We will be looking at each other’s work and sharing our process in class.

In addition to weekly and/or bi-weekly assignments, students are expected to share pages of their sketchbook that reflect their regular observations and practice of drawing and rendering on a weekly basis. The documentation and sharing of sketchbook renderings can be in the form of photo documentation uploaded to Blackboard and/or in-person sharing in class. In class assignments will be collected after each class. Students are expected to document and upload to Blackboard.

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

***All students will be expected to photograph their in-class work, homework assignments, and sketchbooks and upload photos of all work to Blackboard for final grade evaluation.**

Grading Timeline

Feedback will be provided in-class and through Blackboard for each assignment. Grades for each assignment will be determined weekly and on-going.

Midterm Evaluation

During weeks 7 – 10 of this semester we will set up midterm evaluations. Each student is expected to schedule a time to meet with me individually so that we may assess together their progress in the class and make sure they are on track for success and completion of the class.

Extra-Curricular Commitments and ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

Sharing of course materials outside of the learning environment

USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course evaluation

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. You should expect to receive an email update once the system has launched to provide your feedback on this course. In addition, you are always welcome to connect with with me as the instructor to offer any feedback on the course.

Additional Policies

Late assignments will not be accepted unless cleared with the instructor PRIOR to the assignment due-date.

Missed classes without clearance PRIOR to the day of absence will be counted towards final grade.

There is a makeup work policy for excused absences only: late assignments should be turned in within the week of the missed due date. Any missing work will be assessed at the end of the semester and counted towards the final grade.

Use of technology will be organized between the instructor, students of the class and SDA's computer lab during the semester. Students will be expected to adhere to computer lab policy regarding the use of shared technology.

Course Schedule: A Weekly Breakdown

- Aug. 27th** Pen and ink. Merits of ball point pen. Introduce thumbnailing, quick-draw motion, how to get the most out of your pen. papers/pen weights. How to get pen ink out of your clothes. (same method to "thin" pen marks on paper)
In-Class Exercise: studying motion with quick pen mark-making
Assignment: 20 Motion Thumbnails in pen
- Sept. 3** Continue conversation with "ink". Using ink outside the barrel of a pen. Dry brush, tiny thin hair brush, rapidograph, dip pen
In-Class Exercise: building shapes with ink, create chart for mark-making
Assignment: Create two studies in ink, can be from a photo or from life. Use the ink and marks learned in-class to express the thing you're looking at
- Sept. 10** Pencil. Graphite Pencil index and line weights, when to use what. Building volume and texture. Shading and hatching
In-Class Exercise: quick graphite study of an object or face practicing graphite index
Assignment: In sketchbook: 5 x studies of a space in graphite or figure or cu of a face/facial features (can be from life or photo) Practice layering in graphite index / technique and textures (this is counted toward your sketchbook requirement)
- Sept. 17** Coloured Pencil - on a variety of papers, play with white pencil on toned paper and layering coloured pencils. Introduce adding water to watercolour pencils
In-Class Exercise: Playing with lighted subjects - interpret in white or light-coloured pencil on toned paper
Assignment: Light a subject, space or person - interpret using techniques in class - 1 rendering
- Sept. 24** Intro to Watercolour. Use the medium for what it does. Opacity vs. transparency. Work on mixing colors and layering to create dynamic forms and designs. Introduce colour-matching
In-Class Exercise: draped fabric on a form, practice watercolour techniques
Assignment: Create a composition with clothing and fabrics in real life and use watercolour to interpret that composition
- Oct. 1** Continue Watercolour. "Drawing" with watercolour. Look at fabrics, hair, light, and objects to depict in watercolour. Continue practicing colour-matching. 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. Also play with using salt, rubbing alcohol, gum arabic, colorless wax crayon to obtain different effects.
In-Class Exercise: Create a watercolour rendering of an exterior / landscape using techniques discussed in-class. We will go outside together! Instill a mood
Assignment: Choice of either finishing rendering from class and creating a new

rendering of the same space at a different time of day, or create a whole new rendering of a completely different exterior / landscape. Instill a mood. Class will interpret each other's moods

Oct. 8 Gouache / Watercolour / Markers - Focus on creating realistic surfaces for theatrical model building. Investigate techniques for rendering realistic wood, stone, marble, rocks, bricks and other surfaces in small scale. Bring in any specific research from past or present model projects.

In-Class Exercise: Study realistic surfaces, create 5 small "realism" studies in class of 5 different realistic surfaces/textures using mediums from today's class.

Assignment: Create 5 more (small) realism studies of 5 different specific surfaces of your choice. Surface guessing game. Be ready to discuss your interpretations in class
Collect collage materials to bring into the next class.

Oct. 15 **FALL RECESS**

Oct. 22 Collage! Bring in magazine and paper clippings to work with in class.

In-Class Exercise: Create a quick collage using your paper scraps to interpret a narrative or zeitgeist

Assignment: Each student will pick a narrative line out and create a collage as interpretation. Journal thoughts in your sketchbook as you work to track abstract thought-process. Be ready to discuss your process and thoughts with the class! (This is a two-week assignment in-process)

Oct. 29 Using collage with other media such as graphite, marker, water colour, ink. Layering, world-building, zeitgeist

In-Class Exercise: Create a quick mood/board/interpretation using collage with any two other media practiced in previous classes.

Assignment: Adding to previous assignment: Create a finished mixed media mood board for the narrative of your choice using collage and at least two other media that we practiced in this class.

Nov. 5 Non-traditional rendering materials: crayons, oil pastels, poster paint, glue, things to sprinkle into glue, such as flocking, glitter, sand. Remember, renderings are meant to suggest possibilities! Don't forget to PLAY!

In-Class Exercise: Play with non-traditional mediums after quick demos. Create your own language for these mediums.

Assignment: Create a self-portrait using at least one of the non-traditional mediums we played with in class. Don't be afraid to use more than one medium! Don't be afraid to explore a medium we may not have tried together in class. 2 x week assignment.

Nov. 12 Continue conversation with non-traditional materials: sophisticated application, both corporeal and spatial. Be ready to work in class!

In-Class Exercise: Study the relationship of humans and their interior surroundings using non-traditional mediums. Use non-traditional materials to render a human figure in an interior space. Select different mediums for the figure than for the interior space. Think about the figure's relationship to the space and their motivation / inner life, what the space might be saying about them.

Assignment: Apply techniques from class to finish work on your self portrait.

- Nov. 19** Intro to immaterial rendering - Procreate. Creating dynamic renderings in layers using digital application
In-Class Exercise: Study dynamic poses and build a rendering using layers
Assignment: Create 3 renderings using three different “styles” of clothing compositions using the layering capabilities of the program, for example, completely changing colour palettes or line-work or body-types for each rendering. *every single layer must have three different versions (Two week assignment)
- Nov. 26** **THANKSGIVING BREAK**
- Dec. 3** Continue Procreate. Combine material with the immaterial into a layered rendering. Idea of collaging from material to immaterial - keeping the collage feel vs. blending ideas into rendering. Photographing and scanning.
In-Class Exercise: Using renderings from homework assignment, import collaged elements. Practice using assets to create even more dynamic renderings in Procreate
Assignment: Continue to work on three renderings from assignment and class using assets and layers.
- Dec. 10** In-class work session. Troubleshoot chat
In-Class Exercise: Continue to work in Procreate, or finishing up other renderings
Assignment: Assess your collection of renderings. What needs a re-visit? What needs to be finished? Is there anything you want to try again? Is your weekly sketchbook up-to-date and documented?
- Dec. 13** **Final Presentation of project(s) and sketchbooks. Class culmination and discussion.**

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1	Aug. 27th - Pen and ink. Studying motion, drawing speed, techniques		Due: Sept. 3rd - 20 Motion Thumbnails (fulfills sketchbook requirement for the week)
Week 2	Sept. 3rd - free-flowing ink, create chart for mark-making. Quill pens, Rapidographs		Due: Sept. 10th - 2 x Studies in free-flow ink Due: Sept. 10th - Sketchbook observations
Week 3	Sept. 10th - Intro to the wonders of graphite pencil		Due: Sept. 17th - 5 x graphite studies (fulfills sketchbook requirement for the week)
Week 4	Sept. 17th - coloured pencil, light-coloured pencil on toned paper		Due: Sept. 24th - 1 x rendering lighted subject in light-coloured pencil on toned paper Due: Sept. 24th - Sketchbook observations
Week 5	Sept. 24th - Intro to watercolour		Due: Oct. 1st - 1 x clothing composition in watercolour Due: Oct. 1st - Sketchbook observations

Week 6	Oct. 1st - Sophisticated applications of watercolour		Due: Oct. 8th - 1 x Watercolour Mood Landscape Due: Oct. 8th - Sketchbook observations
Week 7	Oct. 8th - Intro to gouache, markers, mxmedia		Due: Oct. 22nd - 5 x small realism studies in gauche or marker, etc. (fulfills weekly sketchbook assignment) *Collect materials for collage!
Week 8	Oct. 15th - FALL RECESS!		Finish homework from previous week, collect collage materials to bring into class
Week 9	Oct. 22nd - Collage, students bring in their materials		Due Oct. 29th + Nov. 5th - Build collage from Narrative Due Oct. 29th - Sketchbook observations
Week 10	Oct. 29th - Continue collage, add mixed media		Due Nov. 5th - 1 x finished mixed media collage Due: Nov. 5th - Sketchbook observations
Week 11	Nov. 5th - Non-traditional rendering materials		Due Nov. 12th + Nov. 19th - Self Portrait - Non-traditional rendering materials (in-progress) Due Nov. 12th - Sketchbook observations
Week 12	Nov. 12th - Relating corporeal to spatial in non-traditional materials		Due Nov. 19th - Self Portrait - Non-traditional rendering materials Due Nov. 19th - Sketchbook observations
Week 13	Nov. 19th - Intro to Immaterial Rendering - Procreate		Due: Dec. 3rd - Create 3 x renderings in Procreate that reflect 3 x different styles using layers Due: Dec. 3rd - Sketchbook observations
Week 14	Nov. 26 - THANKSGIVING BREAK!		Due: Dec. 3rd - Create 3 x renderings in Procreate that reflect 3 x different styles using layers

			Due: Dec. 3rd - Sketchbook observations
Week 15	Dec. 3 rd - Continue working with Procreate - importing assets		Dec. 10th - Add assets to 3 different renderings from previous homework Dec. 10th - Sketchbook observations
Week 16	December 10th - In-class work session, Procreate follow-up, other assignments		Due: Dec. 13th - All completed assignments and weekly sketchbook observations for class culmination
FINAL Week 17	Dec. 13th - Class Culmination - share completed renderings and sketchbooks for the semester		Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at classes.usc.edu .

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. **For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.**

(Please refer to the [Contact Hours Reference guide](#).)

**EDI @SDA: Professional Development/Mandatory EDI Training
Wednesday, September 15, 2021**

All SDA students are welcome to join an interactive community building experience that explores how we integrate core values of equity, diversity, and inclusion into our educational and artistic journey at SDA. Competencies that will be covered will include, but not limited to, Anti-Racism as Everyday Practice; Equity-Mindedness (w/colleagues from USC Race & Equity Center); and Theatrical Intimacy & Building Cultures of Consent. More details will follow. NOTE: All SDA classes will be cancelled to support involvement in this effort. We encourage all to participate.

SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPs and Extracurricular Activities* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university’s site on Campus Safety and Emergency Preparedness.

Health and Participation in Class

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

SDA Student Support & Reporting Form:

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776
<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.