



CART11015 Drawing Fundamentals and Graphic Languages

Term 1 - 2019

Profile information current as at 10/04/2024 09:22 pm

All details in this unit profile for CART11015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will develop competence and confidence in drawing so that it may form a key activity in your creative practice. You will use drawing as a direct and expressive mode of communication, and as a primary creative design tool. Whilst developing the ability to apply fundamental drawing concepts in a range of media and approaches, you will also develop knowledge about how drawn marks can be translated into graphic languages. This knowledge will be transferrable to other studio disciplines. As well as improving your ability to draw with confidence, this unit is designed to develop your ability to see and think like a visual artist and to develop an on-going relationship with the act of drawing.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Learning logs / diaries / Journal / log books**

Weighting: 40%

2. **Portfolio**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student survey.

Feedback

Overall satisfaction rating for this unit is high.

Recommendation

The learning resources for CART11015 will be reviewed for the purpose of identifying where enhancements can be made. Presentation and content will be considered for improvements.

Feedback from Professional reflection.

Feedback

Assessment 1 for this unit, required the submission of weekly learning logs. After completing the first iteration of this unit, I believe that the expectations for this assessment is a little onerous.

Recommendation

As unit coordinator for this unit, I plan to reduce the number of required learning logs for the next iteration of this unit. Planned enhancements for this unit may positively influence student results (grade distribution), term 1, 2019.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Reflect on various modes of drawing and how they may be beneficial to the contemporary visual artist
2. Exhibit a fundamental understanding of the relationships between mark-making, human perception and meaning generation through drawing and reflective writing
3. Integrate drawing elements and concepts including line, tone, shape, texture, pattern, proportion, space, perspective and emphasis to produce drawn documents with descriptive and suggestive power
4. Generate drawings which apply concepts relevant to observational, interpretative, expressive and preparatory drawings.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Learning logs / diaries / Journal / log books - 40% | • | • | | |
| 2 - Portfolio - 60% | | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 2 - Problem Solving | • | • | • | • |
| 3 - Critical Thinking | • | • | • | • |
| 4 - Information Literacy | | | • | • |
| 5 - Team Work | | | | |
| 6 - Information Technology Competence | | | • | • |
| 7 - Cross Cultural Competence | • | • | • | • |
| 8 - Ethical practice | • | • | • | • |
| 9 - Social Innovation | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Learning logs / diaries / Journal / log books - 40% | • | • | • | • | | • | | | | |
| 2 - Portfolio - 60% | • | • | • | • | | • | • | • | | |

Textbooks and Resources

Textbooks

CART11015

Prescribed

Landscapes: John Berger on Art

Edition: 1 (2016)

Authors: Berger, John.

Verso

London , NA , England

ISBN: 13:978-1-78478-584-0

Binding: Hardcover

Additional Textbook Information

E books copies are available from the publisher here:

<https://www.penguinrandomhouse.com/books/540880/landscapes-by-john-berger/9781784785857/>

However, paper copies can still be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Patrick Connor Unit Coordinator

p.connor@cqu.edu.au

Schedule

Week 1 Observational Drawing: Basic analytical drawing. - 11 Mar 2019

Module/Topic

Chapter

Events and Submissions/Topic

Class Discussion Topic 1:

What is the purpose of drawing?

Are there different kinds of drawings?

Class Discussion Topic 2:

How does the process of observation, perception and translation impact the drawn outcome?

Class Discussion Topic 3:

Analytical and constructive drawing as a strategic, step-by-step process.

Practical Class Activity 1:

'ghosting' and drawing at an easel.

Practical Class Activity 2:

Explore analytical and constructive drawing approaches.

Students complete **Reading #1** 'Landscapes: John Berger on Art'; Chapter 2, *To Take Paper, to Draw* - Week 2 class discussion. Students read week 1 Study Notes (Moodle): Introduction to drawing fundamentals.

- Introduction to CART11015 (Unit Overview and Unit Learning Outcomes).
- Familiarisation with CART11015 Assessments.
- Drawing Fundamentals and Graphic Languages, Week 1 Study Notes.
- [Learning Log Week 1](#). For the week 1 Learning Log you will succinctly describe the purpose and benefits of:

A) analytical drawing approaches (no more than 150 words) and

B) the use of construction lines when completing observational drawings. (no more than 150 words)

Week 2 Observational Drawing: Mark-making and line. - 18 Mar 2019**Module/Topic****Chapter****Events and Submissions/Topic****Class Discussion Topic 1:**

Common drawing media and supports. What might non-traditional drawing media and supports look like?

Class Discussion Topic 2:

What is a Line and how might it function in a drawing?

Class Discussion Topic 3:

Reading #1 'Landscapes: John Berger on Art'; (Chapter 2, *To Take Paper, to Draw* -)

Practical Class Activity 1:

Practice analytical drawing, focusing on structure and defining sound proportions.

Practical Class Activity 2:

Complete contour line drawings of simple objects.

Practical Class Activity 3:

Complete negative space drawing of simple object.

Students to read week 2 Study Notes (Moodle): Drawing at an easel.

- Drawing Fundamentals and Graphic Languages
- Week 2 Study Notes.
- [No Learning Log week 2.](#)

Week 3 Observational Drawing: Hatching and tone. - 25 Mar 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Class Discussion Topic 1:

What is tone and value?
How might linear and tonal systems be used in tandem?

Class Discussion Topic 2:

What is the difference between sketching and illustration?

Class Discussion Topic 3:

How do groups of marks make meaning?

Practical Class Activity

1: Explore contour line and cross-hatching to describe volume and tone.

Practical Class Activity

2: Explore compressed charcoal to suggest tone volume and structure, positive and negative space.

Practical Class Activity 3:

Complete a tonal drawing without using line.

Practical Class Activity

4: Explore a creative approach to a still life study.

Students complete **Reading #2**

'Landscapes: John Berger on Art';

Chapter 3, The Basis of all

Painting and Sculpture is

Drawing - prepare for week 4

class discussion.

Students read Study Notes

(Moodle): Drawing for its own

sake; the Heart of Observational drawing.

Students read week 3 Study

Guides (Moodle): Graphic

languages, codes and meaning

generation.

- Drawing Fundamentals and Graphic Languages Week 3 Study Notes.

- Learning Log Week 3. For this week's learning log you will briefly explain how human perception is critical to making meaning from drawn marks. (no more than 500 words)

Week 4 Observational Drawing: The Human Figure. - 01 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

Class Discussion Topic 1:

The structure of human skeletal and muscular systems. Generic proportions of the human figure. The significance of the spine.

Class Discussion Topic 2:

How do gestural lines imply movement, energy and rhythm? How does line weight imply gravity and muscle activation?

Class Discussion Topic

3: Reading #2 'Landscapes: John Berger on Art'; (Chapter 3, *The Basis of all Painting and Sculpture is Drawing* - discuss continued relevance of such an approach.)

Practical Class Activity 1:

Complete quick renderings using generic proportions and stylised 'stick figures'.

Practical Class Activity 2:

Explore gestural life drawings beginning with stylised skeletal structures.

Practical Class Activity 3:

Complete life drawings which use construction lines to imply structure and form.

George Bridgeman: visual exemplars for describing planes and anatomical structures; a constructive approach.

Moodle Resources: View video Tutorials and read study Notes.

- Reading #2 'Landscapes: John Berger on Art';

(Chapter 3, *The Basis of all Painting and Sculpture is Drawing* - discuss continued relevance of such an approach.)

- Learning Log Week 4. For this week's learning log you will briefly explain the significance of interpreting the position of the spine and considering the action of gravity when completing life drawings. (no more than 250 words)

Week 5 Observational Drawing: Contour lines. - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Class Discussion Topic 1: What are contour lines and when might they be used? Class Discussion Topic 2: How might line describe form? Practical Class Activity 1: Explore line variety and the expressive potential of line. | Moodle Resources: Video Tutorials and study guides. | <ul style="list-style-type: none"> • Drawing Fundamentals and Graphic Languages Week 5 Study Notes • <u>Learning Log Week 5</u>. For this week's learning log you will briefly explain: The purpose and benefits of both preparatory drawing and thumbnail drawings. (no more than 250 words) |

Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Reflect on the purpose of preparatory drawings and thumbnails. | NA | NA |

Week 6 Observational Drawing/Life Drawing: Interpretive drawing. - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Class Discussion Topic 1:

What is interpretive drawing?
(Developing a personal,
graphic language.)

Practical Class Activity 1:

Explore line character, weight,
variety, rhythm and pattern
using various approaches.

Moodle Resources: Video
Tutorials and study guides.

- Interpretive drawing.
[No Learning Log Week 6](#)

Week 7 Observational Drawing/Life Drawing: Expressive drawing. - 29 Apr 2019**Module/Topic****Chapter****Events and Submissions/Topic****Class Discussion Topic 1:**

What is expressive drawing?

Practical Class Activity 1:

Explore marking-making for
expressive potential.

Practical Class Activity 2:

Explore colour for expressive
potential.

- Expressive drawing.
- [Learning Log Week 7](#). In this week's learning log you will briefly explain the primary differences between 'interpretive' and 'expressive' drawings. (no more than 400 words).

Week 8 Experimental Drawing: Collage and frottage. - 06 May 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Discussion Topic 1: What is
experimental drawing?
Practical Activity: Complete
experimental drawings using
frottage and/or collage.
Discussion Topic 2: What does it
mean to over-work you
drawings?

- Surrealism and the Moderns.
- Experimental drawing.
- [Learning Log Week 8](#). In this week's learning log you will briefly explain:
A) the emphasis in 'Experimental drawing' (no more than 200 words)
B) how you have been influenced by either Max Ernst, James Gleeson or Eduardo Paolozzi in the development of your first experimental drawing project. (no more than 200 words)

Week 9 Experimental Drawing: Major drawing project. - 13 May 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Research and identify an
approach for a major,
experimental drawing project.
(Focus should be given to
process and media and the
desire to innovate.)

- Major drawing project
- [Learning Log Week 9](#). In this week's learning log you will briefly explain:
A) whether your major, experimental drawing project is based on a concept, subject, media or process (no more than 150 words) and
B) through the writing of a short synopsis (no more than 250 words), what the general intent of the drawing will be.
C) what drawing support/s, drawing media and other resources you will need to complete your drawing project. (please develop a complete list of items).

Week 10 Experimental Drawing: Major drawing project. - 20 May 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Students continue developing major, experimental drawing project.

NA

NA

Week 11 Experimental Drawing: Major drawing project. - 27 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|---|
| Students complete Major experimental drawing project. | | <ul style="list-style-type: none"> Major drawing project <u>Learning Log Week 11</u>. In this week's learning log you will briefly explain: <ul style="list-style-type: none"> A) what you consider to be the strengths of the drawing (no more than 250 words) and B) what you would do differently if you were to complete the drawing again? (drawing approach, drawing process, drawing media or supports) (no more than 250 words). |

Week 12 Reflection on various modes of drawing for the visual artist. - 03 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Students complete Drawing Folio, Assessment projects and learning logs. | | <p><u>Week 12 Learning Log</u>: In this week's learning log, after reflecting on and researching various modes of drawing, you will briefly explain how preparatory drawings, observational drawings, interpretative drawings, expressive drawings and experimental drawings may be beneficial to contemporary visual artists (no more than 500 words). Drawing Learning Logs Due: Week 12 Friday (7/6/19) 4:00 pm (AEST).</p> <p>Portfolio of Drawings Due: Week 12 Friday (7/6/19) 4:00 pm (AEST).</p> <p>Assessment 1- Learning Logs Due: Week 12 Friday (7 June 2019) 11:45 pm AEST Assessment 2 - Portfolio of Drawings. Due: Week 12 Thursday (6 June 2019) 4:00 pm AEST</p> |

Review/Exam Week - 10 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| NA | NA | NA |

Exam Week - 17 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| NA | NA | NA |

Term Specific Information

The coordinator for this unit is Patrick Connor. If you wish to contact the unit coordinator for this unit email Patrick on: p.connor@cqu.edu.au.

Assessment Tasks

1 Assessment 1- Learning Logs

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

After attending weekly drawing classes you will reflect on the activities of that week, and if necessary, complete further research to support your submission of regular learning logs. The requirements for each learning log is clearly outlined in the weekly Moodle sections for this unit.

Assessment Due Date

Week 12 Friday (7 June 2019) 11:45 pm AEST

Complete revisions of all Learning Logs by 07/06/2019; 4:00PM AEST.

Return Date to Students

Exam Week Friday (21 June 2019)

Feedback is provided via Moodle

Weighting

40%

Assessment Criteria

1. Evidence of research and integration of theoretical perspectives.
2. Structure.
3. Writing Standard.
4. Attention to requirements of task .
5. Referencing.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Students are asked to use the discussion forum provided in their Moodle unit for this assessment. The Assessment 1 Marking Criteria Sheet, complete with your name and student ID # added, should also be submitted to confirm that your posts are ready for assessment.

Learning Outcomes Assessed

- Reflect on various modes of drawing and how they may be beneficial to the contemporary visual artist
- Exhibit a fundamental understanding of the relationships between mark-making, human perception and meaning generation through drawing and reflective writing

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Assessment 2 - Portfolio of Drawings.

Assessment Type

Portfolio

Task Description

For the first 7 weeks of this unit you will complete observational drawings in class. You will also have 3 other drawing projects to complete. For this Portfolio Assessment you will:

- 1) Submit your best observational drawings from class (your observational drawings must represent at least 5 of the 7

weeks of observational drawing). To do this you will submit your best observational drawings as both hard copies and digital files. The hard copy portfolio will be submitted in class on week 12. The digital files will be uploaded via your Moodle site for this unit.

2) Submit all of your drawing projects. Your drawing projects will be submitted both as hard copy originals and as digital files. The hard copy originals will be submitted in class on weeks 12 and the digital files will be submitted via your Moodle site.

Assessment Due Date

Week 12 Thursday (6 June 2019) 4:00 pm AEST

Please submit your portfolio to your lecturer at the end of your scheduled drawing class (week 12)

Return Date to Students

Exam Week Friday (21 June 2019)

Feedback for this assessment will be provided via Moodle.

Weighting

60%

Assessment Criteria

1. Use of line.
2. Use of tone and suggestion of form.
3. Drawing structure and compositional arrangement.
4. Keenness of observation and accuracy of proportions.
5. Process and approach.
6. Creative and innovative use of media.
7. **Attention to requirements of drawing task.**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Please submit your complete Portfolio (Observational drawings + drawing projects X 3) at the conclusion of your week 12 drawing class.

Learning Outcomes Assessed

- Integrate drawing elements and concepts including line, tone, shape, texture, pattern, proportion, space, perspective and emphasis to produce drawn documents with descriptive and suggestive power
- Generate drawings which apply concepts relevant to observational, interpretative, expressive and preparatory drawings.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem