



Course Syllabus Scientific Illustration Fall 2022

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Meeting Days: A –D days Mod 5

Drawing and Illustration; with focus on Scientific and engineering will allow our students to conceive better models and ideas within the science departments, along with helping them to create their own imagines for scholastic works and research. By studying drawing and illustration the course will cover the history of illustration starting with the first illustrated manuscripts, through to Audubon and Charles Darwin. However, cultural differences are recognized, researched, celebrated, and imitated.

NOTE: Students are to bring a 1 or 2 inch three ring binder to class, along with a two pocket folder. Please be sure each has the student's name on the outside.

Standards:

In Observational Drawing we will be following Illinois State Standards in Visual Arts. Please note bullets points listed under each standard are setup as to how students are being assessed, either formative assessment or summative assessment.

- *Formative assessment has no grades attached, and is solely for the student to acknowledge personal progression*
- *Summative assessments let them show what they've learned*

Creating

Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- 1.1 Use multiple approaches to begin creative endeavors. **Summative**
- 1.2 Individually or collaboratively formulate new creative problems based on student's existing artwork. **Summative**

Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Enduring Understanding: Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks

- 2.1 Engage in making a work of art or design without having a preconceived plan. **Summative**
- 2.2 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. **Summative**
- 2.3 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept **Summative**
- 2.4 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. **Summative**
- 2.6 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. **Formative**
- 2.8 Redesign an object, system, place, or design in response to contemporary issues **Summative**
- 2.9 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, or empowers people's lives **Summative**

Standard 3: Revise, refine, and complete artistic work.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

- 3.1 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. **Summative**
- 3.2 Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. **Summative**
- 3.3 Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. **Summative**

Presenting

Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation

- 4.1 Analyze, select, and curate artifacts or artworks for presentation and preservation. **Formative**
- 4.2 Analyze, select, and critique personal artwork for a collection or portfolio presentation. **Formative**

Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding

- 6.1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. **Formative**
- 6.2 Make, explain, and justify connections between artists or artwork and social, cultural, and political history. **Summative**
- 6.3 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural or political experiences. **Summative**

Responding

Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments

- 7.1 Hypothesize ways in which art influences perception and understanding of human experiences. **Summative**
- 7.2 Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. **Formative**
- 7.3 Analyze how responses to art develop over time based on knowledge of, and experience with, art and life. **Summative**

Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

- 8.1 Communicate feelings when engaging works of art and describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork. **Summative**

Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria

- 9.1 Evaluate an artwork based on given criteria. **Summative**
- 9.2 Apply one set of criteria to evaluate more than one work of art **Summative**

Connecting

Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- 10.1 Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.

Summative

- 10.2 Construct and support meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.

Summative

- 10.3 Compare and contrast differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life. **Formative**

Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

- 11.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art. **Summative**
- 11.2 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts **Summative**
- 11.3 Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. **Summative**

Essential Content:

Student Outcomes: Upon completion of this course, students will have completed the following:

- Develop vocabulary of Drawing and illustration terms and techniques.
- Develop an understanding of the principles of design and composition in relation to the drawing process.
- Develop hand lettering skills.
- Identify drawing techniques and styles.
- Effectively experiment with a variety of materials and techniques in drawing.
- Understand and draw scientific and engineering components.
- Organize drawings in a logical/ sequential manner.
- Compare and contrast drawing techniques and styles.
- Develop critique criteria and words in drawing techniques.

Drawing and Illustration projects are executed from the following techniques:

- Pen and Ink.
- Watercolor.
- Color Pencil
- Pencil
- Hand Lettering

Student Expectations:

- Students will understand that a safe, productive, and happy learning community depends upon the collaborative efforts of all in the art room.
- Students will not plagiarize images off the internet or in any printed media or they will be subjected to the Dean of Students for disciplinary actions (see Student Handbook)
- Students should be prepared to actively participate in class discussions and critiques, and demonstrate a willingness to receive and integrate constructive criticism. In the case of tardiness or absenteeism, it is the responsibility of the student to determine what assignments and exercises were missed and complete them outside of class.
- All work in this class must be appropriate for a general audience.

Respect for Supplies:

- Always respect the tools we use in the process of making art - this includes conserving supplies.
- Always leave the art supplies in the art room unless you are given a 'take-out' pack for homework.
- Students will be held financially accountable for broken, lost, or misused supplies and equipment.

Safety and Sensory issues:

Creating art can pose sensory and safety issues. If there are situations in class where safety is a concern, instructor will instruct you how to deal with these in a safe manner. If you have any sensory issues with a project procedure, you must let me know immediately.

Clean-up:

We are a community and as such, should always be willing to clean up the area both for you and others when they need assistance

Assessment Philosophy:

Because this is a studio course in which production aesthetic awareness and capacity is the emphasis, assessment will be based upon a number of related factors. These factors include:

- Ability to follow instructions and meet deadlines.
- Ability to complete projects/assignments
- Tenacity (work ethic)
- Issues relating to craftsmanship
- Issues relating to creativity, aesthetics, and artistic originality
- Ability to work safely and clean up after oneself and pitch in with general studio cleanup
- Ability to self-reflect on one's own performance and/artwork
- Ability to conserve and recycle
- Ability to use and recognize appropriate terminology and procedures
- Issues relating to attendance and ethical behavior
- Ability to discuss artwork as it reflects aesthetics and social significance

Presentation Designation aesthetic awareness and capacity is the emphasis, assessment will be based upon a number of related factors.

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- Ability to work safely and clean up after oneself and pitch in with general studio cleanup
- Ability to self-reflect on one's own performance and/artwork
- Ability to conserve and recycle
- Ability to use and recognize appropriate terminology and procedures
- Issues relating to attendance and ethical behavior
- Ability to discuss artwork as it reflects aesthetics and social significance

GRADING CRITERIA: Grades for the course will be determined in the following manner:

INSTRUCTIONAL STRATEGIES: (see below)

Demonstrations

Lectures

Critiques

GRADING CRITERIA: Grades for the course will be determined in the following manner:

50%: Classroom/Group Participation

- Portfolio Presentation
- Studio Projects
 - Concepts/objectives have been met
 - Completion of project
 - Creativity, originality
 - Proper craftsmanship
 - Developing manual and technical skills
 - Developing perceptual skills
 - Class Participation
 - Daily work habits Care of supplies and equipment
 - Time on task
 - Group interaction
 - Studio interaction
 - Studio activities participation
 - Attendance and promptness
 - Preparation for class (materials)
 - Cooperation

30%: Test, Quizzes, Individual Assessments

- Sketchbooks
- Homework

20%: Written Components

- Class critiques
- Research

- Self-evaluations
- Vocabulary
- Written critiques
- Exams
- Oral presentations Research

Pre-Assessments:

Most units will begin with a Pre-Assessment to determine unit content.

Formative Assessments:

Methods:

- One-on-one conversations
- Small group conversation
- Individual or group critiques

Summative Assessments:

- Summative Assessments will be given at the end of each unit or project using numerical grades in PowerSchool
- Some exams or quizzes
- Creative ‘artifacts’ produced by the student (assessments based upon specific criteria given to students at the beginning of each unit. Student will submit their own graded rubric along with their project.)
- Student will keep all their artwork/artifacts related to the course. This will be in digital format via an electronic portfolio.

GRADE SCALE:

A = 100-94%	A- = 93-90%	
B+ = 89-86%	B = 85-83%	B- = 82-80%
C+ = 79-76%	C = 75-73%	C- = 72-70%
D = 69% >		

Feedback and a grade will be shared for each assignment on a grade sheet. Questions about grades are welcomed at any time during the quarter.

- 20 points Participation per week
- 90 points Homework 10 points per assignment.
- 170 points Projects
- 40 points Final paper
- 155 points Final project
- 20 points Critique papers, 5 points each
- 100 points Sketch book

20%: Written Components

- Class critiques
- Research
- Self-evaluations
- Vocabulary
- Written critiques
- Oral presentations Research

Sequence of Topics and Activities:

Week 1: Introduction to course, understanding materials and equipment. History of Illustration and its importance, review of what is illustration. Research Project/Project 1.

Week 2: Sketching and ink drawing techniques: researching photography of artifacts, including plants, buildings and important designs/technology. Selection of specimens.

Week 3: Understanding how dimensions work, and putting the theories into drawings.

Week 4: Understanding and drawing forms in nature and roots. Understanding and learning the art of hand lettering.

Week 5: Introduction to understanding graphic drawing and how to use graphic as a drawing element. Learning to recreate color as a grey scale, in the world in which we are exploring.

Week 6: Developing a field study of subject matter. Learning painting techniques and understanding the medium. Further use of microscopes to enhance the understanding of the specimen.

Week 7: Understanding and creating tones and shadows; tones and shadows need to be imaged and created. Learning the purpose of the image to dictate the amounts of tones and shadows for subject and its usage. Learning how to use the grid system and alignments.

Week 8: Adding and understanding details and highlights. Learning when detail is needed and how much detail is required.

Week 9: Dissections and bisections. Understanding what they are and how they are used in the illustration process. How technology works with the drawings, learning how to use technology as added benefit to drawings.

Week 10: Understanding depth and perspective, within initial drawings, dissection and bisections.

Week 11: Putting all the stages together. Understanding how all processes work together in completing a drawing.

Week 12: In depth look into white artifacts' and how to create them in a color format, more on texture pattern and effects.

Week 13: Starting to work on the Milan project with other classes. Using multimedia techniques in drawings, and understanding complex forms.

Week 14: Development of a research portfolio, revisiting the importance of field studies.

Week 15: Working towards research completion and final presentations.

Week 16: Final project and portfolio.

Week 17: Final project and portfolio.

Week 18: Final portfolio and presentations.

Complete Calendars will be given out. Teacher has the right to make changes to projects and to calendars.

CHEATING & PLAGERISM

- Cheating is the act of obtaining or attempting to obtain credit for work by the use of dishonest, deceptive, or fraudulent means.
- Plagiarism is the act of taking ideas, words or specific substance of another and offering them as one's own.

Cheating, plagiarism, and falsification of student work, including documents will be submitted to Katie Berger for review.

Scientific Illustration

Fall 2023

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AGREEMENT

(please sign and return to the instructor)

I have received, read, and understand the course syllabus for Drawing and Illustration

The instructor has, within the structure of the class, explained the material contained within the syllabus.

Student Signature: _____

Printed Name: _____