

WHAT ART COLLEGES WISH YOU WERE TEACHING

Focus On:

Technique

1. Linear perspective (so as to build objects in a clear manner from imagination)
 - Horizon line (draw something at the most common point of view)
 - Vanishing points (off the page. Tape extra paper to sides)
 - Orthogonal lines (construction lines)
2. Transparent construction
 - X-method and tangent points
 - Spatial envelopes
 - Siting sticks
 - How to hold a pencil
 - Internal and external ovals
3. Basic color theory
 - Color temperature
 - Three dimensions of color: hue, value, and chroma
 - Atmospheric perspective
4. Descriptive contour line and cross-contour
5. Draw objects general to specific
6. Pre-plan the page. Focal point, lead the viewer's eye.

Conceptual Development

1. Devise **many solutions**
 - As the teacher, do not pre-make boxes for ideas unless the final shape is specific to the assignment.
 - Do not let students devise only one or two solutions.
2. **Research** in preparation for an assignment not only for visual reference but also concept development.
3. Use a variety of **sources** (nature, history, music, science, etc.) for inspiration and have students consciously apply the design process (empathy, identify the problem, brainstorm and draw many solutions quickly, take part in group critiques in the intermediate stages).
4. Try different creative process techniques, such as a mind map or a planning worksheet to identify the problem.
5. **Innovate.** Create new things.

Professionalism

1. Set deadlines and have students meet them.
2. On certain assignments, particularly with upper level classes, have students creatively solve the assignment, not alter the assignment. The goal is to solve the problem given, not change the question to fit the answer.

3. Group skills. Practice making a presentation, participate in a group critique, group projects.

Reduce the Study of:

1. Shading techniques. This is not the same thing as light theory.
2. Still lifes without transparent construction
3. Do not stop the assignment at the completion of drawing from life. Consider what the next creative step may be.
3. Anime or copying of any existing characters or compositions.
4. Tracing from photographs, even their own.
5. Technical pencils are appropriate for drafting, do not let students use them for all drawing assignments.

Remember These Points When Creating a Lesson:

The art reflects:

1. Research, Thinking, and Investigation
2. Concept Development, Design, Composition, & Craftsmanship
3. Creative Process: empathy, identify the problem, brainstorm many solutions quickly, take part in group critiques in the intermediate stages

Structure of a Lesson:

1. Warm-up (a few minutes daily)
2. Empathy and Identify the problem. Show examples related to problem or similar scenarios.
3. Research images and information on topic
3. Quick sketches
4. Critique
5. Revisions
6. Critique
7. Revisions
8. Final with presentation. May be in person, a video, or written

Design Lesson Ideas:

1. Students improve the design of an object they use in everyday life.
 - a. Identify the problem
 - b. Multiple solutions
2. Take a known object and add to it or rearrange it to serve more than one function.
 - a. Consider environment; the object is most useful if it does not have to be moved for the second function.
3. Student are given numerous random found objects. They are given a design problem, such as how to redesign a car so a person who does not have use of their arms can drive. The objects may be used literally or may represent something else.
4. Signature curve

Students draw 40 boxes of different proportions. In the first 10 they draw a straight line in the box. It can be at any degree. Students consider length and use of negative space. The next 10 boxes are filled with a compound straight line. The third set of 10 have a curve inside of them and the final 10 have a compound curve. The students then choose one of the simple lines (curved or straight) and apply it to a series of designs in industrial design, furniture, fashion, jewelry, logo design and package design.

5. Students are given an object from nature, such as a conch shell. They are given the design challenge to find elements in the shape as inspiration for furniture design. Students show the metamorphosis of the shell into the furniture.