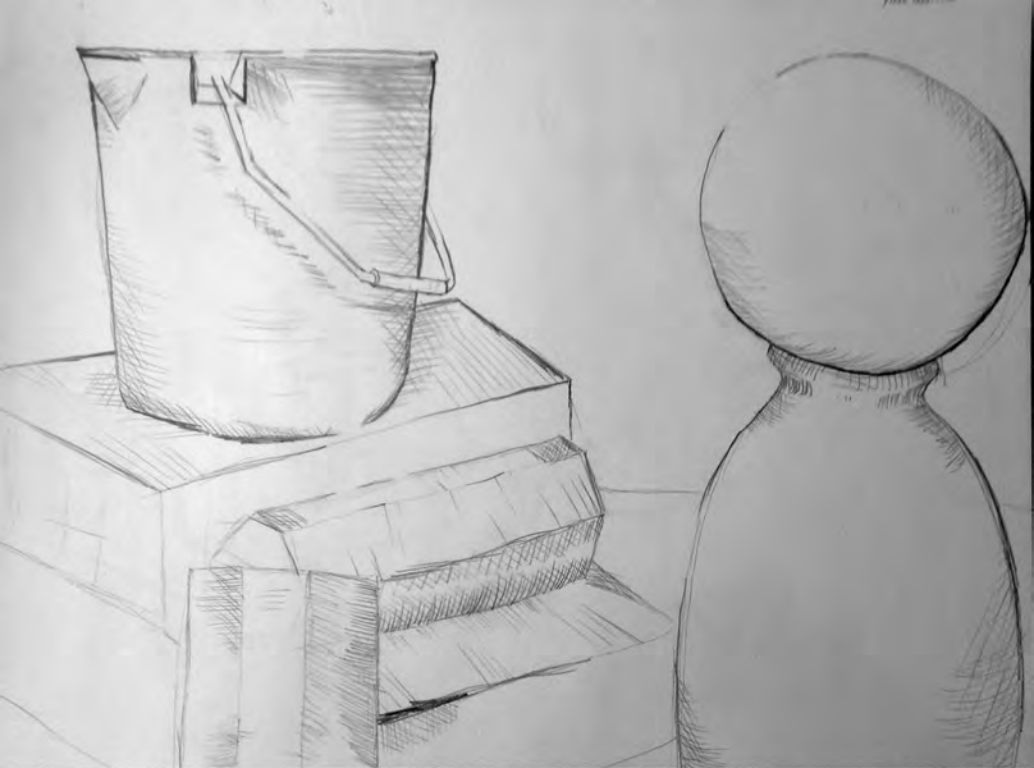




**Foreshorten form homework assignment.
Life Drawing. Winter 2017.**



Live Model figure drawing capturing stages of movement.
Life Drawing. Winter 2017.



Directional mark-making exercise utilizing directional hatch lines and cross contour to convey 3 dimensional form.

Observational Drawing. Winter 2017



Executing the same still life in varying lighting scenarios to build a grasp of modeling and value structure. Observational Drawing. Winter 2017.

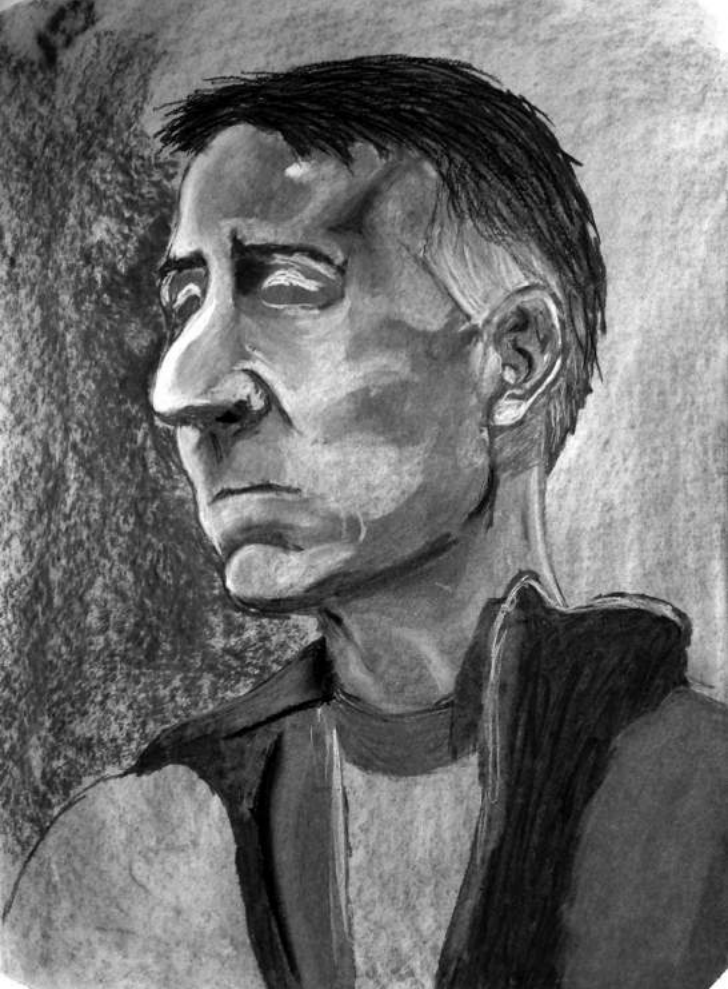


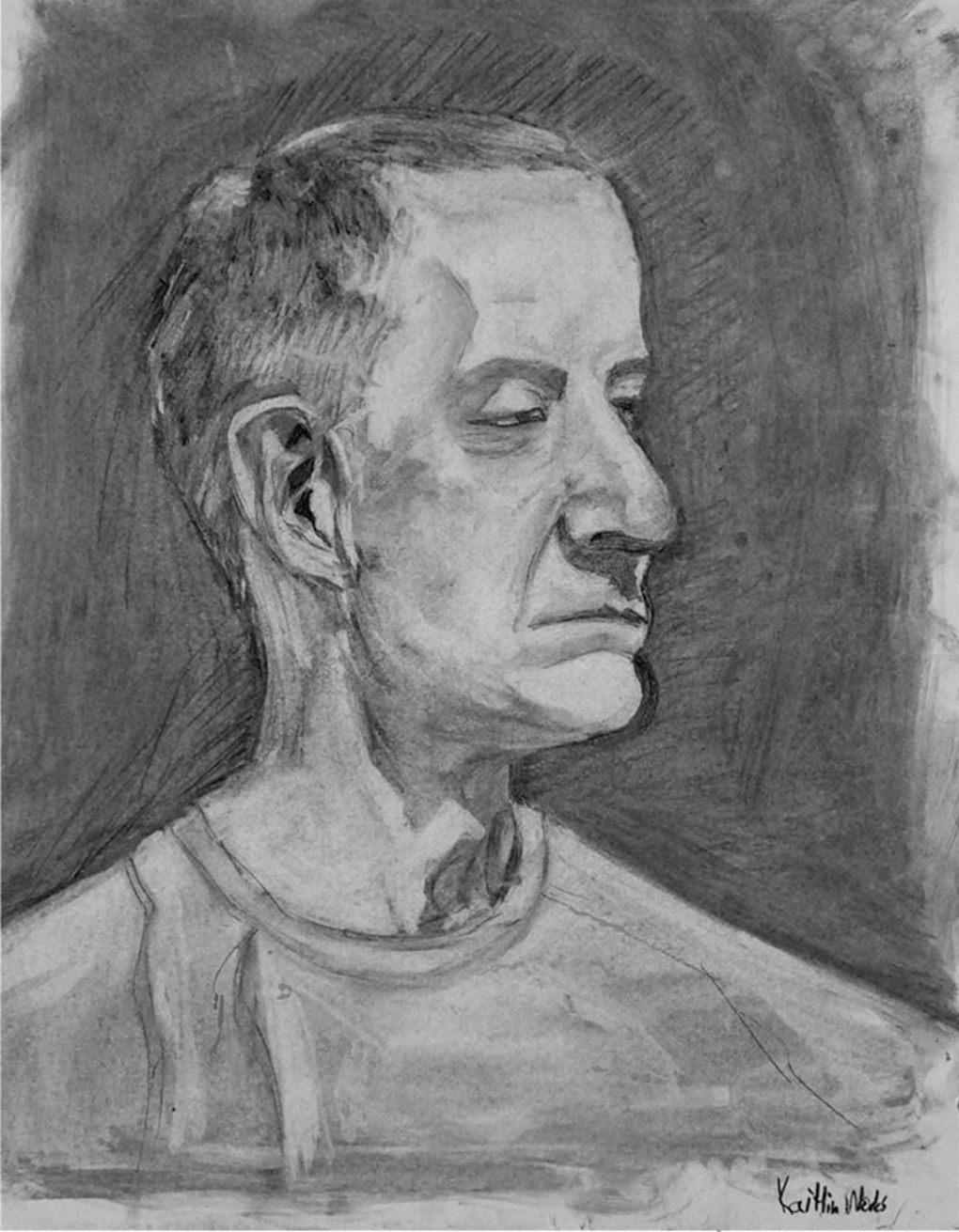


Tonal self portrait assingment using the reductive approach with charcoal. Life Drawing. Winter 2017.





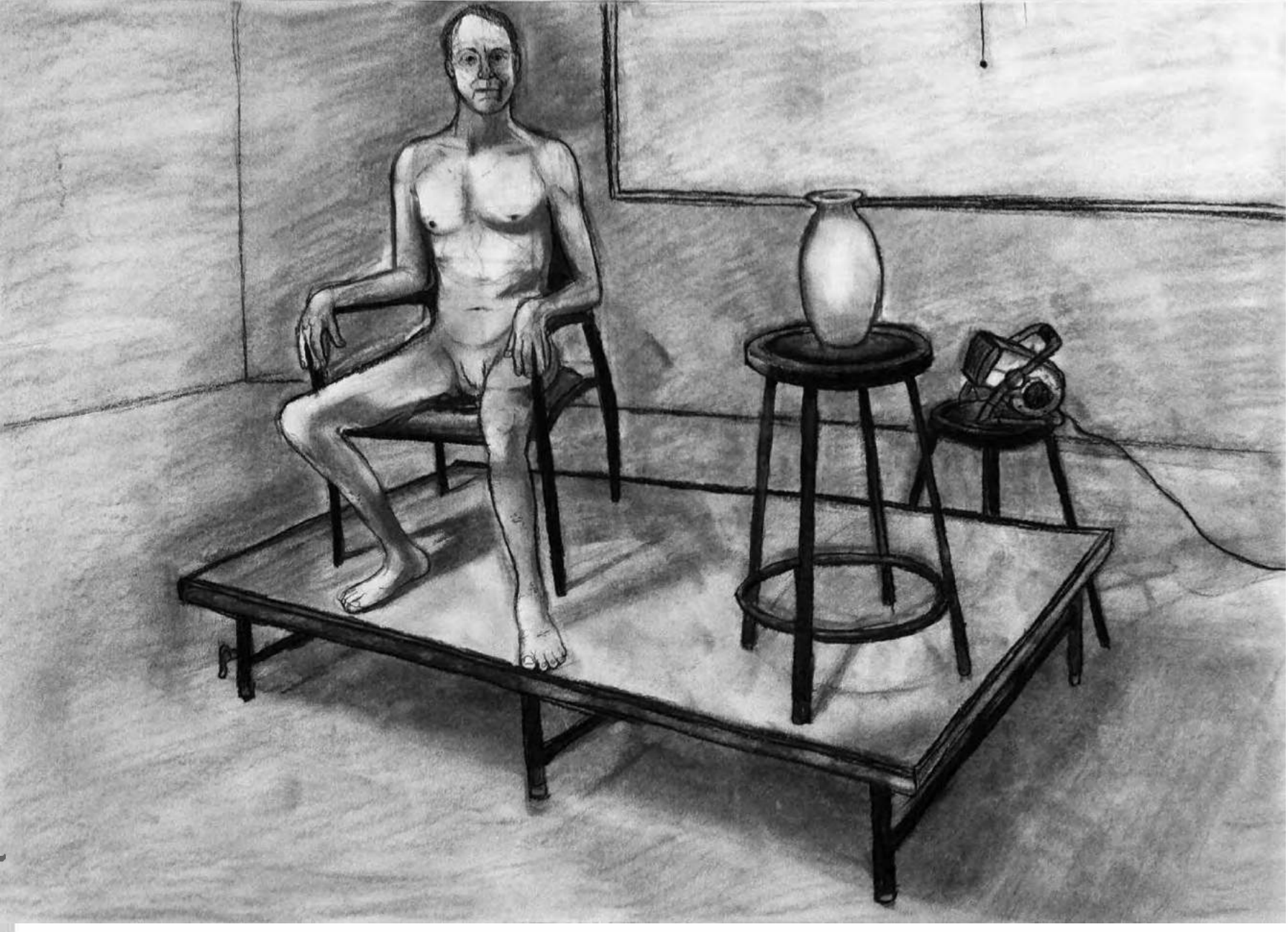




Kathia Woods

Opheylidius







Student progress from early term to end of term. 2-hour in-class lab assignments. Observational Drawing, Art Institute of Indianapolis.



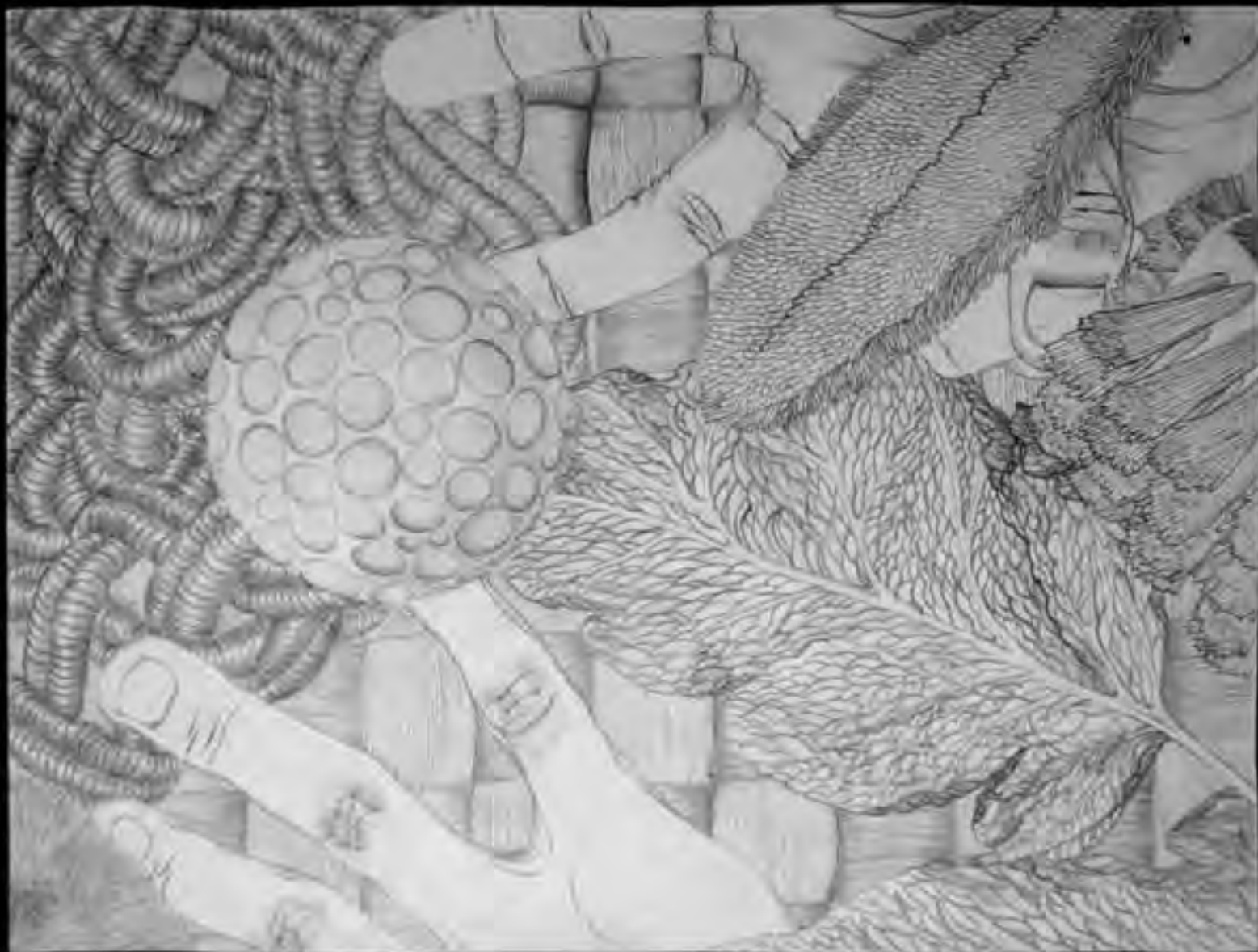
Sura Y, 2014. Charcoal. 18"x 24"

Class: Experiments in Drawing.

Assignment: Focus on finding proportions and perspective through the required use of a sighting stick. Students were instructed in a 3-step process of first looking, then drawing, then checking for accuracy with their sighting stick and adjusting drawings as needed.



Shelia J. 2016. Gouache on paper mounted to mat board
Class: Fundamentals of Design at Art Institute of
Indianapolis.
Assignment: Using a 7-step value scale to suggest the
illusion of form and light.



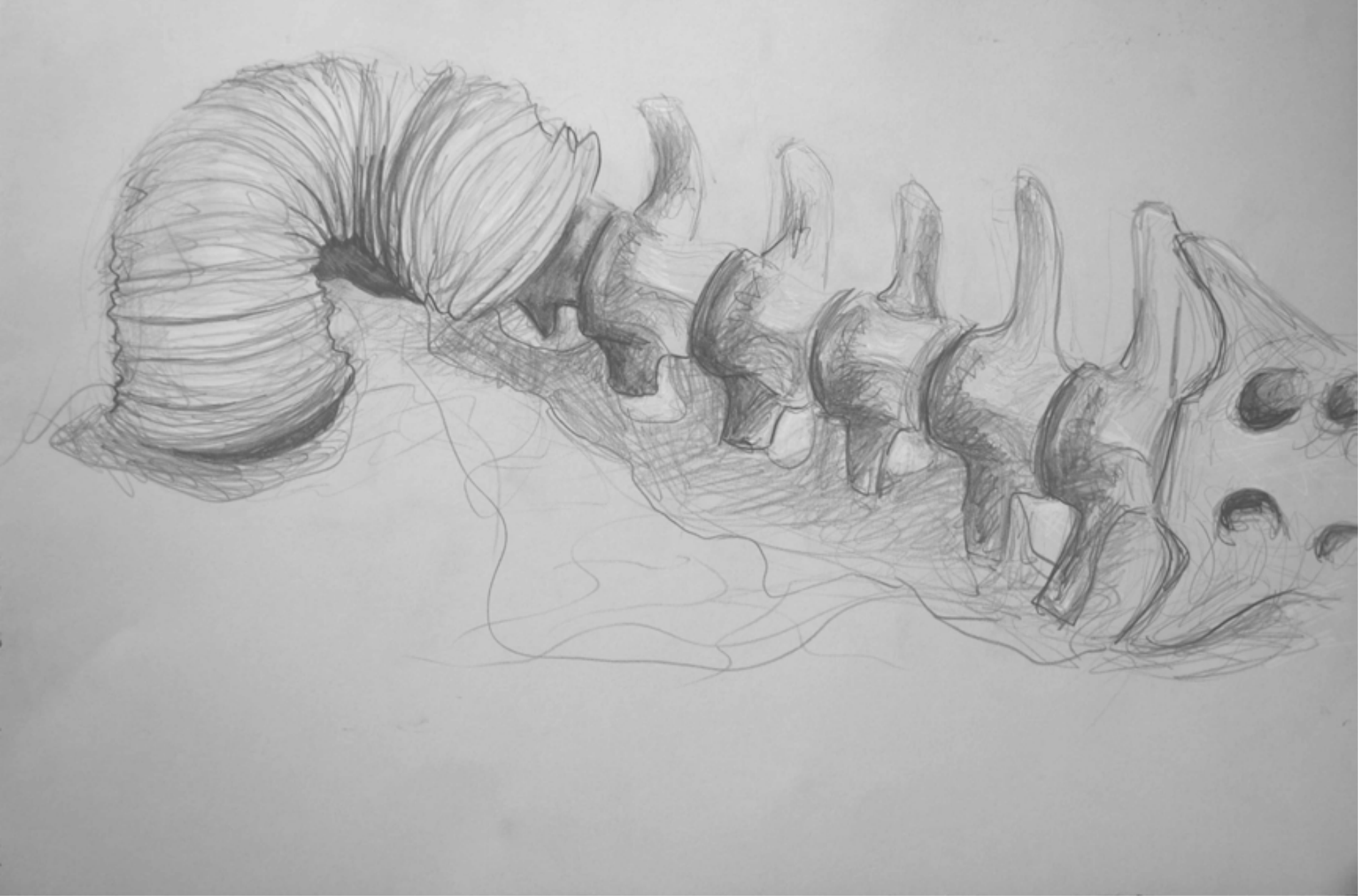
Lanaii C. 2016. Graphite on paper mounted on mat board.
Class: Fundamentals of Design at the Art Institue of Indianapolis.
Assignment: Gather a variety of textures to observe, and use pencil to explore creating visual texture with line (hatching, cross contour, topographical marks).



Bryant H. 2016. Charcola on Paper.

Class: Observational Drawing at the Art Institute of Indianapolis.

Assignment: Homework--create a tonal still life that is a symbolic self portrait, utilizing value and sighting techniques as learned in class.



Ilsa J. 2014. 18" x 24". Graphite

Class: OCAC Pre College Workshop

Assignment: Drawing exercise based on the concept of "restating" lines. Two or more pencils are taped together, creating several lines at once. The student is challenged with the necessity of making multiple lines at once, thus finding the edges and boundaries of objects through persistent search and restatement of lines.



Zoe W. 2015. Charcoal.

Class: MHCC Experiments in Drawing

Assignment: 2 parts: First, using yourself as subject, take time to create a drawing that focuses on the boundary between positive and negative shapes (a silhouette). Second, introduce light and shadow to make a dramatic self portrait that utilizes the stark contrast of positive and negative shapes.



Daniel W. 2015. Charcoal

Class: Life Drawing MHCC

Assignment: in class figure drawings, working from a toned ground, focusing on tonal value. Students were prohibited from using line in the beginning of the drawing, and were required to address light in the drawing by beginning with only a kneaded eraser.



Zoe W. 2015. Charcoal

Class: Life Drawing MHCC

Assignment: in class figure drawings, working from a toned ground, focusing on tonal value. Students were prohibited from using line in the beginning of the drawing, and were required to address light in the drawing by beginning with only a kneaded eraser.



McKenzie M. 2014. 18" x 24" Charcoal.

Class: OCAC Pre College Workshop "Thinking like and Artist

Assignment: Gestural still life. Toned Ground. Students tasked with balancing clarity with vagueness in order to find an interesting focal point for the composition.



Anna H. 2014. 11" x 17". Oil on canvas.

Class OCAC Pre College Workshop "Thinking Like an Artist"

Assignment: Introduction to oil painting. Using sighting techniques learned in previous classes, paint a still life using your primary colors.



Tracy H. 2014. 18" x 24". Charcoal
Class: Experiments in Drawing. Mt Hood Community College.
Assignment: Architectural two point perspective from life in charcoal



Sura Y. 2014. Charcoal 18" x 24"

Class: Experiments in Drawing Mt Hood Community College

Assignment: Single object study.



Britta B. 2015. Grade 11. Pigmented ink drawing.

Class: Drawing with Handmade Pigmented Inks and Paints, OCAC Pre College High School Workshop.

Assignment: Still life of primary color objects using handmade pigment inks with inkbrush and dip pen. Focus on indicating form with cross-contour mark-making.



Lucinda D. 2015. Grade 9. Egg Tempera

Class: Drawing with Handmade Pigmented Inks and Paints. OCAC Pre-College High School Workshop.

Assignment: Experiment with handmade egg tempera from source imagery. Focus on color mixing from primary colors.



Tracey H. 2015. Charcoal. 18" x 24"

Class: Experiments in Drawing Mt Hood Community College

Assignment: Looking at light: still life objects in the style of early modernism (Cezanne).



Caleb J. 2015. Grade 9. Watercolor and Ink.

Class: Drawing with Handmade Pigmented Inks and Paints, OCAC Pre College High School Workshop.

Assignment: Final project in which student chose to combine two media from previous days of the workshop—watercolor, gouache, egg tempera, or ink—and create a composition of their choosing from representation or source imagery.