

DECAL Spring 2010
Introduction to Creative Thought

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The Objective:

- Change your way of looking at things by learning how to understand individual perception.
- Understand how to portray art as a way of bringing about social commentary by recognizing creation as a production lead by experience and inherent human ability.
- Indirectly dig up common knowledge and transcribe it into visual representation and discovery of your own visual language.
- Investigate the presence of archetype, symbols and icons that resonate within an individual through media, technology, religion, and everyday experience in this time and space.
- Apply art to a peaceful, positive, progression to raise awareness of individuality and the power of creative freedom

Grading Criteria

Project 1: Self Portrait (10%)
Project 2: Interdisciplinary exploration (10%)
Project 3: Social Commentary/ Word Association (10%)
In class preparation for activity (25%)
Attendance (35%)
Journal/Sketchbook (collection of visual and conceptual stimulus) (10%)

Execution:

- Project prompts are meant to stimulate an idea of what to make but will not specifically tell you how.
- Overlap learnt techniques of formalities and ideologies to convey meaning and message in art activities and projects
- Have fun, release inhibitions, unlock notions of self-judgment, and be yourself
- Be resourceful, share materials with classmates, and find a way to not be wasteful with grounds (paper and other materials) and medium (tools to make visual marks)
- Set goals for progress but do not let your progress determine your level of achievement, as long as you are trying.

Journal/ Sketchbook (Pack-rat Accumulation of Inspiration)

Objective: Recognize exposure to the world surrounding by becoming an active observer. Collect flyers, newspaper clippings, stray documents, quotes, passages, found images, horoscopes, menus, graphics, comics, drawings, trash, logos, leaves, etc that give you insight into the particular moment in time. Take time to incorporate this piece of evidence into your thoughts. Reflect on/ interpret the source of inspiration through writing poetry, phrase, or illustration, or anything that is relative to your investigation of interest and engagement. Include any handouts that are relative to the projects and in class activities inside accumulation for inspiration. Understand that this is a tool to help expand your discovery of personal style and artistic niche. There are many possibilities to explore and uncover one's identity.

Materials:

Though we try to provide most materials, it would be helpful if you got these few essential items, since we will be using them often throughout the duration of the class. We encourage you to pair up with your classmates and buy in bulk so you can share supplies and save money.

- Sketchbook (you need to bring this with you EVERY class.)
- 1 pad 18"x24" newsprint paper
- drawing board (Optional—this is a board that is about the size of your newsprint pad that is used when drawing outside or when a smooth surface is not available. Though this is not required, the tables in our classroom are very bumpy, so you would benefit greatly from picking one up.)
- drawing tools of choice (pencils, charcoal, markers, etc.—we will go over different drawing materials in the first couple of classes, so you may want to see what sounds good to you if you don't already have a tool that you prefer)
- painting materials/other specific supplies (though we do a bit of acrylic painting, we don't have the resources to supply the whole class with paint. If you are interested in a particular medium, please bring it to class and we'll provide you with any help you need with it.)

Text (optional):

Drawing From The Right Side of The Brain by Betty Edwards

The Art Spirit by Robert Henri

How to Think Like Leonardo da Vinci by Michael J. Gelb

Vitamin D

Classroom Agenda:

Part 1: Formal ingredients of art

Week 1 (1/27): Welcome to the classroom, student enrollment, and recognize student interest.

For Next Class: bring an object from home that can fit in your hand + newsprint pad and drawing materials + drawing board (optional)

Week 2 (2/3): Still Life Drawing- Study of natural/biological forms and manmade objects in your environment utilizing value scale. Demonstrate basics using charcoal and graphite.

Assign *Project 1:* Self Portrait- Who are you? Where are you from? What encompasses your character?

For Next Class: bring newsprint pad + drawing materials + drawing board (optional)

Sketchbook Assignment: draw 4 still-lives of objects from your room

Week 3 (2/10): Life drawing- Study one another's unique gesture, body language, facial anatomy

For Next Class: bring newsprint pad + drawing materials + drawing board (optional) + paints/color materials (optional) + self portrait project-in-progress, if you want time to work in class/ want feedback

Sketchbook Assignment: draw a portrait of a friend

Week 4 (2/17): Outdoor drawing/ Expressive mediums- study of creative textures, color discourse, or different forms of mark making to convey emotion. Color + outdoor drawing demos. Consultation for self portraits last 30 minutes of class.

Next Class: bring completed self portrait project

Sketchbook Assignment: draw the interior of your room or the exterior of where you live, using outdoor drawing techniques shown in class

Week 5 (2/24): *Project 1:* Self Portrait due. Critiques. Instructors show work. Watch art video.

For Next Class: bring up-to-date journals, drawing materials

Part 2: Utilizing Formalities of art

Week 6 (3/3): Collect journals, group drawing. Assign *Project 2:* Interdisciplinary exploration

For Next Class: bring newsprint + drawing materials + drawing board (optional) + paints/color materials (optional)

Sketchbook Assignment: write/draw 3 ideas for Project 2

Week 7 (3/10): Drawing with Metaphor- An introduction into thinking like a child again: explore surrealism, abstraction, and narrative.

For Next Class: bring newsprint + drawing materials + drawing board (optional) + project 2 (if you want work time or feedback)

Week 8 (3/17): Outdoor Drawing/ Expressive Mediums - Japanese Sumi Ink demo. Consultations/ studio time for *Project 2*.

For Next Class: bring completed Project 2

Week 9 (3/24): *Project 2* due. In class critique.

For Next Class: bring magazines/materials for collage, scissors, glue/tape, + one “piece of garbage” from home

Part 3: When formalities take on social commentary

Week 10 (3/31): Mixed Media Collage and Sculptural Collaboration: Conceptual studies of redefining form through found objects, images, and methods of joinery. Assign *Project 3: Word Association*- Unite creativity with subconscious thought.

For Next Class: choose a place on campus or around your home that could benefit from public art or highlights social or environmental injustice, bring drawing materials

Sketchbook Assignment: write/draw about this place

Week 11 (4/7): Guerrilla art/public art. Word association, stencil making, public art designs/proposals

For Next Class: bring finished public art proposals, bring Project 3 (if you want studio time/ feedback)

Week 12 (4/14): Present public art proposals, *Project 3* studio day, watch art video

For Next Class: bring completed Project 3, up-to-date sketchbooks, and food art project

Week 13 (4/21): *Project 3*, sketchbooks, and food art piece due. In class critique.