



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

# ***Portraiture***

Second Semester  
Academic Year 2021/22

## **ELIGIBLE STUDENTS:**

**Rising 7th - 12th graders:** *Previous drawing experience is not necessary for this course. We will begin with foundational skills and slowly build in complexity. A sense of wonder, creative courage, and perseverance are beneficial postures for flourishing in this course.*

**Class Dates:** Beginning orientation session: Thursday, January 20, 2022 at 3:30pm (EST)

**Start date:** Tuesday, January 26, 2022

**End date:** May 27, 2022

**Class Times:** Tuesdays and Thursdays: 3:30–4:45pm (EST)

**Instructor:** Ms. Nicole Leubecker

**E-mail:** nleubecker.scholeacademy@gmail.com

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## **SCHEDULE FOR *PORTRAITURE*:**

### **CLASS SESSIONS DATES:**

**Classes will take place on Tuesdays and Thursdays from 3:30–4:45pm (EST) for 16 weeks and 32 classes on the following dates\***

*\*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

## ***PORTRAITURE COURSE MAP:***

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### **Quarter 1**

1. Introduction to Portraiture
2. Foundational Structure 1: The Skeletal System
3. Foundational Structure 2: The Musculature System

### **Quarter 2**

1. Rendering Faces and Expression
2. Figure Drawing
3. Drawing From Life

**OFFICE HOURS:** In addition to scheduled class times, I will be available to meet with students and parents by appointment to answer questions or review class material.

### **REQUIRED COURSE MATERIALS:**

- Any kind of sketchbook (minimum size 8x10in.): We will use these for exercises. If you already have one that you use, that will do!
- Pad of 11 x 14 white drawing paper (50–80 lb. medium surface), 24 sheets. Any brand.
- Pad of Newsprint Paper 14”x 11” We will use this for exercises each class period. See [link](#) for example.
- Toned drawing paper, 11 x 14. Colors are individual choice. See link for example.
- Set of colored pencils, 30 count at least. Prismacolor, Staedtler, or Arteza recommended.
- Set of Black, White, Bistre and Sanguine Conté Crayons. See [link](#) for example.
- Set of Graphite Pencils (with various degrees of hardness) See [link](#) for example. If you already have drawing pencils that you use, that will do!

### **Additional Materials (Optional)**

- India Ink and Brushes
- Set of Charcoal Pencils/Sticks

## ***PORTRAITURE COURSE DESCRIPTION:***

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The aim of this course is to instill in students respect for the creation and reverence for the Creator while learning the methods and techniques of portraiture and figure drawing. Students will learn to create impactful portraiture in a variety of methods and mediums. Students will begin by learning foundational anatomy such as the skeletal and musculature systems in order to ground their skills in accuracy. While exploring figurative work, students will learn how to create expressive and dynamic forms through gestural mark making.

In this course, we will approach drawing our fellow men with a sense of wonder for God's creation, and a recognition that all persons are made in the image of God and are fearfully and wonderfully made. We will be continually informed in our studio practice by the Scriptures as well as texts such as *The Weight of Glory* by C.S. Lewis. While learning to appreciate and render the human form, we will continually discuss what it means to be made in the image of God and acknowledge that we are more than simply the bodies that we possess, but have eternal souls.

Through demonstrations, personal instruction, and exercises, students will explore different subjects/compositions, textures, papers, and application techniques suitable for each unique medium. Students will be encouraged to practice exercises taught in class and may need to work outside of class to complete projects.

Along with hands-on studio work, students will participate in regular class critiques, creating a forum for the group to constructively collaborate and discuss creative outcomes. Individual artist statements will be required with most finished pieces of work, giving students another opportunity to articulate their interpretive intent and their understanding of process and design concepts.

Students can also expect ongoing dialogues about the rich history of classical portraiture and figure drawing, contemporary portraiture, Christian imagination in relationship to faith and the arts, and the role of the arts in the Church. This course is supplemented by daily readings and reflections on art and faith by authors such as C.S. Lewis, Francis Shaffer, Pope John Paul II, and Makoto Fujimura, which will be provided by the instructor. The hope of the instructor is that through engagement in the class, students will be brought to a deeper appreciation of the visual world and the creative love of its Maker.

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## STUDENT EXPECTATIONS

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Students are expected to arrive to class on time with their needed materials prepped and ready to use. Students are expected to listen attentively and participate actively in class discussions and exercises. Each individual is responsible for staying up-to-date with classwork/assignments and for taking the initiative to reach out when in need of help.

Unless due to emergency or illness, students are expected to communicate absences with me at least a full day prior to the class in question. Unexcused absences and tardiness will affect the student's class participation grade.

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## STUDENT EVALUATION: GRADING

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I will be providing feedback/critique constantly through zoom as well as in writing. In addition to this, I will assign the following grades to the student's level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (cum laude). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

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### **STUDENT EVALUATION: MASTERY PORTRAIT**

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At the completion of this course *cum laude* students will be able to...

- Operate successfully in a studio setting and care for their materials
- Create formal portraiture and drawings from life
- Articulate a working knowledge of the skeletal and muscular systems
- Render the human form with skill using variety of materials and techniques
- Critique their own and other's art in an informed manner
- Make intentional artistic decisions and investigate self-generated ideas

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### **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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Students will be evaluated in the following categories:

1. Class Participation: 30%
2. Homework and Exercises: 30%
3. Projects: 40%

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### **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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Students will spend the majority of the class creating original pieces of art. Claiming someone else's work as your own is a serious and punishable offense. A plagiarized assignment will result in a failing grade.

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### **THE VIRTUAL CLASSROOM:**

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We will be using the free online "virtual classroom" software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then submitting those files of their work to the designated Schoology assignment folder.

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### **ABOUT THE INSTRUCTOR:**

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**Nicole Leubecker** holds a Bachelor of Fine Art in Studio Art from Messiah University, and specializes in two-dimensional studies. In addition to teaching, Nicole works as a freelance Artist in a broad range of mediums, including drawing, painting, and illustration. Her work has been exhibited in galleries such as the Susquehanna Art Museum, The Square Halo Gallery and the Aughinbaugh Gallery of Messiah University.

Nicole is excited to share her passion for art and to continually explore with students what it means to be made in the image of God, and to demonstrate God's nature as a Creator through our ability to create. Nicole has extensive experience working with students of all ages and from a variety of educational backgrounds, particularly homeschoolers, and students transitioning to virtual learning. She is appreciative of the opportunity to teach through Scholé Academy, and is eager to foster artistic reverence, wonder, and growth, and to provide students with a faith-based creative environment.