



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: 202540_ART 1220

Course Title: Perspective Drawing

Year: 2025

Course and Section #: 601

Credits: 3

Course Description

Studies essential perspective drawing skills necessary for the representation of 3-dimensional forms in space. Introduces multiple linear perspective drawing methods, visualization, and rendering skills. Studies perspective and planar representation in a historical context.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Hunter Hewitt

Student Learning Outcomes

- 1 Use terminology and tools related to linear perspective.
 - 2 Build simple and complex objects using 1 and 2 point perspective.
 - 3 Build complex exterior and interior scenes in 1 and 2 point perspective.
 - 4 Compose complex narrative scenes in 3 point perspective.
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Course Materials and Texts

None

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments

See 30 day schedule

Assessments

PLO #1- Industry readiness using traditional and digital tools to create concept art.

PLO #2- Industry readiness using modeling, texturing, and rendering for 3D.

PLO #3- Industry readiness using ideation for storyboarding and sequential art.

Grading Policy

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|----------------------|--------------------------|
| • A 94 - 100% | • A- 90 - 93% |
| • B+ 87 - 89% | • B 83–86% |
| • B- 80–82% | • C+ 77–79% |
| • C 73–76% | • C- 70–72% |
| • D+ 67–69% | • D 65–66% |
| • D- 65- 60% | • E 59% and below |

Required or Recommended Reading Assignments

N/A

General Description of the Subject Matter of Each Lecture or Discussion

Class Schedule

Week 1: Introduction to Perspective

Class 1: Course overview; introduction to perspective, horizon line, and vanishing points.

- **In-class exercise:** Draw a simple horizon line and create a one-point perspective box.
- **Homework:** Create 5 simple shapes using one-point perspective (cube, pyramid, cylinder).

Class 2: Deep dive into 1-point perspective; creating a grid.

- **In-class exercise:** Sketch a simple interior space (e.g., hallway) using a 1-point grid.
- **Homework:** Draw your bedroom using 1-point perspective.

Week 2: Exploring 1-Point Perspective

Class 3: Drawing multiple objects with one-point perspective.

- **In-class exercise:** Arrange boxes and cylinders on a 1-point grid.
- **Homework:** Create a street view (sidewalk and buildings) in 1-point perspective.

Class 4: Reflections and symmetry in 1-point perspective.

- **In-class exercise:** Draw a reflective floor with objects.
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Week 3: Transition to 2-Point Perspective

Class 5: Introduction to 2-point perspective.

- **In-class exercise:** Draw a simple cube using two vanishing points.
- **Homework:** Draw a simple building in 2-point perspective.

Class 6: Complex shapes in 2-point perspective.

- **In-class exercise:** Sketch a rectangular prism with windows or other cutouts.
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Week 4: Expanding 2-Point Perspective

Class 7: Applying 2-point perspective to interior scenes.

- **In-class exercise:** Sketch a room corner with furniture in 2-point perspective.
- **Homework:** Draw a café or classroom interior in 2-point perspective.

Class 8: Streetscapes in 2-point perspective.

- **In-class exercise:** Create a 2-point city block.
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Week 5: Advanced Applications of 2-Point Perspective

Class 9: Angled objects in 2-point perspective.

- **In-class exercise:** Draw tilted objects on a 2-point grid.
- **Homework:** Sketch a detailed exterior scene featuring trees and complex structures.

Class 10: Working with scale and proportion.

- **In-class exercise:** Use a scale figure in a 2-point scene for depth.
 - **Homework:** Incorporate three scaled figures into a 2-point scene.
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Week 6: Transition to 3-Point Perspective

Class 11: Introduction to 3-point perspective.

- **In-class exercise:** Draw a tower or tall building in 3-point perspective.

Class 12: Exploring “worm’s-eye” and “bird’s-eye” perspectives.

- **In-class exercise:** Sketch looking up at a skyscraper and down at a plaza.
 - **Homework:** Create a “bird’s-eye” city view from above.
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Week 7: Mastering 3-Point Perspective

Class 13: Organic shapes in 3-point perspective.

- **In-class exercise:** Draw cylinders or cones in 3-point perspective.

Class 14: Combining 1, 2, and 3-point perspectives.

- **In-class exercise:** Draw a scene incorporating all three techniques.
 - **Homework:** Create a futuristic cityscape combining all perspectives.
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Week 8: Midterm Project

Class 15: Midterm critiques and peer review.

- **In-class exercise:** Display and critique midterm projects.

Class 16: Perspective corrections and refinements.

- **Homework:** Refine and finalize your midterm project.
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Weeks 9–10: Advanced Perspective Applications

Class 17: Perspective in natural environments (hills, trees, pathways).

- **In-class exercise:** Draw a forest path in perspective.

Class 18: Focal points and composition.

- **In-class exercise:** Practice framing objects in perspective for storytelling.
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Class 19: Incorporating light and shadow into perspective.

- **In-class exercise:** Add shadows and highlights to your perspective scenes.

Class 20: Rendering textures in perspective (brick walls, woodgrain).

- **In-class exercise:** Sketch a textured building surface in perspective.
- **Homework:** Add detailed textures to one of your previous scenes.

Weeks 11–14: Creative and Experimental Applications

Class 21: Abstract and surreal uses of perspective.

- **In-class exercise:** Create a dreamlike scene using 3-point perspective.
- **Homework:** Design a fantasy or surreal environment.

Class 22: Dynamic figures in perspective.

- **In-class exercise:** Draw an action scene using perspective techniques.

Class 23: Group project brainstorming and planning.

Class 24: Collaborative group work.

Class 25: Refining group projects.

Class 26: Peer feedback on group projects.

Week 15: Final Presentations and Reflection

Class 27: Final project work session (last in-class adjustments).

Class 28: Presentations (Group 1).

Class 29: Presentations (Group 2).

Class 30: Final critique and reflection; discussion of next steps for applying perspective skills.

Weekly Assignments:

- Produce and refine sketches from in-class exercises.
- Submit perspective-based compositions for critique.
- Final project: Create a large-scale scene using all learned techniques.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and brainstorming are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can assist you.

The use of generative AI tools (e.g. ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Refining Style direction.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating your work in classroom contexts, such as by using AI tools to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Generating artwork for class assignments.
- Generating final artwork.

You are responsible for the information you submit and that it does not violate intellectual property laws, or contain misinformation or unethical content. Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.