



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: ART

Course Title: Gestural Drawing

Year: 2025

Course and Section #: 2250 - 601

Credits: 3

Course Description

Introduces the drawing of basic shapes and forms used to create solidly-constructed, animated characters. Emphasizes understanding and communicating movement of the human form as shapes and drawing imaginatively.

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: Faculty not assigned as of time of submission

Student Learning Outcomes

- 1 Define visual animation concepts in personal work;
 - 2 Apply advanced understanding of drawing and movement;
 - 3 Explore animation processes as a means of self expression;
 - 4 Develop processes of solving animation problems;
 - 5 Evaluate effectiveness of processes and techniques through regular critiques; 6 Relate key readings to making moving images.
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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 Gesture Drawing

Session 1: Understanding Gesture Basics

- Lecture: What is Gesture Drawing? Importance and Goals.
- Activity: Quick exercises (30-second and 1-minute poses, using photo references).

Session 2: Live Model Session

- Focus: Warm-ups and short poses (30 seconds to 2 minutes).
- Emphasis: Capturing motion and overall energy.

Session 3: Refining Simple Shapes

- Topic: Breaking the body into simple forms (cylinder, sphere, and cone).
- Activity: Gesture drawing with added attention to form structure.

Sketchbook Assignment (Week 1):

- Draw 50 short gestures (30-60 seconds each). Focus on capturing flow and motion.

Week 2: Dynamics and Movement

Session 4: Flow and Rhythm

- Lecture: Understanding line of action and dynamic curves.
- Activity: Practice gestures focusing on movement direction and energy flow.

Session 5: Live Model Session

- Focus: 1-3 minute poses exploring rhythm and motion continuity.
- Emphasis: Using exaggerated lines of action for dynamism.

Session 6: Creating Dynamic Compositions

- Topic: Building dynamic figure groupings.
- Activity: Sketch multiple interacting figures with overlapping gestures.

Sketchbook Assignment (Week 2):

- Draw 5 small dynamic figure compositions.

Week 3: Abstraction in Gesture

Session 7: Exploring Abstraction

- Lecture: How abstraction simplifies complex gestures.
- Activity: Use bold, abstract marks to create motion.

Session 8: Live Model Session

- Focus: Short poses (30 seconds to 2 minutes), using abstraction in gestures.
- Mediums: Experiment with different tools like charcoal and ink.

Session 9: Gesture and Negative Space

- Topic: Using negative space to enhance gestures.
- Activity: Negative space drawings of simple figure gestures.

Sketchbook Assignment (Week 3):

- Draw 5 abstracted figure studies incorporating both the figure and negative space.

Week 4: Exploring Emotion and Energy

Session 10: Capturing Emotional Energy

- Topic: Infusing gestures with emotional tone.
- Activity: Practice gesture drawing based on imagined emotions or energy.

Session 11: Live Model Session

- Focus: Emotion in gesture (1-5 minute poses).
- Emphasis: Model poses inspired by expressive themes.

Session 12: Layers of Energy

- Topic: Building energy layers into gestures with overdrawn lines.
- Activity: Draw gestures with multiple successive lines.

Sketchbook Assignment (Week 4):

- Draw 10 gestures with energy layers. Use overdrawn line techniques.

Week 5: Movement Analysis

Session 13: Studying Motion through Frames

- Topic: Drawing gesture from movement frames (like animation keyframes).
- Activity: Sketch gesture sequences.

Session 14: Live Model Session

- Focus: Dynamic motion series (gesture sequences for actions like throwing or reaching).
- Emphasis: Capturing transitions.

Session 15: Constructing Fluid Motion

- Topic: Connecting gestures in sequences.
- Activity: Create short flipbook animations using figures.

Sketchbook Assignment (Week 5):

- Draw 3 motion sequences of 4-5 gesture drawings each.

Weeks 6-7: Designing Figures

Session 16: Designing the Figure with Purpose

- Lecture: Gesture drawing as a design element.
- Activity: Abstract gesture drawings transformed into stylized compositions.

Session 17: Live Model Session

- Focus: 2-5 minute poses designed with abstract, artistic focus.
- Medium: Experiment with mixed media.

Session 18: Combining Gesture and Detail

- Topic: Adding small details while retaining gestural flow.
- Activity: Longer poses (5 minutes).

Sketchbook Assignment (Week 6):

- Create 3 detailed figures that retain gestural energy.

Week 8: Final Projects and Critiques

Session 19: Project Drafting

- Begin sketching final compositions inspired by gesture principles.

Session 20: Live Model Session

- Final figure studies from a model (2-5 minutes per pose).

Session 21: Final Sketch Refinement

- Peer feedback and composition enhancements.

Session 22: Final Critique

- Present final projects for group critique.

Additional Notes:

- Weekly feedback and class participation contribute to grading.
- Encourage creative exploration and experimentation with mediums (e.g., pen, pencil, charcoal, ink).

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 801-8638747.

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.