



COURSE OUTLINE

In this course, students will design and create imaginary characters and costumes that can be used in comics, graphic novels, gaming, illustration, storyboards and animation. Through practical drawing exercises, students will learn to exaggerate, caricature, and cartoon to make their characters believable and give them personality.

1. Instructor Information

(a)	Instructor:	Joan Steacy		
(b)	Office Hours:	Monday 1:30 – 5:30		
(c)	Location:	Young 315E		
(d)	Phone:	(250) 888-4324	Alternative Phone:	(250) 888-2939
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2. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

- Design both realistic and exaggerated characters from their imagination.
- Produce drawings of their characters from memory at any angle.
- Apply characters to visual storytelling for comics, graphic novels, storyboards, gaming, illustration and animation applications.

3. Required Materials

- (a) Text: FIGURE DRAWING – DESIGN AND INVENTION by Michael Hampton
MHampton ISBN 0-615-27281-9
- (b) Other: *Please refer to materials supply list*

4. Course Content and Schedule

Character Design Schedule

Week One	<p><i>* Students bring in samples of favorite cartoon character to be discussed.</i></p> <p><i>Demo:</i> Show popular character designs in comics /cartoons and discuss the importance of contrasting personalities in characters. <i>Classwork:</i> Students practice drawing each other using simple shapes and facial expressions. Draw a final stylized cartoon of themselves in profile, front, and ¾ view on a model sheet.</p>
Week Two	<p><i>Demo:</i> How to use materials and sculpting tools, building a strong armature. How to simplify facial features and avoid too much detail. Explore sculpting techniques. <i>Classwork:</i> From model sheets, build armature, sculpt a maquette (small scale model) of your cartoon character design.</p>
Week Three	<p><i>Demo:</i> Samples of painted maquettes will be shown. Effective painting techniques and mixing paint using primary colours to achieve a dynamic palette. <i>Classwork:</i> Paint maquette.</p>
Week Four	<p><i>* Students bring in samples of comic pages featuring talking heads.</i></p> <p><i>Demo:</i> Discuss talking heads in a four to six panel comic page. Wally Wood example. Show how different light sources can be used for reference to create dramatic effect. <i>Classwork:</i> Layout talking heads comic page, pair your character design with another student's character design. Photograph maquettes.</p>
ASSIGNMENT #1	Comic page, model sheets and finished maquette. 30% of final mark.

Week Five	<p><i>* Students bring in samples of male and female (full figure) character designs from comics or graphic novels.</i></p> <p><i>Demo:</i> What makes a good character design? Images will be shown and discussed. <i>Classwork:</i> In sketchbook, design concepts and model sheets for male and female character. <i>* Class critique of 1st assignment.</i></p>
Week Six	<p><i>Demo:</i> Show samples of full-figure maquettes used in industry and describe how they are used as reference. Based on student's model sheets, show how to construct a strong balanced armature, and how to use tools effectively. <i>Classwork:</i> Finished sculpture.</p>
Week Seven	<p><i>Demo:</i> Show examples of painting techniques and demonstrate how to dry brush, texturize, airbrush (optional). <i>Classwork:</i> Paint and finish maquette.</p>
Week Eight	<p><i>* Students bring in samples of dynamic comic page sequences.</i></p> <p><i>Demo:</i> Set up dramatic lighting on maquettes for reference photo shoot. <i>Classwork:</i> Layout comic splash page.</p>
ASSIGNMENT #2	Comic splash page, model sheet and finished maquette. 30% of final mark.
Week Nine	<p><i>* Students bring in samples of comic covers of favorite non-human character, to be discussed.</i></p> <p><i>Demo:</i> Show how mechanical aspects and animal characteristics can be integrated into character design. <i>Classwork:</i> Design a non-human character (animal, robot or alien). Finish model sheet. Student gives brief description of character traits in their design.. <i>* Class critique of 2nd assignment.</i></p>

Week Ten	<i>Demo:</i> How to make a strong armature that can support firm Super Sculpey. Show how textures are made with gel medium and unconventional objects, to enhance character design. <i>Classwork:</i> Apply textures to character, finish maquette.
Week Eleven	<i>Demo:</i> Show how popular entertainment industries use faux- finish painting techniques to simulate metal and animal-like skin. Demonstrate how to paint faux finishes. <i>Classwork:</i> Paint final maquette using faux effects.
Week Twelve	* <i>Students bring in samples of comic covers showing dynamic characters.</i> <i>Demo:</i> Discuss sample comic covers. Show how angles and point of view create drama. <i>Classwork:</i> Layout your comic cover composition with dramatic lighting and a dynamic point of view.
Week Thirteen	<i>Classwork:</i> Finishing touches applied to maquettes. Student peer critique. Set up lighting for digital photo shoot of maquettes for portfolio. * <i>Instructor final critique.</i>
Week Fourteen	<i>Demo:</i> Final portfolio review. Selecting the right photos. <i>Classwork:</i> Display all maquettes and comic artwork for program party!
ASSIGNMENT #3	Comic cover, model sheet and finished maquette. 30% of final mark. In-class participation: 10% of final mark.

5. Basis of Student Assessment (Weighting)

Grading Rubrics are attached

Assignment 1: Comic Layout and Maquette	30%
Assignment 2: Comic Splash page and Maquette	30%
Assignment 3: Comic Cover and Maquette	30%
Classroom Participation	10%

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Works well above and beyond course requirements!	9
85-89	A	All assignments completed to high degree of finish, responsive to critiques, thoroughly engaged in classroom activities	8
80-84	A-	As above, though to slightly lesser degree	7
77-79	B+	All assignments completed, good participation	6
73-76	B	All assignments completed, acceptable participation	5
70-72	B-	As above, though to slightly lesser degree	4
65-69	C+	Some assignments late or incomplete, lack of full participation	3
60-64	C	Some assignments late or incomplete, missed classes, noticeable lack of participation	2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

Grading Rubric for Assignment #1: Male & Female Super-Heroic Character Design (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Applies life drawing skills to character design; effectively uses realistic anatomy three-dimensionally; shows strong action lines, balance and proportions; chooses a dynamic pose; shows exceptional creativity	Understanding of underlying anatomy apparent; action lines, balance and/or proportions good but need more definition; shows good creativity	Makes effort to follow instruction but needs more work	No apparent effort to follow instructions or apply what was covered in class; cannot proceed to maquette without considerable more effort
Sculpting and Painting the Maquette	Successfully applies drawings to create 3-Dimensional figure; armature has balance and is able to stand on its own; has dynamic action line; excellent use of tools for sculpting and finishing	Demonstrates good structure but action line could be stronger; uses forms, mass and weight effectively; good use of finishing techniques learned in class	Structure need to be redrawn before proceeding to maquette but student is open to feedback and willing to redraw	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Maquette as Reference for Comic Page	Uses maquette effectively as a reference tool for drawing at any angle; uses strong light source creatively; drawing reflects strong 3-dimensional skill	Shows good creativity and uses maquette reference well but has some difficulty with lines and/or light source	Makes an effort to follow instruction and is clearly trying	No apparent effort to follow instructions or apply what was covered in class; does not follow through stages

Grading Rubric for Assignment #2: Anthropomorphic Character and Cartoon Design (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Applies simple shapes (ball, cone, cube and cylinder) to create cartoons 3-dimensionally; shows strong action lines, balance, and creative proportions; chooses dynamic poses; exaggerates features effectively and very creatively	Applies simple shapes (ball, cone, cube and cylinder) to create cartoons 3-dimensionally; shows good workmanship on action lines, balance, dynamic poses, exaggeration and/or creative proportions, but one or more areas may need some refinement	Makes effort to follow instruction but needs further development in several areas	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Sculpting and Painting the Maquette	Successfully uses model sheets to create 3-dimensional figure; armature has balance and is able to stand on its own; has dynamic action line; excellent use of tools for sculpting and finishing	Structure is reasonably strong; uses forms, mass and weight effectively; needs more work on final finishing techniques learned in class	Makes effort to follow instruction but needs further development in several areas	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Maquette as Reference for Comic Strip	Uses maquette effectively as a reference tool for drawing at any angle; uses strong light source creatively; drawing reflects strong 3-dimensional skill	Shows good creativity and uses maquette reference well but has some difficulty with lines and/or light source	Makes an effort to follow instruction and is clearly trying to use the reference effectively	No apparent effort to follow instructions or apply what was covered in class; does not follow through stages

Grading Rubric for Assignment #3: Anthropomorphic Character Design for Gaming (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Effectively applies simple mechanical shapes to robot features or applies appropriate characteristics to animal-based designs; excellent structural drawing skills that articulate figure in a stylish, creative way; concept is dynamic	Uses reference well for features; draws well with personal style but somewhat lacking in creativity	Makes effort to follow instruction but needs further development in several areas	Work shows a lack of interest; no apparent effort to follow instructions; cannot proceed to maquette without considerably more effort
Sculpting and Painting the Maquette	Successfully uses model sheets to create 3-dimensional figure; strong supporting armature; excellent use of tools for sculpting and finishing; very creative design	Good use of model sheets in creating 3-dimensional figure; good use of tools for sculpting and finishing; creative design; some areas may need further development	Makes effort to follow instructions and apply what has been learned, but needs further work before the maquette is adequate	No evidence of understanding of the process; very poor workmanship
Maquette as reference for Comic Strip	Very creative comic ideas based on character design; uses maquette effectively as a tool for drawing at any angle; integrates character into visual narrative	Some areas need further refinement but creativity and use of reference is evident	Makes effort to follow instructions and apply what has been learned, but needs further work	Does not take instruction well; apparent difficulty following through stages; seems to lack interest

Grading Rubric for Classroom Participation (10 points)

A Range (80 -100%)	B Range (70 – 79%)	C Range (60 – 69%)	D Range (50 – 59%)
Excellent attitude; actively involved every week; uses observational and critical thinking skills learned in class; helpful to other students	Good attitude; usually participates in critiques; applies observaional and critical thinking skilss	Occasionally participates in critiques; often does not seem engaged in classroom discussions; seldom applies observational and critical thinking skills	Does not pay attention during critique; attends class but does not seem engaged or interested; sometimes disruptive in class