

	<p><b>School of Arts &amp; Science</b></p> <p><b>Communications</b></p> <p><b>VIST 111</b></p> <p><b>Character Design</b></p> <p><b>Winter 2017</b></p>
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

## 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:	Wednesday 1:30 – 5:30		
(c)	Location:	Young 315E		
(d)	Phone:	(250) 888-4324	Alternative Phone:	(250) 888-2939
(e)	Email:	joansteacy@shaw.ca		
(f)	Website:	joansteacy.blogspot.com		

### 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*

<p><b>Week One</b> <b>January 11</b></p>	<p><i>Demo:</i> Show samples of cartoon and caricature faces, in comics /animated cartoons and illustrations.</p> <p><i>Classwork:</i> Students practice drawing from photos then from each other using simple shapes, exaggeration and facial expressions. Draw final stylized cartoon of themselves in profile, front, three quarter view on a model sheet, with a brief description of character traits.</p>
<p><b>Week Two</b> <b>January 18</b></p>	<p><i>Demo: Sample maquettes shown.</i> How to use Sculpey and sculpting tools, building an armature. How to simplify facial features and avoid too much detail. Explore sculpting techniques.</p> <p><i>Classwork:</i> From model sheets, build armature, sculpt a maquette (small scale model) of your cartoon character design.</p>
<p><b>Week Three</b> <b>January 25</b></p>	<p><i>Demo:</i> Samples of painted maquettes will be shown, effective painting techniques. Discuss talking heads in a four to six panel comic page.</p> <p><i>Classwork:</i> Paint maquette.</p>
<p><b>Week Four</b> <b>February 1</b></p>	<p>* <i>Students bring in samples of comic pages featuring talking heads.</i></p> <p><i>Demo:</i> Show how different light sources can be used to create dramatic effect. Photo shoot for reference.</p> <p><i>Classwork:</i> Layout talking heads comic page, pair your character design with another student's.</p> <p><b>Critique first assignment.</b></p>
<p><b>ASSIGNMENT #1</b></p>	<p><b>Comic page, model sheet, and finished maquette. 30% of final mark.</b></p>
<p><b>Week Five</b> <b>February 8</b></p>	<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> Show samples of full figure moquettes and there uses in comic, film and animation industries. What makes a good character design? Images will be shown and discussed.</p> <p><i>Classwork:</i> Sketch ideas for male or female character with brief description of character traits. Finish model sheet.</p>
<p><b>Week Six</b> <b>February 15</b></p>	<p><i>Reading Week Break</i></p>
<p><b>Week Seven</b> <b>February 22</b></p>	<p><i>Demo: Sample full figure maquettes shown.</i> Based on student's model sheets, show how a strong action line gives balanced when constructing a free standing sculpture.</p> <p><i>Classwork:</i> Work on sculpture.</p>

<b>Week Eight March 1</b>	<p><i>Demo:</i> Show examples of painting techniques and demonstrate how to dry brush, texturize, airbrush (optional).</p> <p><i>Classwork:</i> Paint and finish maquette.</p>
<b>Week Nine March 8</b>	<p>* <i>Students bring in samples of dynamic comic page sequences.</i></p> <p><i>Demo:</i> Set up dramatic lighting on maquettes for photo shoot reference.</p> <p><i>Classwork:</i> Layout comic splash page.</p>
<b>ASSIGNMENT #2</b>	<b>Comic cover page or wraparound spread, model sheet and finished maquette. 30% of final mark.</b>
<b>Week Ten March 15</b>	<p>* <i>Students bring in sample wraparound covers and double page spreads of non human character, to be discussed.</i></p> <p><i>Demo:</i> Show examples of non human sculptures in the industry</p> <p><i>Classwork:</i> Design a nonhuman character (animal, robot or alien) Finish model sheet with brief description of character traits.</p> <p><b>*Critique second assignment</b></p>
<b>Week Eleven March 22</b>	<p><i>Demo:</i> How to make a strong armature that can support a more complex design. Show how textures are made with gel medium and unconventional objects added, to enhance character design.</p> <p><i>Classwork:</i> Apply textures to character, work on maquette.</p>
<b>ASSIGNMENT #3</b>	<b>THIRD ASSIGNMENT: Splash page , model sheet and finished maquette. 30% of final mark.</b>
<b>Week Twelve March 29</b>	<p>* <i>Students bring in samples of comic covers showing dynamic characters.</i></p> <p><i>Demo:</i> Show how popular entertainment industries use faux finish painting techniques to look like metal and animal-like skin. Demonstrate how to paint faux finishes.</p> <p><i>Classwork:</i> Paint final maquette using faux effects.</p>
<b>Week Thirteen April 5</b>	<p>* <i>Students bring in samples of splash page showing dynamic characters.</i></p> <p><i>Demo:</i> Discuss sample comic covers. Show how angles and point of view create drama.</p> <p><i>Classwork:</i> Layout your comic cover composition with dramatic lighting and a dynamic point of view. Photo shoot.</p>
<b>Week Fourteen April 22</b>	<p><i>Student /Teacher final critique.</i> <b>GET READY FOR OUR FESTIVAL!</b></p>
	<b>IN CLASS PARTICIPATION: 10% of final mark.</b>

##### 5. Basis of Student Assessment (Weighting)

*Grading Rubrics are attached*

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

## 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](http://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)**

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
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 appropriate instruction was covered; cannot make a maquette; does not consider
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 needs to be redrawn before proceeding to maquette but student is open to feedback and willing to redraw	No appropriate instruction was covered; poor work
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 appropriate instruction was covered; not following

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

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
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 instruction; work was covered in poor work
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 instruction; work was covered in poor work
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 instruction; work was covered in poor work; not following

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

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
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 little interest; needs more to follow instructions; cannot produce a maquette for consideration
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 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 follow instructions well; appears to be following a template; seems to lack creativity

**Grading Rubric for Classroom Participation (10 points)**

<b>A Range (80 -100%)</b>	<b>B Range (70 – 79%)</b>	<b>C Range (60 – 69%)</b>	<b>D Range (50 – 59%)</b>
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 observational and critical thinking skills	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