

## Illustration – Course Description

Illustration is a two-year course where the emphasis is placed on the student getting to know all the main methods and techniques of drawing, both to strengthen the student's foundation to deal with the drawing in a diverse way and to work on independent artistic creation where the drawing is the basis. Great emphasis is placed on conceptual work in all the student's practical work and academic studies on the course aim to deepen the student's professional knowledge, increase his broad-mindedness and ability to put his work in context with society and the art world, and foster courage for further research and experiments with the medium. After completing the studies, the student can apply to complete a bachelor's degree at an art university, and it is then up to the respective university whether and to what extent the program is evaluated for university credits.

Admission to the program is a matriculation degree from an art program or similar education. Applicants submit sketchbooks and a portfolio of samples of their own work. Applicants are also called for an interview with the admissions committee.

The course is valued as 120 secondary school credits, where the student acquires skills at the fourth level according to the Icelandic Qualification Framework for Education (equivalent to EQF level 5). The program is divided into four semesters, and the work is based on a certain basic element in each one. The possibilities of the subject are examined from various angles and experiments are made with new approaches to materials and methods. A platform is created for fruitful discussion and academics and professionals from different backgrounds are brought in to shed different light on the subject and highlight its connections with history and society. In each semester, teaching in concept work and workshop work takes place simultaneously, but between these phases there is a great flow as the development of works and ideas go hand in hand. At the end of each semester, the student works independently on his own work. The course is largely practical, but approx. a quarter of all courses are theoretical studies. The academic courses include professional history, design history, art history and a seminar which is a platform for a variety of discussions about the subject, in addition to which students get an insight into philosophy, finance and critically discuss issues that are burning in society at any given time. With this, we try to look at the drawing in a larger context and in a broader light. Courses are either taught over the whole semester or in shorter sessions.

Learning assessment considers the learning goals set out in the course description. The course description stipulates the assignments and how the students' work in the course will be assessed. The framework for assessment is implemented in the school curriculum, but assessment at the school is based on telephone assessment with an emphasis on diverse assessment methods to meet the different needs of students. In practical studies, the assessment considers the students' competence in the relevant subject and their ability to express themselves and discuss the subject in writing, orally or in other ways. In addition to a grade, students receive an indicative review at the end of most courses. In consultation with study advisors, ways are found to solve tasks for students who have been diagnosed with specific learning disabilities.

To complete a course, a student must receive a grade of 5. The school curriculum provides more details on academic progress and practice.

Upon completion of studies, the student must have the ability to...

- work independently on defined projects
- work systematically on the development of ideas
- apply professional work practices
- communicate an artistic vision and ambition in their work
- communicate well with people and work closely with others
- communicate information about their own work in a clear manner
- maintain their knowledge and training by following innovations, events, and discussions in their field
- realize the responsibility of the artist/designer towards society and the environment
- know the working environment in their profession and diverse ways to present their work

### **Visual World**

HUGM4TM03 (Conceptual Work) Visual World	3
LIST4NL02 (Art History) Modern Art	2
MÁLS4TM04 (Seminar) Visual World	4
MÓDE4MU08 (Live Model Drawing) Man and Environment	8
TEIK4EA09 (Drawing) Visual World	9
VSTÆ4TM04 (Workshop) Visual World	4
	<b>30</b>

### **Narrative**

HUGM4TF03 (Conceptual Work) Narrative	3
MÁLS4TF04 (Seminar) Narrative	4
MAPP4SF02 Portfolio	2
MARG4SM02 (Multimedia) Digital Image Processing	2
SAGA4FT04 History of Drawing	4
TEIK4MF11 (Drawing) Narrative	11
VSTÆ4TF04 (Workshop) Narrative	4
	<b>30</b>

### **Motion**

HUGM4TH03 (Conceptual Work) Motion	3
MÁLS4TH04 (Seminar) Motion	4
MÓDE4MÓ02 Live Model Modelling	2
NÁMS4NF05 Study Tour	5
SAGA4FH02 History of Animated Drawing	2
TEIK4HR10 (Drawing) Movement	10
VSTÆ4TH04 (Workshop) Movement	4
	<b>30</b>

### **Collaboration**

HUGM4TS03 (Conceptual Work) Collaboration	3
LIST4SL02 (Art History) Contemporary Art	2
MÁLS4TS04 (Seminar) Collaboration	4
MÓDE4MT05 (Live Model Drawing) Anatomy	5
TEIK4SM12 (Drawing) Collaboration	12
VSTÆ4TS04 (Workshop) Collaboration	4
	<b>30</b>

## **Module descriptions:**

### **Art History**

The aim of the course is to deepen the student's understanding of the relationship between history and the present and to enhance his ability to use his knowledge of art history in practical learning and future art creation. The focus is on the period from the mid-19th century to the present day. The main currents and trends in visual art are discussed, and multi-faceted materials, techniques and methods are examined. Emphasis is placed on highlighting the influence of this period on art, design, and crafts of today. The student becomes familiar with various key works of visual art and makes connections with the main trends and trends of the period and deepens his ability to discuss the visual arts in a critical and theoretical manner.

#### **Knowledge**

Students have acquired general knowledge and understanding of:

- the main key works of Western art and design history from the Industrial Revolution to the present day
- the connection between history and the present
- a wide range of vocabulary and concepts about art and design

#### **Skill**

Students have acquired skill to:

- analyse works based on visual elements in a critical and constructive way
- analyse the influence of history on contemporary works and ideas
- discuss the visual arts in a critical and academic way

#### **Competence**

Students are able to use the general knowledge and skills which they have acquired in order to:

- discuss with knowledge and perspective the main key works of art and design history from the Industrial Revolution to the present day
- write a clear, theoretical, and analytical text about the context of history and the present and take part in a critical discussion about culture, arts and history
- apply their knowledge of art history in practical studies and in future art creation in their field

### **Conceptual Work**

The student gets to know methods of recording ideas, keeping track of them, and developing them further. The student is encouraged to work regularly in a sketchbook with the aim of developing and strengthening his visual language. The student is also encouraged to draw what is in front of him daily to develop his perception of proportions, space and movement and increase his skills in bringing atmosphere to life in drawing. There is a strong emphasis on playfulness, experimentation, and personal expression. In discussions within the course, the student gains training in talking about his ideas and works and arguing for his case.

#### **Knowledge**

Students have acquired general knowledge and understanding of:

- the importance of the sketchbook in the daily work of the illustrator
- diverse methods used to record space, movement, and atmosphere through drawing

- purposeful methods of developing personal focus in drawing

#### Skill

Students have acquired skill to:

- use purposeful methods in sketching
- capture motion in a drawing
- speak about their ideas and work and argue for their case

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work steadily to improve their drawing skills
- use the sketchbook as a source of ideas and to keep track of a collection of memories
- to express oneself confidently about one's own work and ideas

### Drawing

**Visual World:** The student deals with the drawing as a means of expression and gets to know all the main tools, methods, and techniques that the draftsman uses in his work. The student is introduced to various graphic methods and experiments with colour and colour manipulation. The goal of the course is for the student to expand and strengthen his visual world, improve his personal ability to create images and increase his skills in developing an idea into a finished work. Emphasis is placed on the student getting to know both the advantages of individual work and cooperation in practical drawing work. The symbolism and psychology of colours are discussed, and the student gets to know the development of ideas that, among other things, appears in diverse forms throughout human history.

#### Knowledge

Students have acquired general knowledge and understanding of:

- the drawing as an independent means of expression
- basic methods, tools, and equipment that the illustrator uses in his work
- the relationship between dominant ideas in society and image creation
- the development and position of the drawing in history and contemporary times

#### Skill

Students have acquired skill to:

- apply diverse methods, tools, materials, and techniques in drawing
- choose the paper, colour and working method that suits the idea
- use the power of light and colour to create an atmosphere in a picture
- develop an idea to a conclusion
- share their ideas with others and work in a group

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- apply the main methods, tools, and equipment that the illustrator uses in his work and bring his work to a conclusion in the finished work
- improve their image creation through conceptual work and knowledge of symbolism, history, and culture
- share ideas and collaborate with others

**Narrative:** The goal is for the student to gain training in using diverse methods to express a narrative in a graphic way. The student gets to know, among other things the story board, which is a simple, graphic way to plot the progression of a story and place

characters in time and space of the story being told. The student uses improvisation and other creative ways to visualize the world of ideas and characters. The student is introduced to the diversity of field of artistic work, e.g., drawing to explain various detailed topics that fall under science and theory or work that requires collecting a large amount of information. The student gets to know the standards that apply, e.g., in connection with textbook publishing and acquire training in finding reliable sources in image banks, both online and in books. The student also learns about typography, both fundamental aspects of working with fonts in graphic design, but also its history and development. Emphasis is placed on the student having a professional conversation and collaboration with fellow students in practical work.

#### Knowledge

Students have acquired general knowledge and understanding of:

- brainstorming as a working method, in group or individual work
- diverse ways to tell a story with pictures
- history and development of fonts
- handmade lettering as a visual medium
- the importance of circulation in the overall picture of a book
- a narrative framework as a method for plotting the progression of a story
- the importance of accurate source work for image annotations for various disciplines

#### Skill

Students have acquired skill to:

- tell a story with pictures
- use a variety of triggers when working with visual storytelling
- illustrate different projects in a variety of ways
- use a variety of sources when preparing for a drawing
- search for accurate and reliable sources in photo banks on the Internet and in books
- work artistically with type
- put together images and text in a process

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- create and draw a world of ideas based on a narrative
- create and draw convincing characters from a narrative
- present a plot with a series of drawings
- draw illustrative pictures to explain a wide range of topics for different target groups
- describe a certain process or procedure clearly with a drawing

**Motion:** The aim is for the student to become familiar with the main methods of animation production and to acquire training in bringing movement to life in an animation. Different types of narrative film sequences suitable for different projects are presented. The student works either with two- or three-dimensional media to create characters and spaces, e.g., drawing or clay or other mouldable material. The student continues to deepen their skills in drawing the human body and is trained in constructing a plot, drawing a graphic script, analysing, and drawing the key frames of the project, and identifying the target audience of a work. The student deepens his knowledge of the computer as a tool for the artist and illustrator, gets to know the main programs used in the creation of animations, video games, small programs and in

computer processing for television and film production. The student gets to know the importance of timing and rhythm in the production of movement and gets to know the main methods and techniques of making a sound image. Furthermore, the student gets an insight into game theory. Special emphasis is placed on a high-quality final finishing and that the nature of the project, and its intended role are considered when choosing a storage method. Emphasis is placed on independent and creative work, artistic practices with plot and character creation, quality in image processing and game-theoretic implementation of interactive elements.

#### Knowledge

Students have acquired general knowledge and understanding of:

- the movements of the body and its different manifestations depending on body position and perspective
- methods for creating space in animation, both through tele-dimensional drawing and model making
- various methods of creating a narrative sequence
- the importance of timing and rhythm in motor processes
- the basics of making a sound film
- the main computer programs that animators use in their work in the world of video games, small programs, television, and movies
- the main methods of archiving, considering the nature of the project
- working environment in video game production
- game theory in interactive computer game methods to bring an image of a person or object in motion on a two-dimensional surface in a convincing manner

#### Skill

Students have acquired skill to:

- shape three-dimensional characters from a drawing
- create a scene for an animation and generate a space by creating a model or using their knowledge of tele-dimensional drawing
- analyse and draw a simple motion curve for a cartoon or sequence of images
- use timing and rhythm when creating motion in animation
- work with sound and sound programs when making an animation
- draw objects and bodies in motion
- formulate an idea for a project and implement it to a result
- work with drawing in animation
- identify and draw key frames in a script
- complete a short animation on a computer

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- create characters and scenery through modelling or drawing and create an animation
- work with the interaction of sound and image in a computer-generated animation

**Collaboration:** The aim is for the student to become familiar with the important aspects of the draftsman's work, which consists in creative collaboration with another author. At the same time, the student gets an insight into collaboration with editors, artistic directors, academics, publishers, and others involved in collaborative projects. The student works, either with one author or a group, to create a work or story, choose a method, material, and tools, considering the target group of the project. The student

gains training in identifying scenes and events that are important to illustrate. The student deepens his knowledge of the methods of creating comics and gets to know various graphic methods that enrich his toolbox, i.e., there is an opportunity for further training in working with diverse computer programs. The student acquires training in professional work methods for the technical completion of a project for printing or by other means. Emphasis is placed on the student justifying his ideas.

#### Knowledge

Students have acquired general knowledge and understanding of:

- cooperation between illustrators and authors of various kinds
- diverse possibilities for the presentation of drawn content
- diverse methods of developing ideas
- possibilities inherent in detailed source work
- various graphic methods that can be used in the artist's work

#### Skill

Students have acquired skill to:

- participate in collaboration with another author
- interpret ideas in a picture
- choose a drawing method based on the target group, express themselves clearly through drawing
- use a variety of programs and graphical methods

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- create a visual world in collaboration with another author and find the right outfit for the project
- work independently and systematically with own ideas and choose materials and methods that are suitable for the project
- use graphic media creatively to communicate ideas

### **History of Drawing**

The subject is the history of the development of the art of drawing. The student studies various sub-disciplines of drawing, such as comics, caricatures and more, and familiarizes himself with theoretical theories concerning drawing as an art form. The cartoon and the development of techniques in cartoons and animations are observed as an independent art form and as it appears in a variety of different contexts, e.g., in video games and apps, TV shows and movies. The student acquires training in image analysis, image literacy and interpretation. Emphasis is placed on shedding light on the drawing in the broad context of art and culture, politics, economic development, and prevailing traditions in society.

#### Knowledge

Students have acquired general knowledge and understanding of:

- the most important stages in the history of cartooning
- the main theories concerning drawing as an art form
- the context of cultural, conceptual, and economic factors with technical development in drawing
- the development of the drawing considering the skill of artists in capturing movement in a drawing
- the history and development of drawing after the advent of computer technology
- various artistic techniques used in the creation of animations and video games

## Skill

Students have acquired skill to:

- use appropriate terms to explain trends and movements in drawing and art
- cite academic theories when analysing drawings
- connect the development of the art of drawing with the economy and technological development of society
- analyse and interpret a drawing in a cultural-historical context
- compare the work of different artists and producers in the field of animation
- identify diverse styles in animation

## Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- analyse the social and political background of a drawing
- discuss the role of drawing and art in general in an international cultural context
- use sources and discuss the work of illustrators in an independent and critical manner
- draw independent conclusions about the development of the art of drawing and justify their opinions by referring to the works of artists and scholars
- discuss drawing in a historical context and realize the impact of digital technology on the work of the draftsman

## Live Model Drawing and Modelling

**Man, and Environment:** The goal is for students to gain an understanding of the most important factors in drawing the human body to develop and maintain the students drawing training and to increase his skills in drawing fictional characters and imaginary spaces and environments. The basic concepts of drawing, form, line, light and shadow, texture, proportions, centre of gravity and space are the basis. Various work is done with objects, layouts, models or environments, and emphasis is placed on correct proportions, good position of models, distance in space and internal consistency in the drawing. The student is also encouraged to improve his expression and interpretation in drawing. The drawing and its role are examined in a historical context.

## Knowledge

Students have acquired general knowledge and understanding of:

- methods to convincingly place an image of space on a two-dimensional surface
- anatomical structure of the body
- diverse tools, methods and techniques used in drawing
- the development of the drawing in the light of the story

## Skill

Students have acquired skill to:

- analyse and draw shapes and proportions in an object, arrangement, or environment
- draw models in space
- build a picture through the nuanced use of line, light and shadow

## Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- draw a convincing picture in correct proportions of a model in an environment
- apply nuances of line, light and shadow to create atmosphere in a drawing



- draw the human body in convincing proportions and posture without relying on a model as a model
- realize the importance of model drawing in the training and continuing education of the draftsman

**Live Model Modelling:** The goal is for the student to gain an understanding of the most important factors in shaping the human body. Students work with clay, sculpting after a live model, learning methods for measuring the proportions of the human body. Shorter positions of models where the focus is on the overall view or longer positions that require more elaborate measurements and greater accuracy are either formulated. Students look at examples from art history and contemporary times about how the human body has been the dominant subject of visual artists and designers throughout time.

#### Knowledge

Students have acquired general knowledge and understanding of:

- methods to measure sizes and proportions and build a picture of the body
- shapes and three-dimensional thinking in modelling
- examples from the history of art where a model is a dominant factor

#### Skill

Students have acquired skill to:

- measure the proportions of the human body and see and define its shape
- shape the human body convincingly

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- sculpt a convincing three-dimensional image of a model
- analyse and discuss different examples from the history of art where a model is a dominant factor

**Anatomy:** The aim of the course is for the student to deepen his skills in model drawing. A deeper anatomical examination and study of individual body parts is carried out. Emphasis is placed on experimentation and the use of diverse tools and equipment. Students are introduced to various graphic methods and experiments are made with various tools to bring out different atmospheres, e.g., clothes, light and shadow and contrasts and colours.

#### Knowledge

Students have acquired general knowledge and understanding of:

- a different manifestation of the body depending on the position of the body and the perspective of the viewer
- the main anatomical elements in the structure of the human body
- the effect of light, shadow, props, and clothing in the model's environment on the atmosphere in the drawing
- diverse tools, methods and techniques used in drawing and image processing

#### Skill

Students have acquired skill to:

- analyse and draw the shape and proportions of the human body
- draw models in space
- build a picture through the nuanced use of line, light and shadow
- work independently with their drawings

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- draw a convincing picture in correct proportions of a model in an environment
- apply nuances of line, light and shadow to create atmosphere in a drawing
- can use a variety of techniques to create a convincing image
- realize the importance of model drawing in the training and continuing education of the draftsman

## **Portfolio**

The aim is for the student to acquire methods to manage their own academic and professional career and to have an overview of their own work. The student is guided in taking photos of his work and working with them in an appropriate way. The student gets to know programs that enable him to amend his images, and the main concepts used in relation to the relevant program. The student receives instructions on how to scan images and handle files, as well as how to save the work, considering the task at hand and the medium for which it is intended. The student receives help in designing a portfolio, setting up a CV and writing an artist statement about his own academic career and work. Copyright and the ethics are discussed. Emphasis is placed on personal working methods and that the student independently evaluates his own work and chooses key works to present in a portfolio.

### Knowledge

Students have acquired general knowledge and understanding of:

- different methods of photographing works depending on their nature
- the main tools and features of image editing programs
- important aspects of image finishing, e.g., resolution and file format
- the main terms used for computer image processing
- the importance of keeping records of projects and works
- diverse methods of designing a portfolio
- the importance of choosing a good selection of works in a portfolio
- rights and obligations of creators

### Skill

Students have acquired skill to:

- photograph their work
- work with images in an image editing program
- scan images and save in the correct format for the project and medium
- apply appropriate terms in a discussion of image processing on a computer
- keep track of and record their work
- design a portfolio
- set up a CV and write an artist statement

### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use image processing programs when processing, transferring, and storing images
- select key works from your own works to put in a folder
- design a portfolio that suits your own work
- acquire new projects based on their career
- deal with the work of other authors in an honest and legal manner
- know their strengths and pay attention to their own professional development

## **Seminar**

The seminar is a platform for wide-ranging academic discussion and professional criticism, where the student is introduced to the complex world of art and culture. The aim is to open a discussion about the main trends and actors in the world of drawing and to shed light on the ideas, concepts and theories that are used and thus deepen the student's understanding of the nature of art. The student goes on field trips and examines diverse cultural events. The student examines the art of drawing and examines the ideas, attitudes, and works of different artists and scholars. At the same time, various issues concerning daily life are discussed, e.g., finance and taxes as well as philosophy, psychology, and mental health. The most talked about issues of society at any given time are discussed and they are examined in the light of the general discussion on the one hand and the personal experiences of the students on the other hand.

### **Knowledge**

Students have acquired general knowledge and understanding of:

- the importance of professional criticism and discussion about arts, culture, crafts, and design
- ideas and works of different artists
- main ideas, concepts and theories about trends and trends in drawing and art
- basic concepts related to finance, business, and taxes
- basic concepts in psychology and philosophy to examine one's own identity and examine society and the world

### **Skill**

Students have acquired skill to:

- discuss professionally and critically about drawing, both their own work and that of others
- read and discuss a variety of academic materials on drawing to deepen their understanding of the nature of the profession
- participate in discussions about their own work and the work of others
- express their ideas in conversation
- examine society and the environment and collect triggers and ideas to work with later
- analyse trends and trends and take a stand on current issues

### **Competence**

Students are able to use the general knowledge and skills which they have acquired in order to:

- take a professional and critical position in discussions about their own work and that of others
- cite theoretical theories in a discussion about drawing
- apply the main terms used in academic theories dealing with trends, trends and works of art
- get a clear picture of their role as an artist and a person and the many possibilities that it entails

## **Study tour**

The goal is for the student to gain a good overview of his own career possibilities and further study opportunities after completing the course. The student takes part in a trip to one or two countries in Europe and visits schools, museums, exhibitions, galleries, and companies related to the industry. The student gets an insight into communication

processes within the field and the opportunity to communicate about the field in a foreign language. Emphasis is placed on targeted preparation and processing of information from the study tour.

#### Knowledge

Students have acquired general knowledge and understanding of:

- diverse cultural institutions in the field of art, design, and crafts, e.g., schools, museums and companies
- the importance of learning about study and career opportunities abroad
- various communication processes that Skill

are common within the industry

Students have acquired skill to:

- create a personal travel narrative based on the collection of sources and the recording of impressions
- discuss the profession in a foreign language with professionals within the sector

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- set realistic goals for studies and jobs in the future, both in Iceland and abroad

### **Workshop**

The goal is for the student to adopt independent working methods in the studio. The student works on his own project under the guidance of a teacher, but at the same time develops independent working methods and sharpens his own personal vision. The student bases his work on the methods, materials and techniques discussed in the phases of the semester and reflects his own areas of interest in concept work and implementation. Emphasis is placed on a systematic process from idea to result.

#### Knowledge

Students have acquired general knowledge and understanding of:

- fundamentals in the work of a freelance illustrator in a studio or with others
- context between material, method, and conceptual work
- the importance of a critical attitude towards one's own work

#### Skill

Students have acquired skill to:

- choose materials and methods that suit personal working methods and ideas
- work systematically from idea to result
- adopt an independent and critical attitude to work based on personal knowledge of the medium
- use knowledge of material and methods to make independent decisions in concept work and implementation

#### Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work with different properties of different materials and use diverse methods to make personal works
- take a stand on the subject and discuss it from a critical point of view
- put your own content in the context of traditional drawing methods on the one hand and contemporary techniques and ideas on the other
- discuss and justify their own ideas and work methods