COURSE TITLE: **CREATIVE RIGHT BRAIN DRAWING: Beginner to Advanced**

WA CLOCK HRS: **60**
OREGON PDUs: **60**
NO. OF CREDITS: **6 QUARTER CREDITS** **PENNSYLVANIA ACT 48:** **60**
[semester equivalent = 4.00 credits]

INSTRUCTOR: **Debora Supplitt**
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COURSE DESCRIPTION:
Join this class to discover how to cultivate you and your student's right brain creativity and curiosity. Explore basic drawing skills and techniques while tapping into the Right Side of the Brain. You'll learn the fundamentals of creative right brain basic drawing, Gestalt, light and shadow, space, edges, and these relationships to each other while building creative drawing confidence. Bring theses guided right-brain drawing skilled lessons into your practice or any classroom curriculum to boost any student's critical-thinking, problem-solving skills and experience the delight of creative right-brain drawing. This course is designed for every educator PP-12. Throughout this fun and creative course, you'll explore:

- Short video tutorials by a pioneer in right-brain educator that will give you the technical skills required to create your own creative right brain drawing.
- Guided video and workbook lessons that take you through guided drawing activities.
- Information to develop right brain drawing skills in your curriculum to produce exciting outcomes for you and your students
- Basic principles of Right-Brain Drawing in order to gain in-depth, practical knowledge of them.

We will use Betty Edward's classic text Drawing on the right side of the Brain and related workbook, Participants, use their own art supplies. Download the recommended supply list (See materials). Books and video will cost about $70.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- An understanding of basic principles and basic right-brain drawing skills
- The application and understanding of contour drawing or edges
- The ability to recognize and draw negative spaces or space
- The ability to synthesize perspective and proportion or relationships
- Knowledge and skills to apply value or light and dark shading
- The ability to explore the Gestalt as the whole

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%

3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT
Order both Drawing on the Right Side of the Brain textbook and workbook from Amazon
https://www.amazon.com/Drawing-Right-Side-Brain-Starter/dp/0399167900/ref=pd_cp_14_2/130-7493913-3351755?_encoding=UTF8&pd_rd_i=0399167900&pd_rd_r=2fac5eb1-5ff1-4914-b81c-1369db244866&pd_rd_w=qgJ4a&pd_rd_wg=X0APy&pf_rd_p=0e5324e1-c848-4872-bbd5-5be6baedf80e&pf_rd_r=42NQ1ST365JAQ0KWAY6Z&psc=1&refRID=42NQ1ST365JAQ0KWAY6Z

Approximate cost $34.00

Textbook: Edwards, B. (2012) Drawing on the Right Side of the Brain 4th Edition. Tarcher/Perigee/Random House, New York, NY.

ISBN 978-1-58542-920-2

Workbook: Edwards, B. (2012) Drawing on the Right Side of the Brain Workbook 2nd Edition. Tarcher/Perigee/Random House, New York, NY.

ISBN-10: 1585429228 ISBN-13: 978-1585429226

Plus

Drawing on the Right Side of the Brain Video download or DVD order directly from Drawing on the Right Side of the Brain Store and Website.

Video/Download: Drawing on the Right Side of the Brain: Seven Lessons to Enhance Creativity and Artistic Self-Confidence.

About $25.00.

OR

DVD About $35 https://www.drawright.com/merch-horizon

Download the recommended material supply IIst: To begin all you need is a #2B and #4B pencil, eraser and heavy drawing paper.

A drawing board: Buy a drawing board from an art supply store or improvise by using a heavy piece of cardboard, a thin piece of lumber such as Masonite, or even a large wood cutting board as long as it is not too heavy. or a table top to draw upon.

Drawing paper: We recommend Strathmore 400 Series Regular Surface drawing paper. You will need two sizes of drawing paper pads: 9” x 12 and 11” x 14”. or a Pad of heavy weight drawing paper

Pencils: You will need drawing pencils B-2B-4B.Drawing graphite pencils usually come in a set.

Hand-held pencil sharpener, which you can purchase in an art or office supply store.

A graphite stick: a 4B black graphite stick, found in an art supply store (this is used to create the "ground" of a portrit).

A water-soluble marker: You'll need a non-permanent black Vis-à-Vis wet-erasable marker, available in office supply stores. Crayola fine tip black markers are water-soluble (NOT SHARPIE).

Erasers (1-2): You will need a Staedtler Mars plastic eraser, and a Generals' kneaded rubber eraser, available in art or office supply stores.

Tape: You will need a roll of low-tack masking tape, found in at an art supply store Or painters tape.

Large and Small Picture Planes or two pieces of transparent acrylic plastic bigger than you hand.

None. All reading is online.

MATERIALS FEE
DRSSB Materials list found on Page xl of DRSB Workbook. 4th Edition Participants may use their own supplies. Downloaded supply list may be found in "Required Text" section.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION
Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.
Group participants can only view and respond to their group members in the Forum.

Assignment #1: Getting to Know You
Write a 450-500 word response to the following questions.

- Please introduce yourself (i.e. teaching assignment, location, level, etc.). Discuss why you chose this course?
- What is your background?
- Describe your previous experience, if any, with drawing.
- Describe your classroom or home based setting, what age or grade and finally for what would like to integrate and develop your lessons and unit plan for.

Assignment #2: Self-Portrait and Create a Google Account and/or Google Website
This assignment will guide you in producing a self-portrait. Steps to take:

- Gather your materials. See our suggested list.
  Download file
- Create your Google Account and/or Google Site (or another if you have one already) where you will load your work for review by the instructor.

View: Video Drawing a “Self-Portrait”(Formative Assessment) “Drawing on the Right Side of the Brain."

https://vimeo.com/155026347 Image type unknown https://vimeo.com/155026347

Use Password: brain-side-right-drawing

View from 0:00-6:48

Create a Google Account and Google Website:

https://support.google.com/accounts/answer/27441?hl=en

Take digital jpeg images with, a smart phone or digital camera, of your drawing. Upload those images to your personal Google Drive.

- Create your New Google site (or another if you have one already) where you will load your work to be reviewed by the instructor.
- Take pictures of all your drawings with a smart phone or digital camera
- Upload those images to your Google Drive
- Create your New Google site (or another if you have one already) where you will load your work to be reviewed by the instructor.
- How to create a Google Site: Bryne, R. 2019. YouTube 7:44 https://www.youtube.com/watch?v=EPzJzAScdKQ
- Create a “Home Page” for your Google website.
- On the Homepage choose an image that best reflects you.
- Put your name, title of the course and date created on your “Home Page”
- You can change and/or create the background image of your homepage anytime
- To the body of the “Home Page” upload your initial self-portrait to your Google Drive
- Upload the image to the body below the “Home Page” image and Website title

- Add a title and date to your self-portrait using the text feature
- Change the background color using the artist palette icon on the left side of the body of the website posting
- Allow access: debbiesupplitt54@gmail.com

Publish and Copy the URL/Link address and post that link to the assignment response box.

Note: All Google Websites are dependent on website participant sharing access with instructor's G-Mail account. No password for sharing is needed.

Assignment #3: Edges, Reading Chapters 1-4
Read: Drawing on the Right Side of the Brain, Textbook; Chapters 1-4, pgs. 1-61.

- Chapter One: Drawing and the Art of Bicycle Riding
- Chapter Two: First Steps in Drawing
- Chapter Three: Your Right Brain and Left Brain of It
- Chapter Four: Crossing Over from Right Brain to Left Brain

View: Video Viewing: Summary of the pre-assessment self portrait "Drawing on the Right Side of the Brain" https://vimeo.com/155026347 Password: brain-side-right-drawing 6:48-10:15

Assignment: In a short 200-250 word paper discuss the concepts from Chapters one-four plus the process of drawing your initial self-portrait exercise.
Post to the Assignment Response Box your sites URL.

Assignment #4: Right Brain/Left Brain, Picasso and Drawing Exercises
View: Video Viewing; Lesson 1 Drawing on the Right Side of the Brain" Foundations of Right/Left Brain Drawing. Upside down drawing. Picasso, P. Igor Stravinski **Password:** brain-side-right-drawing 17:21-20:27

Draw: Draw Edges: Choose and draw two (2) or more of the following exercises:

- DRSB Workbook, Drawing Your Hand pgs. 4-5. Draw Your Hand, 15 minutes (set timer, take a break after activity)
- DRSB Workbook, Drawing of the Corner of a Room pgs. 6-8. Pre-Assessment: Drawing of the Corner of a Room, 20 minutes (set timer, take a break)
- DRSB Workbook, Line Styles pgs. 10—11, Line Styles, 10 minutes (set timer, take a break after activity)

PLUS

- DRSB Workbook, Exercise 6. Upside-Down Drawing pgs. 17-26 Choose one drawing (or more) from pgs. 18, 20, 22 or 24 to create upside down. Time 30-45 min per drawing (set timer)

Assignment: Take jpeg images of your three drawings. Upload to your Google Drive and Post images onto your Google Website. Publish.
Post your Google website URL to the assignment response box for review.

Assignment #5: Optical Illusions, Read Chapters 5&6

- **Read:** Drawing on the Right Side of the Brain, Textbook; Chapters 5 & 6, pgs. 62-109.
- **View:** Video Viewing; Vase Face, including Monster Vase and Blind Contour drawing. Peterson, C. (2005) YouTube 4:14 https://www.youtube.com/watch?v=cOh4eIEjqvY
- Drawing Exercise 5 (Download) Faces/Vase There are two files, download either left-or-right hand file. https://www.drawright.com/try-an-exercise Quick R-Mode/L-Mode drawing activity
- Right Hand File and Left Hand File downloaded below https://www.drawright.com/try-an-exercise

Assignment: With a smart phone, or digital camera take individual jpeg's of your drawings and upload your image to your Google Website.

Assignment #6: Adding a new page to your Google Website
Add a new page (+) to your Google Website.

Title this new page "Edges": Watch the following Video on how to create a page.

Jones, L. (2020) YouTube 11:24. Betty Drawing on the Right Side of the Brain: Chapter 6 - On The Edge
https://www.youtube.com/watch?v=eEP_43v1OsI

- Add a new image to your added page one: “Edges”
- Post onto the body of your website, the jpeg images of your drawings.
- Change the colored background by accessing the paint palette to the left side of your posted images.
- Title the new page "EDGES" drawings 2-5
- Double Click the Text Icon and write the title of your drawing and date next to the drawing
- Select the color palette on the left side of your posted picture box and choose a background color for your posting
- For an advanced search. Go to Select, Search, this will take you to Google: Write, " Black (example: blue, green, red or any color choice) textured background"
- Push search
- This will search the internet for tons of different selections to choose from
- Select any image textured background.
- Google will automatically place this textured background image behind your drawn images.
- Explore this feature. Google will allow you to choose your favorite colored background and insert it behind your photos.

Hit the Publish icon. Remember to always push Publish with any additions to your website.
Allow access for review: debbiesupplitt54@gmail.com
Post to the Assignment Response Box: Your websites URL (address).

Assignment #7: Five Basic Skills of Drawing
View: Video Viewing; Lesson 1. Drawing on the Right Side of the Brain”, 5 Basic Skills for Drawing and Blind Contour Drawing of the Lines in Your Hand. https://vimeo.com/155026347 Password: brain-side-right-drawing 22:19-28:00

Draw: Drawing Activity Edges: 5 Basic Skills of Drawing; Line/Edges, Spaces, Angles/Proportion, Light/Shading/Value, Gestalt. DRSB Workbook, Exercise 7. Pure Contour Drawing; Drawing the Lines in Your Hand pgs. 27-29. Time 15 minutes (set timer, take a break after activity)

Classroom Tip: For classroom or personal use: Use a paper plate to occlude the students view of the paper (see link). Paper Plate Blind Contour Drawing
https://anothergranolamom.wordpress.com/2012/01/25/art-project-blind-contour-drawing/

View: Video Summary; 28:00-30:11

View: Video Viewing; Drawing on the Right Side of the Brain” https://vimeo.com/155026347 Password: brain-side-right-drawing. Picture Plane 3D to 2D Drawing on the View Finder: Video 30:12-35:15
View: Summary of Drawing on the Picture Plane Viewfinder on Plastic 30:15-36:20

Take digital jpegs of your Edge drawings, exercise 6&7 and post the drawings in the body of your "EDGES" page created on your Google Website.

- Add text to your images
- Include the title and date.
- Add a textured background color for your newly posted drawings
- **Publish** your newly added items on your website.
- Please allow access for review: debbiesupplitt54@gmail.com

Post your websites URL website (address) to the Assignment Response Box.

Assignment #8: Edges and Drawing Exercises

- **View:** Video Viewing; Drawing on the Right Side of the Brain” https://vimeo.com/155026347 Password: brain-side-right-drawing. Picture Plane 3D to 2D Drawing on the View Finder: Video 30:12-35:15
- **View:** Video Viewing; Summary of Drawing on the Picture Plane Viewfinder on Plastic 30:15-36:20
- **Draw:** Drawing Activity Edges: Exercise 8. DRSB Workbook, Drawing Your Hand on the Plastic Picture Plane pgs. 30-32. Time 5 minutes
- **View:** Video Viewing; Drawing on the Right Side of the Brain” Foundations of Right/Left Brain Drawing. https://vimeo.com/155026347 Password: brain-side-right-drawing
- **View:** Video Viewing Lesson 3. Your First “Real” Drawing-Using Edges Video 36:20-45:38
- **Draw:** DRSB Workbook Exercise 9. Setting the Ground pgs. 33-35. Time 5-10 minutes

- **View:** Video Viewing; Summary of Drawing: 45:47- 47:43

Chose any **three** of the following to draw:

- **Draw:** Drawing Activity Exercise 10, Edges. DRSB Workbook, Transferring Your Hand Drawing from the Picture Plane to Paper pgs. 36-38. Time 30-40 minutes (set timer, take a break after activity).
- **Draw:** DRSB Workbook: Edges; Exercise 11. Drawing Your Hand Holding an Object pgs. 39-42. Time 40 minutes (set timer, take a break after activity)
- **Draw:** DRSB Workbook: Edges; Exercise 12. Drawing a Flower pgs. 43-45. Time 30 minutes (set timer, take a break after activity)
- **Draw:** DRSB Workbook: Edges; Exercise 13. Drawing an Orange (banana, apple with a bite out of it) pgs. 46-48. Time: 30 minutes (set timer, take a break after activity)

PLUS

Take digital jpeg images of your drawings from this assignment.

- Add images to the body of the "Edges" page on your website. the drawings from this assignment
- Include by accessing the text option title and date drawn
- Search and select a textured colored background to add to the background of your posted images
- Remember to push PUBLISH after every addition and/or change to your Google website

Assignment for Edges: From the textbook reading, video viewing and drawing exercises for Edges, summarize and discuss, in a 200-250 word document, an overview of the Right/Left brain activities, what you discovered about using edges during the drawing activities. Include your URL address in the heading of your posted paper.

Post to the assignment response prompt

Assignment #9: SPACE; Read Chapter 7, Drawing Exercises

- **Read:** Space; Drawing on the Right Side of the Brain Textbook, Chapter 7, pgs. 110-135
- **Draw:** Drawing Space: Exercise 14. DRSB Workbook, Drawing Leaves Using Negative Space Workbook pgs. 48-51. Time: 30 Minutes (set timer, take a break after activity).
- **View:** Video Viewing; Drawing on the Right Side of the Brain" Foundations of Right/Left Brain Drawing. https://vimeo.com/155026347 Password: brain-side-right-drawing:

Lesson 4, Negative Spaces Video 47:45-58:37

- **Draw:** Drawing Space: Exercise 15. DRSB Workbook, Drawing a Chair in Negative Space pgs. 52-55. Time: 45 minutes (set timer, take a break after activity).
- **View:** Video Viewing Summary; Drawing of the Chair 47:45-58:37

Choose any three from the following drawing exercises to draw.

- **Draw:** Drawing Space: Exercise 16. DRSB Workbook, Drawing a Household Object pgs. 56-58. Time: 30 minutes (set timer, take a break after activity).
- **Draw:** Drawing Space: Exercise 17. DRSB Workbook, Negative-Space Drawing of a Sports Photograph pgs. 59-61. Time: 30 minutes (set timer, take a break after activity).
- **Draw**: Drawing Space: Exercise 18. DRSB Workbook, Negative-Space Drawing of an Actual Chair pgs. 62-65. Time: 30 Minutes (set timer, take a break after activity).
- **Draw:** Drawing Space: Exercise 19. DRSB Workbook, Copying a Master Drawing by Vincent Van Gogh pgs. 66-69. Time: 30 minutes (set timer, take a break after activity).

Create **PAGE TWO** (2) on your Google Website Title: "**SPACE**" (you may change the heading image).

- Change the background image of **"Space"** page
- With a digital camera or smart phone take images of your drawings
- Post jpeg images of your drawings in the body of the page called **"Space"** page
- Upload jpeg images of exercises
- Add a titled and date for each image
- Publish your newly added images

Post your Google Website URL to the Assignment Prompt Box.

Assignment #10: Read Chapter 8, Relationships, Drawing Exercises

Note to Participants: Drawing a Format Ground can be viewed on the DRSB video located at 52:45-53:18.

- **Artist Tip**: To rub the ground with a tissue to blend. **Draw the Cross Hairs**, **LIGHTLY**! These cross hairs will be erased at the completion of the drawing.
- **Read:** Relationships: DRSB Textbook: Chapter 8 Perceiving Relationships, pgs.136-165.
- **View:** Video Viewing: Drawing on the Right Side of the Brain" Foundations of Right/Left Brain Drawing. http://http://https://vimeo.com/155026347 Password: brain-side-right-drawing: Lesson 5; Relationships, The Third (3rd) Basic Skills to Drawing 1:00:25-1:18:19 and Summary of Sighting Drawing: 1:18:19-1:20:11.

Choose and draw three of the following Drawing Exercises:

- **Draw:** Drawing Relationships: Exercise 20 DRSB Workbook, Sighting an Open Doorway pgs. 70-75. Time: 30 minutes (set timer, take a break after activity)
- **Draw:** Drawing Relationships: Exercise 21.DRSB Workbook, Sighting a Room Corner pgs. 76-78. Time 45 minutes (set timer, take a break after activity)
- **Draw:** Drawing Relationships: Exercise 22. DRSB Workbook, The Knee/Foot Drawing pgs. 79-81. Time: 30 minutes (set timer, take a break after activity)
- **Draw:** Drawing Relationships: Exercise 23. DRSB Workbook, Sighting a Still-Life of Books on a Table pgs. 82-86.Time 45 minutes (set timer, take a break after activity)
- **Draw:** Drawing Relationships: Exercise 24. DRSB Workbook, A still Life with Ellipses pgs. 87-89. Time: 45 minutes (set timer, take a break after activity)
- **Draw:** Drawing Relationships: Exercise 25. DRSB Workbook, Sighting Relationships in a Figure Drawing pgs. 90-95. Time: 30 minutes

View: Video Refresher: Proportion Finder section: 1:04:3-107:49 and Angle Finder section:1:07:50-108:53

Create page three (3) on your Google website Title: **"Relationships"**.

- Change the background image for Relationship page
- Take jpeg images of all your drawings
- Upload your digital images to your Google Drive
- Post these images to the body of the **Relationship** page
- Include the title and date next to your image using the **TEXT** option
- Remember to **publish** after each addition or change

Post your website URL for review to the Assignment Response.

Assignment #11: Read Chapter 10, Perceiving Lights and Shadows, Drawing Exercise

- **Read:** Textbook DRSB; Chapter 10; Perceiving Lights, Shadows and the Gestalt, Chapter 10, Relationships pgs. 202-237
- **View:** Video Viewing: Drawing on the Right Side of the Brain" Foundations of Right/Left Brain Drawing. https://vimeo.com/155026347 Password: brain-side-right-drawing
- **View**: Video Lesson 7, Perceiving Lights and Shadows. 1:36:40-1:49:10.
- **Review Images:** Proportions of the Head; (2015) Metal Head: https://metalheadlol.blogspot.com/2015/09/how-to-draw-human-head-in-proportion
- Choose one or more of the following to draw:
- **Draw:** Perception of Lights and Shadows; Exercise 30. DRSB Workbook; Drawing Eggs Lighted from Above pgs. 110-111. Time: 30 minutes
- **Draw:** Perception of Lights and Shadows; Exercise 31. DRSB Workbook; Charlie Chaplin in Lights and Shadows pgs. 114-115. Time: 30 minutes
- **Draw:** Perception of Lights and Shadows; Exercise 32. DRSB Workbook; Proportions of the Head in Full-Face View pgs. 116-117. Time: 30 minutes

Create: Page four (4) on your Google Website titled: **"Light and Shadows".**

- Change the image on the title four (4) website page.
- Upload your jpegs drawings #30-32 to your Google Drive
- Post the images to the body of page four (4). Title and date each image.
- Publish after each addition or change to your website

Post your website URL for review to the Assignment Response Prompt.

Assignment #12: Read Chapter 11, Gestalt, Drawing Exercises

Assignment Section Five: The Perception of Gestalt

- **Read:** DRSB Textbook; Chapter 11, Using Your New Perceptual Skills for Creative Problem Solving, pgs. 238-259.
- **Read:** in the DRSB Workbook; A Definition and Explanation of “The Perception of Gestalt” pg. 128.

Choose one or more of the following exercises to draw:

- **Draw:** DRSB Workbook; Exercise 35 Gestalt. DRSB Workbook, Using Ink and Brushes pgs. 129-131. Time: 30 minutes (set timer, take a break every 15 minutes)
- **Draw:** DRSB Workbook; Exercise 36. An Urban Landscape pgs. 132-135. Time: 45 minutes (set timer, take a break every 15 minutes)
- **Draw:** DRSB Workbook; Exercise 37. Hatching and Crosshatching pgs. 136-139. Time: 30 minutes (set timer, take a break every 15 minutes)

Choose one or more of the following exercises to draw:

- **Draw:** Exercise 38; Gestalt. DRSB Workbook, A Figure Drawing in Crosshatch pgs. 140-143. Time: 60 minutes (set timer, take a break every 15 minutes)
- **Draw:** Exercise 39; Gestalt DRSB Workbook. The da Vinci Imaginative Drawing pgs. 144-146.Time: 45 minutes (set timer, take a break every 15 minutes) Tip: Use a blow dryer or heat tool to dry your imaginative ink creation
- **Draw:** Exercise 40, Gestalt DRSB Workbook, A Four by Four Drawing pgs. 147-149. Time: 60 minutes (set timer, take a break every 15 minutes)

Assignment:
Create page five (5) on your Google Website Titled: **"Gestalt**". Attach labeled and dated jpeg images for exercises 35-40 on your website.

- Publish after every addition to your website.
- Place a new title page image on page five "Gestalt" of your website.
- Change the color, image and background for page five (5)
- Publish your website

PLUS

In a short-written response (200-250 words) discuss Gestalt, how Gestalt is achieved and the Right/Left Brain function of Gestalt.

- Upload this written response to your Google drive
- Attach this written response to you Website in the body of the Gestalt page
- Publish

Post your website URL to the Assignment Response Prompt.

Assignment #13: Picasso Drawing Activity & Final-Self Portrait

- **Draw:** DRSB Workbook; Exercise 33, A Full-Face Portrait of Picasso pgs. 118-121. Time: 30 minutes
- You are ready to create a final self-portrait using all the techniques you have learned in the six section and drawing activities from Drawing on the Right Side of the Brain.
- **Draw:** Drawing Your Self-Portrait in Light and Shadows. Time: 1-2 hours (set timer for taking a break every 20 -30 minutes taking 4 breaks during this exercise).
- Read: DRSB Workbook; Final Self-Portrait Your Self Portrait in Lights and Shadows pgs. 127&-128.
- **View:** Video: Summary of Drawing 1:49:19-1:51:06 and Conclusion 1:51:07-155:01
- **Upload** to your Google Website your final self-portrait to the **home page** next to your initial pre self-portrait, title and date your final drawing. Publish.
- Make any size changes to your website (image size, text, colored backgrounds, titles, page title images) push publish after any changes made on your website.

PLUS

In a one-page (200-250 words) document compare and contrast the pre self-portrait to the final self-portrait. Discuss the process and how you incorporated the edges, space, relationships, lights and shadows and including what you discovered along the way to produce your final drawing to achieve the Gestalt or final image. Include your website URL to be reviewed.

- Upload this paper to your Google Drive
- Post this paper to your Google Website home page
- Publish

Post your URL to your Website to the assignment response.

Assignment #14: The Artist in You, Reading Chapter 12 and Workbook
Read Drawing on the Right Side of the Brain Textbook; Chapter 12 Drawing on the Artist in You, pgs. 260-265.

PLUS

READ: DRSB **Workbook**, Some Suggestions for Future Drawing: pgs. 150-151.

Assignment:

Review and Reflect upon all of your drawing exercises plus the postings on your website.

Write a short paper (200-250 words) which exercises you found most helpful for your overall drawing, which drawings were struggles, when you found L-mode talking to R-mode, and/or when you lost track of time, which is deeply rooted right-brain mode.

- Include your Website URL address in the heading of this paper
- Upload this paper to your Google Drive
- Post to your Homepage below your initial and final self portraits
- Publish

Attach your Google Website URL to the Assignment Response Prompt.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION
In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #15: Developing Right Brain Lessons
Using any teacher lesson plan format of your choosing.

- Develop three to five (3-5) lesson plans on the process of Drawing on the Right Side of the Brain.
- Develop these lessons based on your setting and developmentally appropriate skill set for your classroom or setting. Approach this assignment for your particular grade level, setting, or studio practice. These lessons may include activities you have developed as a result of this course.

AND/OR

- Create a 3-5 lesson unit using DRSB techniques for a disciplined common core study (science, math, language arts....) that is supported and enhanced with DRSB techniques. Post a three to five (3-5) page lesson/unit word document, a mind map, a Prezi, a Haiku Deck, Adobe Spark, Google Site, Google Slides or PowerPoint presentation of your unit plan.

AND/OR

- Develop a solid student base online artist portfolio for your students. Include examples of any student drawings from this course and include any other Drawing on the Right Side of the Brain you have created within a studio setting to use as examples. Attach formatted portfolio web site URL to access for review.

PLUS

On your Google Website create a new page named **"Right Brain Lessons"**.

- Change the background image for this page
- Upload your chosen assignment to your Google Drive
- Post this assignment to your website body for Right Brain lessons
- Change the background color for your posted lessons

Post your URL for your website to the Assignment Response Prompt.

Assignment #16: Implementation
Create: On your Google Website create a new page called “Implementation”.

Implement the Drawing on the Right Side of the Brain lessons and/or unit plan you developed in assignment #15.

Write a four to five (4-5) page overview, include reflection and possible adjustments for each lesson. Please include mention of any specific student achievements and include samples of work products.

- Change the image on the **Implementation** website page
- Post to the body of your **Implementation** page you paper and any images of student work
- Add a color background to the body of your Implementation page
- Publish

OR

Write a four to five (4-5) page paper discussing the experience of participating in your studio setting, your process for Drawing on the Right Side of the Brain, and how this experience has altered your drawing skills and/or teaching skills.

- Provide an overview of the program you participated in or with
- Include an overview of this course outline and what skills were introduced
- Hours the were completed and a breakdown for each drawing session
- How this course contributed and enhanced your **"Drawing on the Right Side of the Brain"** skills
- Upload to your Google Drive
- Post this paper to the body of the **Implementation** page
- Change the image on the **Implementation** website page
- Add a color background to the body of your **Implementation** page
- Post to your Google website Implementation page
- Change the background color of the body of your website
- Publish

Post Website URL to the Assignment Response Prompt.

Assignment #17: (500 Level ONLY)
In addition to the 400 level assignments, complete following activities:

- Create a new page on your Google Website titled **“500 Level Project”.**
- Change the background image
- Upload your chosen project to the body of this page
- Change the color of the body
- Publish

Choose two of the Following:
(Option A)

- Conduct online research for articles that point to the advantages and challenges of using Drawing on the Right Side of the Brain for instruction and summarize your findings in a two to three (2-3) page paper.
- Include and Link the research articles URL’s in your paper
- Post to your Website 500 Level Project page
- Publish
- Post Website URL into the Assignment Response Prompt

AND/OR

Option B)

- Prepare and present your unit of study or portfolio from this course in a **minimum** of 10 slides using Google Slides, format to your faculty, collaborative group, or to a colleague.
- Accompany your presentation with a one to two (1-2) paper, posted to your website, in which you discuss any comments, adjustments, or ideas that may have been generated by your presentation.
- Post to your Website 500 Level Project page.
- Publish

Post Website URL into the Assignment Response Prompt

AND/OR

Option C)
Another assignment of your own design with the instructor’s prior approval.

C. INTEGRATION PAPER

Assignment #18: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Debora Supplitt M.F.A-A.Ed./M.Ed. received her Masters (M.Ed.) and Bachelor of Art (B.A.) degree from San Francisco State University and a Masters of Fine Arts in Art Education (M.F.A.-A.Ed,) from Boston University. She has worked with students of all levels, including preschool, elementary, middle school, high school and professional educators. She is certified in Washington, Oregon, Arizona and California in Pre/K-12 Adult Education, is highly qualified in the core areas of Art, Music and Special Education as well as being a trained Washington State Intervention Specialist. Debora knows the importance of providing a creative environment where all students and teachers can thrive. Presently, she is working in her dream position teaching twelve visual and media art focused courses through the Heritage Institute.

Debora continues to provides classroom teachers with the tools and resources needed to integrate art into the daily curriculum and is always busy developing new, creative and fun workshops for teachers. She is passionate about providing exciting, meaningful, useful and fun filled continuing education for all teachers.

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