COURSE TITLE	**Spring Break: Environment Concept Art**
COURSE MNEMONIC	CSSB 107
TOTAL HOURS	12 or 15
AGES	15 – 18 years

COURSE DESCRIPTION

Bring imaginary worlds to life in a week-long exploration of Environment Concept Art. Designing imaginary worlds considers mood, functionality and believability, and can draw from a combination of fantastical, historical and cultural references. If you're passionate about illustration, live-action films, animation, and video games, this course is the perfect opportunity to begin creating captivating worlds and spaces through illustration and visualization. Explore various styles and aesthetics, delve into lighting, composition, perspective, and color, and bring your creative ideas to life from concept to reality. By the end of this transformative week, you'll not only have created amazing new imaginative worlds, but also discovered valuable skills for a future in various creative industries. This course is suited for those with some previous experience with drawing, painting or illustration techniques, with an interest in advancing their conceptual and compositional skills. Working in the studios at Emily Carr University, your instructor will guide you through prompts and projects, providing personalized feedback to support your creativity and exploration.

LEARNING OUTCOMES

By the end of this course, students will:

1. Explore various illustration techniques and styles used to create environment concept art in visual media like films, animation, and video games.

2. Discover the importance of concept development when creating dynamic and immersive imaginary worlds.

3. Practice perspective drawing to represent spatial relationships and create a sense of realism for your environments.

4. Experiment with lighting, composition and colour to bring depth and atmosphere to your illustrations.

5. Create illustrations the demonstrate progress from concept to final product.

LEARNING FORMAT

Courses taking place on campus include a variety of instructional methods such as in-class lectures and discussions, instructor guidance, peer feedback, and group or independent projects. Online courses include both synchronous instruction and asynchronous work time. Synchronous learning may include virtual lectures, video demos, virtual meetings with instructors and classmates. Asynchronous time may include independent study and practice, assignment completion and homework, and peer discussion forums.

LEARNING ASSESSMENT

This course is assessed as either Complete or Incomplete.

SOFTWARE

Required:

MATERIALS

To fully participate in this course, the following materials are required. You are welcome to use materials you already have.

QUANTITY	REQUIRED MATERIALS	ESTIMATED COST
1	Mixed Media Paper Pad, 11x14", such as Canson XL or similar	$23.00
1	Watercolour Paper Pad, 140lb/300gsm, 11x14" or 11x15"	$16.00
1 set	Student Watercolour set, such as Pentel set of 12, or Crayola set of 24	$12.00
1 set	Drawing pencils	$11.00

1 set	Colour pens, markers, crayons or pencils of your choice	$20.00
1	Conte compressed charcoal, black, 2B	$5.00
1	Steel cork-backed ruler	$4.00
1	White eraser	$2.00
	Estimated Total	**$93.00**

LEARNING AGREEMENT: EXPECTATIONS + CONDUCT

Attendance + Participation
Students are expected to attend classes during regularly scheduled, published times, arrive punctually and have materials needed to participate in class activities and assignments. Attendance is taken at the start of each class.

Online Learning
To get the most from your online learning experience, and to create a positive learning environment, students should expect to participate in discussions, break-out groups and discussion forums as established by the instructor. Students are responsible for regularly checking in to the Moodle site for assignments, resources, deadlines and course updates. All students are expected to log in on time and be prepared to engage in the work for scheduled classes.

Classroom Etiquette
A successful learning experience depends on mutual trust, respect and support. Students are expected to contribute to an inclusive learning environment free of bullying, harassment and discrimination. This includes addressing classmates using preferred names and pronouns, and being mindful of diverse lived experiences, levels of access and privileges.

Privacy
Emily Carr is committed to protecting students' personal information. All approved online learning tools (including Moodle and Zoom) are protected and safe. Any video recordings of lectures, presentations or critiques are stored on Canadian servers and only available to the instructor and students. If other online platforms are used for course participation, students, parents and/or guardians will be notified of any potential privacy considerations and asked to provide consent.

UNIVERSITY POLICIES

Emily Carr University policies are available online at https://www.ecuad.ca/about/leadership-and-governance/policies. Students are encouraged to familiarize themselves with all academic policies, and in particular the policies below.

Academic Integrity
Academic Integrity outlined in University policy 4.17 Academic Integrity is understood as producing work in a way that acknowledges the contributions of others in the design, creation, production, writing, etc. of any work. Any action or behaviour that violates Academic Integrity is considered a serious offence of academic misconduct and may result in serious academic consequences.

Student Conduct
All students must abide by the standards of conduct outlined in University policies 4.6 Student Conduct, 8.6 Harassment, Bullying and Discrimination, and 3.6 Sexual and Gender-based Violence and Misconduct. The University takes violations of these standards very seriously and may initiate disciplinary proceedings.