

# Deborah Santoro

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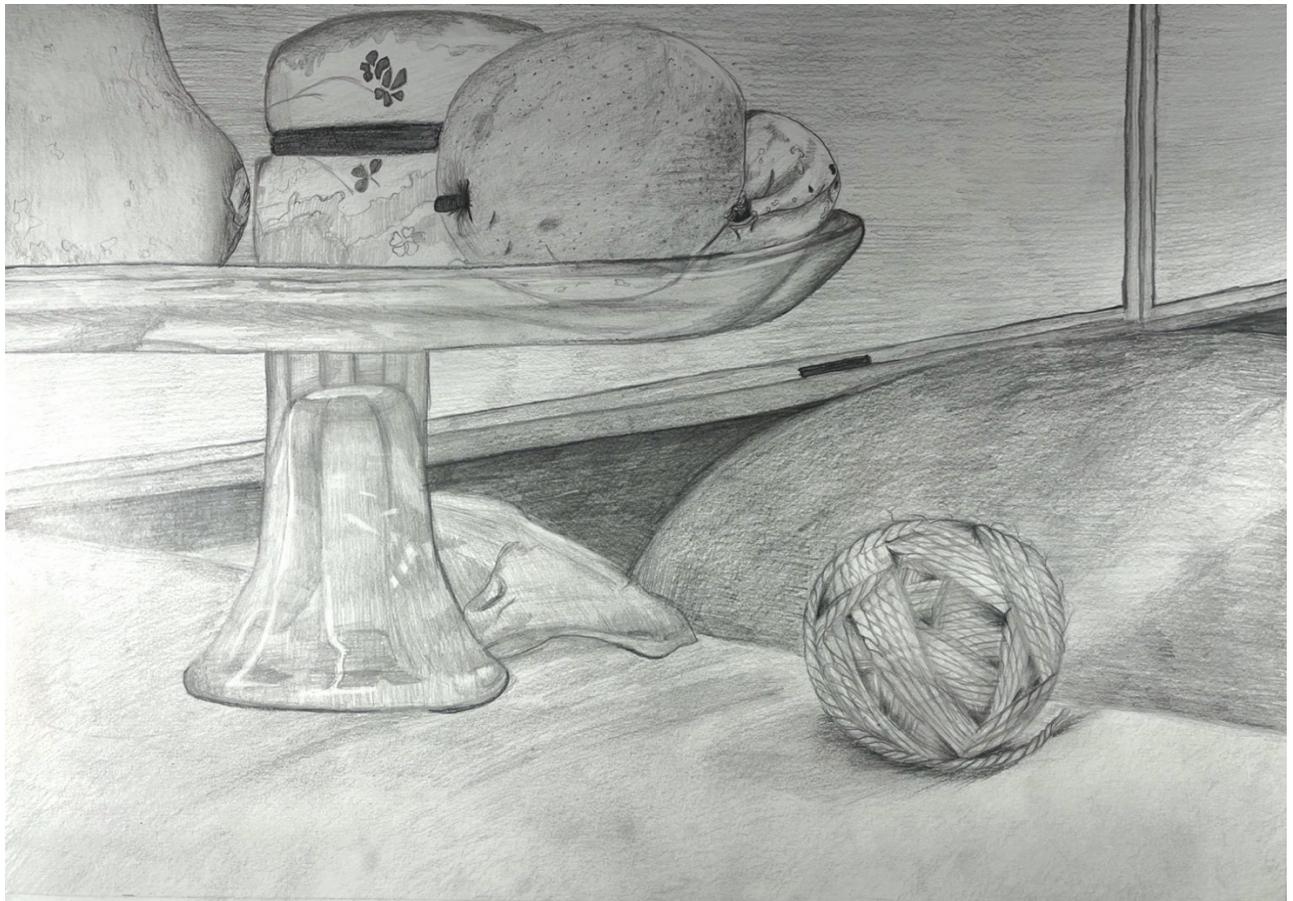
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## Teaching Portfolio/Student Work

Introduction to Drawing: Spring 2026, Fitchburg State University

Assignment: The Relative Nature of Light and Dark part I: Graphite still life with everyday objects



**Introduction to Studio Art, Spring 2025, Fitchburg State University (2 sections)**

This survey course covered: Drawing, Painting, Clay, and Printmaking. The Final assignment for the Intro to Studio Art survey course was a linocut. They drew their image onto an ez-carve plate with a sharpie and then carved out the areas they didn't want to print. I showed them how to roll out ink and make simple prints with a very simple registration method. The results surprised me! The experience of making a 3D face before carving a printed face really showed in their understanding of the 3 dimensionality of a human face. I showed them examples of linocut and woodcut portraits ranging from the work of Kathe Kollwitz to the contemporary Alison Saar. They also had the option to use a 2<sup>nd</sup> plate with subtractive color. Hand printed.



Intro to Studio Art, Spring 2026, Fitchburg State University

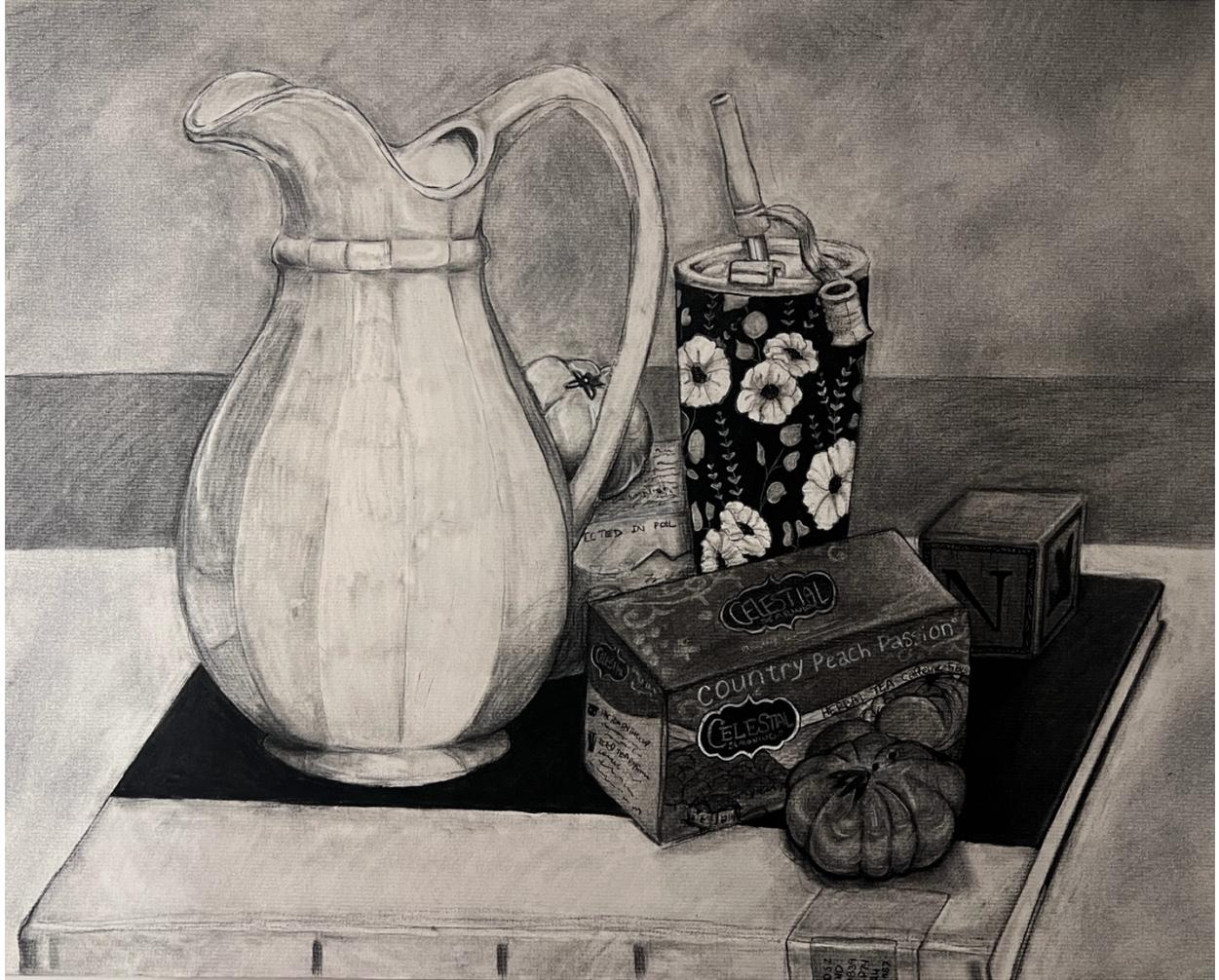
Assignment: At the end of the drawing module, students have studied line, value, and perspective. For this assignment they are asked to simplify a portrait/self-portrait in 5 values of construction paper.



Intro to Studio Art, Spring 2026, Drawing Module

Assignment: Using line, perspective, shading, and composition, make a charcoal still life using everyday objects utilizing a dynamic range of light to dark.





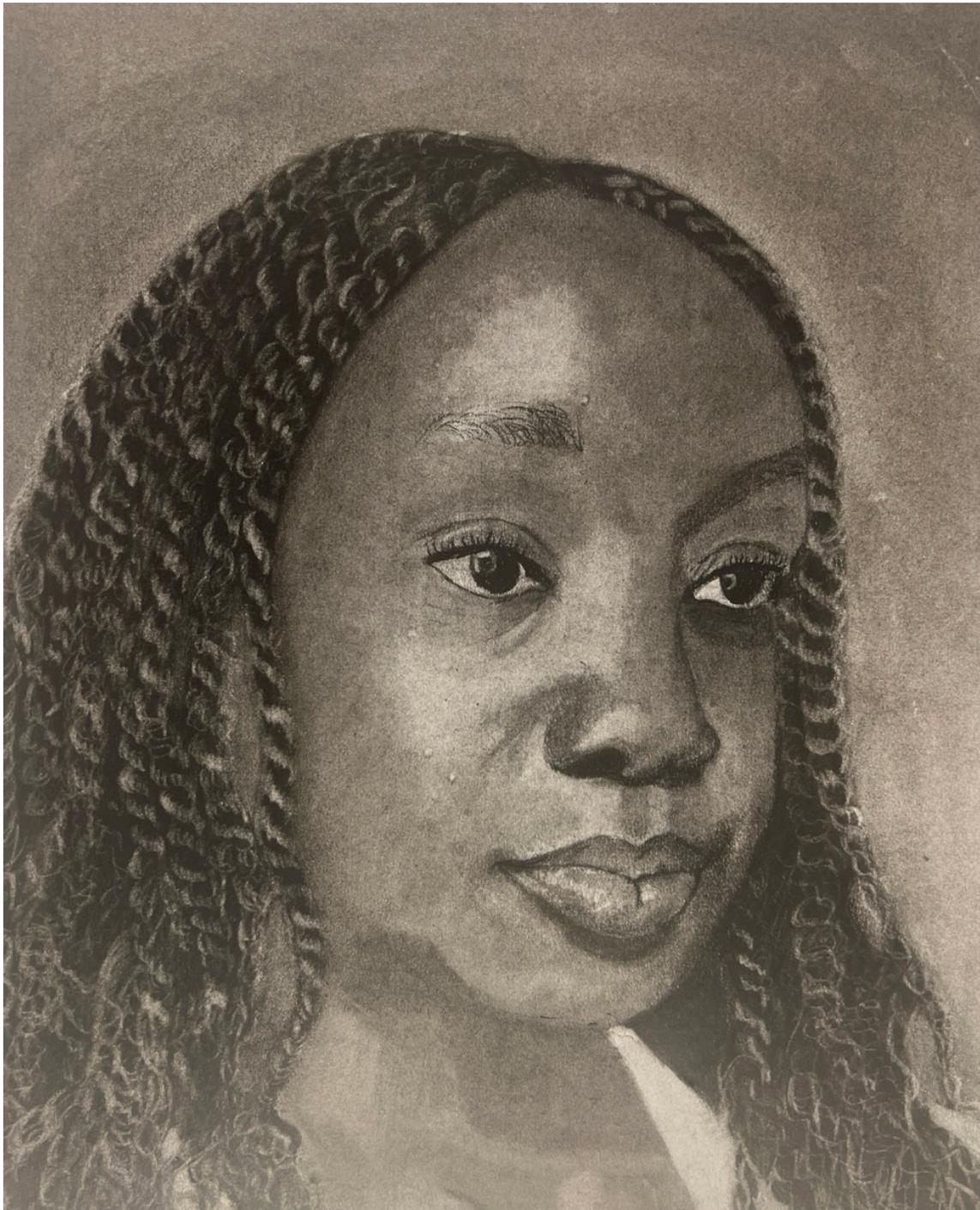
**Drawing I, Fall 2025**

Assignment: Charcoal Eyes (preparation for portrait/self-portrait assignment), in which students used a grid to transfer a drawing, then applied what we learned about shading and value.

11X17 inches



Assignment: Portrait/Self Portrait- students paired up and took photos of each other outside. Students considered composition and lighting along with shading and value to make charcoal portraits. The consideration of erasure as a drawing tool was emphasized and they were required to consider the background, even if that decision was to simplify that background to emphasize the portrait. Intentionality of choice was important here.



**Life Drawing**, Fall 2025, Fitchburg State University

In this course, we had models every other class period. On the days we don't have models, I gave lectures and exercises on anatomy, they practice shading with still-life and self-portraits, model facial features in clay, and make prepared papers, and monotypes. Every model session incorporates gesture drawing with longer poses to work on gesture and structure in an integrated way. A primary tool is the use of erasure as a deliberate drawing tool and the use of a variety of toned papers, both purchased and made.



**Introduction to Painting, Fall 2025, Fitchburg State University**

Final Assignment: Students were encouraged to research an independent project with guidance from the instructor. It could be a single painting or a series of smaller paintings. Working with oil paint, students were expected to incorporate all that they learned about value, color theory, shading, composition, and to begin to see when the needs of the painting might differ from the reference. This student made a series of paintings of childhood blocks, considering them to be referential urban landscapes.



Assignment: World of Color- the 2<sup>nd</sup> painting of the semester asked students to make a full color painting with an expanded palette (cadmium yellow hue, cadmium red hue, ultramarine blue, yellow ochre, alizarin crimson, cerulean blue, titanium white), and to consider how color shifts from light to dark, from warm to cool, and from bright to dull.

