

Course Outline

COURSE: ART 15A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2015 **CURRICULUM APPROVAL DATE:** 03/09/2015

SHORT TITLE: BEGINNING PAINTING

LONG TITLE: Beginning Painting: Form and Composition

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	2	36
		Lab:	4	72
		Other:	0	0
		Total:	6	108

COURSE DESCRIPTION:

This is an introductory painting course. Students will study traditional, contemporary and experimental painting techniques using acrylics and/or oils as the primary media. Emphasis will be placed on foundational concepts and approaches including color, form and composition. This course has the option of a letter grade or pass/no pass. (C-ID: ARTS 210) ADVISORY: Art 2A or 3A, or portfolio review of student's work.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Demonstrate glazing formulas and techniques in oil and acrylic paints; information to be applied to still life and landscape.

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation
PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

2. Identify and apply composition and design elements/theory by integrating the various drawing processes and materials.

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation
PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

3. Demonstrate and apply a variety of spatial illusion techniques including: color theory and atmospheric perspective

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation
PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

4. Identify on a test the terms, techniques and theories of acrylic and oil painting

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation
PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

5. Successfully integrate the relationship of form and content in oil and acrylic paint media related to objective and subjective sources.

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation
PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

6. Demonstrate and apply the historical and contemporary of the oil and acrylic painting process and its materials
Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

PLO: 1, 2
ILO: 1, 7, 5, 2, 6, 4
GE-LO: A1, A6, C1, C2, C5
Year assessed or anticipated year of assessment: 2015

7. Articulate verbally and in written reports, documented rationale for the sources, ideas and inspirations behind his/her paintings.

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

PLO: 1, 2

ILO: 1, 7, 5, 2, 6, 4

GE-LO: A1, A6, C1, C2, C5

Year assessed or anticipated year of assessment: 2015

8. Analyze and critique verbally and in written form his/her artworks and the works of others in classroom critique sessions

Measure: Projects, exercises, performance, demonstration, homework, labwork, critique and presentation

PLO: 1, 2

ILO: 1, 7, 5, 2, 6, 4

GE-LO: A1, A6, C1, C2, C5

Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:

After completing the Studio Art major a student will be able to:

1. Analyze and describe the historical and contemporary implications of art in terms of aesthetics, content and meaning.
2. Create artworks using a variety of two dimensional art media, tools and equipment.
3. Create artworks using a variety of three dimensional art media, tools and equipment.
4. Demonstrate color theory and use color schemes. Students will be able to apply color theory to a variety of art media.
5. Demonstrate and articulate social, political, and community issues as they relate to art.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/09/2015

WEEK 1 6 HOURS

LECTURE:

Introduction to painting

*basic color theory

Lab:

Exercises mixing colors; creating gradations

Out of Class Assignments:

Read and analyze assigned text on color theory. Create a series of small color study paintings demonstrating complimentary and contrasting colors.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating complimentary color paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 2 6 HOURS

LECTURE:

Color as Expression

*basic color theory-continued

Lab:

Exercises mixing colors; exploring the expressive qualities of color.

Out of Class Assignments:

Read and analyze assigned text on color theory. Create a series of

small color study paintings demonstrating the expressive use of color.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating expressive color paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 3 6 HOURS

Lecture:

*Introduction to traditional and contemporary painting techniques and materials

*Describe the still life project and show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use still lifes.

*Demonstrate the use of tools and materials that are used for creating still life paintings.

*Describe particular material and conceptual problems associated with still lifes.

*Demonstrate ways to correct for compositional problems.

Lab:

Work on exercises and still life paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for still life paintings.

Reading assignment from textbook and/or handouts that addresses still lifes and composition.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating still life paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 4 6 HOURS

Lecture:

*Introduction to traditional and contemporary painting techniques and materials used to establish foreground, middle ground and background.

*Describe the still life project and show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that emphasize foreground and background.

*Describe particular material and conceptual problems associated with foregrounds and backgrounds.

*Demonstrate ways to correct compositional problems.

Lab:

Work on exercises and still life paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for still life paintings.

Reading assignment from textbook and/or handouts that addresses still lifes and composition.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating still life paintings with a strong foreground and background, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 5-6 12 HOURS

Lecture:

*Introduction to Form in Painting

*Describe the Form project and show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use form effectively.

*Demonstrate the use of tools and materials that are used for creating the illusion of form in painting.

*Describe particular material and conceptual problems that may arise.

*Demonstrate ways to correct form problems.

Lab:

Work on exercises and paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for form emphasis in paintings.

Reading assignment from textbook and/or handouts that addresses form and composition.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating paintings that use form as an underlying structure; participating in class discussions pertaining to individual peer paintings; written responses as assigned.

WEEK 7 6 HOURS

Lecture:

Describe and demonstrate the use of Chiaroscuro; light/dark contrast

Describe the chiaroscuro project.

Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use chiaroscuro.

Demonstrate the use of tools and materials that are used for creating paintings using chiaroscuro.

Describe particular material and conceptual problems associated with chiaroscuro

Demonstrate ways to correct for chiaroscuro problems.

Lab:

Work on exercises and chiaroscuro paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for chiaroscuro paintings

Reading assignment from textbook and/or handouts that addresses chiaroscuro.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating chiaroscuro paintings, participating in

class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 8 6 HOURS

Lecture:

Describe and demonstrate the use of the expressive uses of value in painting

Describe the Expressive Value project.

Show examples of student work, video, slides, textbook, and painting processes that use expressive value.

Demonstrate the use of tools and materials that are used for creating paintings using expressive value.

Describe particular material and conceptual problems associated with expressive value.

Demonstrate ways to correct for expressive value problems.

Lab:

Work on exercises and expressive value paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for expressive value paintings.

Reading assignment from textbook and/or handouts that addresses expressive value.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating expressive value paintings, participating in class discussions pertaining to individual and peer drawings, and written responses as assigned.

WEEK 9 6 HOURS

Lecture:

*Introduction glazing/wash techniques as a modeling tool.

*Describe the Glazing project and show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that use glazing to create form.

*Demonstrate the use of tools and materials that are used for creating glazes and transparencies in painting.

*Describe particular material and conceptual problems that may arise.

*Demonstrate ways to correct glazing problems.

Lab:

Work on exercises and paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for paintings with glazing emphasis

Reading assignment from textbook and/or handouts that addresses glazing and form.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating paintings that use glazes to create form; participating in class discussions pertaining to individual peer paintings; written responses as assigned.

WEEK 10 6 HOURS

Lecture:

- *Introduction Impasto techniques as an expressive tool.
- *Describe the Impasto project and show examples of student work, video, slides, textbook, and design artifacts that use impasto for an expressive effect.
- *Demonstrate the use of tools and materials that are used for using impasto in painting.
- *Describe particular material and conceptual problems that may arise.
- *Demonstrate ways to correct impasto problems.

Lab:

Work on exercises and paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for paintings using expressive impasto techniques

Reading assignment from textbook and/or handouts that addresses impasto techniques and approaches.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating paintings that use impasto to create expressive paintings; participating in class discussions pertaining to individual peer paintings; written responses as assigned.

WEEK 11 6 HOURS

Lecture:

- *Describe and demonstrate the use of texture in painting
- *Describe the texture project.
- *Show examples of student work, video, slides, textbook, and painting processes that use texture.
- *Demonstrate the use of tools and materials that are used for creating paintings using texture.
- *Describe particular material and conceptual problems associated with texture
- *Demonstrate ways to correct for texture paint problems.

Lab:

Work on exercises and texture paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for texture paintings.

Reading assignment from textbook and/or handouts that addresses texture.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating texture paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 12 6 HOURS

Lecture:

Describe and demonstrate the use of Invented, Conventional and Symbolic Texture

Describe the symbolic texture project.

Show examples of student work, video, slides, textbook, and painting processes that use symbolic and invented texture.

Demonstrate the use of tools and materials that are used for creating paintings using symbolic and invented texture.

Describe particular material and conceptual problems associated with symbolic and invented texture.

Demonstrate ways to correct for symbolic and invented texture problems.

Lab:

Work on exercises and Symbolic and Invented Textures paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for the Symbolic and Invented texture paintings

Reading assignment from textbook and/or handouts that addresses Symbolic and Invented texture.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating symbolic and invented texture paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 13 6 HOURS

Lecture:

Describe and demonstrate the use of Spatial Illusion in painting

Describe the Spatial Illusion project.

Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use spatial illusion.

Demonstrate the use of tools and materials that are used for creating paintings using spatial illusion.

Describe particular material and conceptual problems associated with spatial illusion.

Demonstrate ways to correct for spatial illusion problems.

Lab:

Work on exercises and spatial illusion paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for spatial illusion paintings.

Reading assignment from textbook and/or handouts that addresses spatial illusion.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating spatial illusion paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 14 6 HOURS

Lecture:

Describe and demonstrate the use of aerial perspective in painting.
Describe the Aerial Perspective project.
Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use aerial perspective.
Demonstrate the use of tools and materials that are used for creating paintings using aerial perspective.
Describe particular material and conceptual problems associated with aerial perspective.
Demonstrate ways to correct for aerial perspective problems.

Lab:

Work on exercises and aerial perspective paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for aerial perspective paintings.

Reading assignment from textbook and/or handouts that addresses aerial perspective.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating aerial perspective paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 15 6 HOURS

Lecture:

Describe and demonstrate the use of pattern and repetition as a compositional tool.

Describe the Pattern project.

Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use pattern.

Demonstrate the use of tools and materials that are used for creating paintings using pattern.

Describe particular material and conceptual problems associated with pattern and repetition.

Demonstrate ways to correct for pattern and repetition problems.

Lab:

Work on exercises and pattern paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for pattern and repetition paintings.

Reading assignment from textbook and/or handouts that addresses pattern and repetition.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating pattern and repetition paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 16 6 HOURS

Lecture:

Describe and demonstrate the use of subjective sources in painting

Describe the Subjective project.

Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use subjective sources.

Demonstrate the use of tools and materials that are used for creating paintings with a subjective source.

Lab:

Work on exercises and subjective source paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for subjective source paintings.

Reading assignment from textbook and/or handouts that addresses subjective content in painting.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating subjective source paintings, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 17 6 HOURS

Lecture:

Describe and demonstrate the use of landscape in painting

Describe the landscape project.

Show examples of student work, CD/DVD images, video, slides, textbook, and painting processes that use landscape.

Demonstrate the use of tools and materials that are used for creating paintings using landscape as a subject matter.

Describe particular material and conceptual problems associated with landscape.

Lab:

Work on exercises and landscape paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for landscape paintings.

Reading assignment from textbook and/or handouts that addresses landscape techniques.

Student Performance Objectives:

Students analyze, demonstrate and apply paintings techniques and concepts introduced by creating a landscape painting on site, participating in class discussions pertaining to individual and peer paintings, and written responses as assigned.

WEEK 18 2 HOURS

Final Critiques and Presentation of Artwork; written exam

METHODS OF INSTRUCTION:

Lecture, video, digital presentations, Internet, examples, demonstrations, lab exercises, critiques and class discussions.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework
Term papers
Other: Visual journal entries and notes for each project
The problem-solving assignments required:
Lab reports
Other: painting
The types of skill demonstrations required:
Class performance
Field work
Other: Discussion, visual journal work, submit paintings
The types of objective examinations used in the course:
Multiple choice
True/false
Matching items
Completion
Other category:
Cumulative portfolio of paintings and sketches demonstrating an understanding and application of the painting techniques/concepts introduced
The basis for assigning students grades in the course:
Writing assignments: 10% - 20%
Problem-solving demonstrations: 10% - 20%
Skill demonstrations: 10% - 20%
Objective examinations: 10% - 20%
Other methods of evaluation: 40% - 50%

REPRESENTATIVE TEXTBOOKS:

Required:

Paul Zelanski. Color. Belmont, CA: Cengage Learning, 2012. Or other appropriate college level text.

Reading level of text, Grade: 13+ Verified by: Arturo Rosette

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 200630

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Transferable UC, effective 200630

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:
CAN Sequence:
CSU Crosswalk Course Department: ART
CSU Crosswalk Course Number: 15A
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000288452
Sports/Physical Education Course: N
Taxonomy of Program: 100210