

Course Outline

COURSE: ART 16A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2011 **Inactive Course**

SHORT TITLE: WATERCOLOR PAINTING

LONG TITLE: Watercolor 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 using watercolor and aqueous media. The student will study traditional and contemporary painting techniques. Emphasis will be placed on the development of composition and form. May be repeated once for credit. This course has the option of a letter grade or pass/no pass. **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: R - Course may be repeated

Maximum of 1 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Demonstrate glazing formulas and techniques; information to be

applied to still life and landscape.

Measure: projects; exercises; demonstration

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

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

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

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

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

3. Demonstrate and apply various painting techniques to abstract image painting with emphasis on non-objective and spontaneous approaches

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

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

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

4. 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

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

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

5. Identify on a test, the terms, techniques and theories of watercolor painting

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

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

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

6. Successfully integrate the relationship of form and content in various aqueous painting media related to objective and subjective sources.

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

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

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

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

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

ILO: 2,5,7

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

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

ILO: 2,5,7

GE-LO: A1, A2, A6, C1, C2, C5, C6, C7

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

Inactive Course: 09/26/2011

WEEK 1 6 HOURS

LECTURE:

Introduction to Watercolor painting

*Introductory color theory

Lab:

Exercises mixing colors; creating gradations with transparencies

Out of Class Assignments:

Read and analyze assigned text on transparencies. 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 watercolor paintings, participating in class discussions pertaining to individual and peer work, and written responses as assigned.

WEEK 2 6 HOURS

LECTURE:

Color as Expression with Opaque Techniques

*basic color theory-continued

Lab:

Exercises mixing colors; exploring the expressive qualities of color using opaques

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 using opaque watercolor techniques.

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating expressive watercolor 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 watercolor painting techniques and materials

Introduce the Still Life project.

Show examples of student work, video, slides, textbook, and design

artifacts that use still lifes as compositional tools.

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:

Create preliminary sketches for still life compositions.

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

Student Performance Objectives:

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

WEEK 4 6 HOURS

Lecture:

Describe and demonstrate the use of Glazing techniques for color build-up.

Describe the Glazing project.

Show examples of student work, video, slides, textbook, and design artifacts that use glazes.

Demonstrate the use of tools and materials that are used for creating drawings using glazes.

Describe particular material and conceptual problems associated with glazing.

Demonstrate ways to correct for negative-shape problems.

Lab:

Work on exercises and glazing watercolor paintings .

Critique and discussion of student watercolor paintings.

Out of Class Assignments:

Work on preliminary sketches for paintings.

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

Student Performance Objectives:

Students analyze, demonstrate and apply watercolor techniques and concepts introduced by creating paintings that demonstrate the use of glazing techniques; in class discussions pertaining to individual and peer drawings, and written responses as assigned.

WEEK 5 6 HOURS

Lecture:

Describe and demonstrate the use of shape as plane and volume using watercolor.

Describe the shape/plane/volume project.

Show examples of student work, video, slides, textbook, and painting processes that use shape/plane/volume.

Demonstrate the use of tools and materials that are used for creating

watercolor paintings using shape/plane/volume.

Describe particular material and conceptual problems associated with shape/plane/volume.

Demonstrate ways to correct for shape/plane/volume problems.

Lab:

Work on exercises and shape/plane/volume paintings.

Critique and discussion of student paintings.

Out of Class Assignments:

Work on preliminary sketches for shape/plane/volume paintings.

Reading assignment from textbook and/or handouts that address shape/plane/volume.

Student Performance Objectives:

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

WEEK 6 6 HOURS

Lecture:

*Form in Painting

*Describe the Form project and show examples of student work, 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 watercolor painting.

*Describe particular material and conceptual problems that may arise.

*Demonstrate ways to correct for 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 watercolor paintings

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

Student Performance Objectives:

Students analyze, demonstrate and apply watercolor 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 with watercolors

Describe the Chiaroscuro project.

Show examples of student work, 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 watercolor painting.

Describe the Expressive Value watercolor painting project.

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

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

Describe particular material and conceptual problems associated with watercolors in using 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 painting

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 techniques as a modeling tool.

*Describe the Glazing project and show examples of student work, 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.

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 to staining techniques as an atmospheric/background tool.

*Describe the Staining 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 staining with watercolors

*Describe particular material and conceptual problems that may arise.

*Demonstrate ways to correct staining problems.

Lab:

Work on exercises and paintings

Critique and discussion of student paintings

Out of Class Assignments:

Work on preliminary sketches for paintings using staining as an atmospheric technique

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

Student Performance Objectives:

Students analyze, demonstrate and apply painting techniques and concepts introduced by creating paintings that use staining 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 watercolor 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 using watercolor as a primary medium

Describe the symbolic texture project.

Show examples of student work, CD/DVD images, 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 Texture 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 with watercolors

Describe the Spatial Illusion project.

Show examples of student work, 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 watercolor 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 with watercolors

Describe the Aerial Perspective project.

Show examples of student work, video, slides, textbook, and drawing processes that use aerial perspective .

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

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

Student Performance Objectives:

Students analyze, demonstrate and apply watercolor 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 in watercolor painting.

Describe the Pattern project.

Show examples of student work, 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 watercolor painting

Describe the Subjective project.

Show examples of student work, 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 watercolor painting

Describe the landscape project.

Show examples of student work, 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 and watercolor techniques.

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, computer presentations, examples, demonstrations, lab exercises, critiques, class discussions, museum/gallery visits

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: Critique and discussion, paintings submitted

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

Finished cumulative portfolio of paintings and sketches demonstrating an understanding and application of the techniques and 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", Prentice Hall, 2009, or other appropriate college level text.

Reading level of text: 13+ grade Verified by: a. rosette

Other textbooks or materials to be purchased by the student: A variety of painting materials including: watercolor paints, paper, gesso, brushes and other miscellaneous art supplies.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 200630

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

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: 16A

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: CCC000333386

Sports/Physical Education Course: N

Taxonomy of Program: 100210