

Beginning Oil Painting I*

Course Design

1999-2000

Course Information

Organization: Eastern Arizona College
Division: Fine Arts
Course Number: ART147
Title: Beginning Oil Painting I*
Credits: 1
Developed by: Richard Green
Lecture/Lab Ratio: Two (2) lab hours per week
Transfer Status: ASU-DEC(ART)*, NAU-ART231, UofA-ART280

Extended Registration

Class: Yes
CIP Code: 50.0708
Assessment Mode: Portfolio
Awareness Course: No

Intensive Writing

Course: No

Prerequisites: 1. None

Educational Value:

A. To General Education

An understanding of oil painting techniques gives great insight to an understanding of painting as an important segment of Western cultural history and increases appreciation of paintings seen in museums. It is also an important leisure time activity for people in any profession.

B. To Major/Program

Any transfer of color mixing knowledge and/or technical skill could be of value in vocational preparation although this is not a primary goal.

C. Other

Gives depth of understanding to art history majors in one of the great methods of painting in the Western world from the Renaissance to modern times. It is expected that the course will be of greatest interest to community members who seek outlets for expression as a leisure time activity.

Description: Introduction to oil painting materials and techniques.

Textbooks:

Supplies: Easels

Canvases or other supports

Oil paints

White bristle or sable brushes

Solvents

Medium

Competencies and Performance Standards

| 1. Identify tube colors and other supplies and equipment on sight. | | |
|---|--|---|
| <i>Domain--Cognitive</i> | <i>Level--Knowledge</i> | <i>Importance--Important</i> <i>Difficulty--Medium</i> |
| Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> <input type="checkbox"/> learner identifies the different types of easels <input type="checkbox"/> learner identifies the different types of brushes <input type="checkbox"/> learner identifies tube colors on sight | Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> <input type="checkbox"/> in individual and class projects | Learning Objectives: <ul style="list-style-type: none"> a. Identify the different types of easels and their uses. b. Identify the different types of brushes and their uses. c. Identify the tube colors on sight. |
| 2. Mix primary and secondary colors with predictable results. | | |
| <i>Domain--Psychomotor</i> | <i>Level--Practice</i> | <i>Importance--Important</i> <i>Difficulty--Medium</i> |
| Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> <input type="checkbox"/> learner creates all the basic colors using the three primary colors <input type="checkbox"/> learner creates variations in these basic colors <input type="checkbox"/> learner mixes with accuracy and predictability | Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> <input type="checkbox"/> in class activities and projects | Learning Objectives: <ul style="list-style-type: none"> a. Create all the basic colors using the three primary colors. b. Create variations in these basic colors by mixing. c. Mix with accuracy and predictability. |
| 3. Identify a few common compositional faults that are above and beyond those in ART147 and 148. | | |
| <i>Domain--Cognitive</i> | <i>Level--Knowledge</i> | <i>Importance--Important</i> <i>Difficulty--Medium</i> |
| Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> <input type="checkbox"/> learner identifies misuse of color and errors in mixing color <input type="checkbox"/> learner identifies errors in proportion and form <input type="checkbox"/> learner identifies errors in composition and texture | Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> <input type="checkbox"/> in individual and class projects | Learning Objectives: <ul style="list-style-type: none"> a. Identify the misuse of color and errors in mixing color. b. Identify errors in proportion and form. c. Identify errors in composition and texture. |

Types of Instruction

Classroom Presentation

On Campus Laboratory and Clinicals

Grading Policy

Evaluation Methods: 25% Skills in identifying pigments, brushes, other equipment and supplies
25% Mixing colors
25% Grasp of form, light and shadow
25% Composition

Grading Scale:

| Grade | Requirement |
|-------|---------------|
| A | 100-90% |
| B | 89-80% |
| C | 79-70% |
| D | 69-60% |
| F | 59% and below |

Learning Plans

Learning Plan 1-- Painting

Overview:

Students will respond best to a minimum of lecture. The time in class will be best used by letting the students paint with instructor guidance as needed. Although there may be definite ways of achieving something that the instructor wishes all students to try, it is also the instructor's role to assist students in making discoveries for themselves.

Competency:

1. **Identify tube colors and other supplies and equipment on sight.**

Competency:

2. **Mix primary and secondary colors with predictable results.**

Competency:

3. **Identify a few common compositional faults that are above and beyond those in ART147 and 148.**

Learning Activities:

- _____ 1. Bring the necessary supplies to class.
- _____ 2. Incorporate lectures and suggestions given by the instructor into your work.
- _____ 3. Be creative in your painting, constantly looking for areas of improvement.

Performance**Assessment Activities:**

- _____ 1. Submit the final product to the instructor.