

# Intermediate Oil Painting I

## Course Design

### 2000-2001

#### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	ART247
<b>Title:</b>	Intermediate Oil Painting I
<b>Credits:</b>	1
<b>Developed by:</b>	Richard Green
<b>Lecture/Lab Ratio:</b>	Two (2) lab hours per week
<b>Transfer Status:</b>	ASU-DEC(ART)*, NAU-ART231, UofA-ART280

#### Extended Registration

<b>Class:</b>	Yes
<b>CIP Code:</b>	50.0708
<b>Assessment Mode:</b>	Portfolio
<b>Awareness Course:</b>	No

#### Intensive Writing

<b>Course:</b>	No
----------------	----

<b>Prerequisites:</b>	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.

<b>Description:</b>	Introduction to oil painting materials and techniques.
---------------------	--

#### Textbooks:

<b>Supplies:</b>	Easels Canvases or other supports
------------------	--------------------------------------

Oil paints

White bristle or sable brushes

Solvents

Medium

## Competencies and Performance Standards

<b>1. Identify tube colors and other supplies and equipment on sight.</b>			
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria</b> --Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner identifies the different types of easels</li> <li>• learner identifies the different types of brushes</li> <li>• learner identifies tube colors on sight</li> </ul>	<b>Conditions</b> --Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in individual and class projects</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Identify the different types of easels and their uses.</li> <li>Identify the different types of brushes and their uses.</li> <li>Identify the tube colors on sight.</li> </ol>	
<b>2. Mix primary and secondary colors with predictable results.</b>			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria</b> --Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner creates all the basic colors using the three primary colors</li> <li>• learner creates variations in these basic colors</li> <li>• learner mixes with accuracy and predictability</li> </ul>	<b>Conditions</b> --Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in class activities and projects</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Create all the basic colors using the three primary colors.</li> <li>Create variations in these basic colors by mixing.</li> <li>Mix with accuracy and predictability.</li> </ol>	
<b>3. Identify a few common compositional faults that are above and beyond those in ART247.</b>			
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria</b> --Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner identifies misuse of color and errors in mixing color</li> <li>• learner identifies errors in proportion and form</li> <li>• learner identifies errors in composition and texture</li> </ul>	<b>Conditions</b> --Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in individual and class projects</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Identify the misuse of color and errors in mixing color.</li> <li>Identify errors in proportion and form.</li> <li>Identify errors in composition and texture.</li> </ol>	

## 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:**

<b>Grade</b>	<b>Requirement</b>
<b>A</b>	100-90%
<b>B</b>	89-80%
<b>C</b>	79-70%
<b>D</b>	69-60%
<b>F</b>	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 ART247.**

### 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.