



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number ART 130	Course Title Painting I	Credits 3
Hours: Lecture/Lab/Other 1 Lecture/4 Studio	Co- or Pre-requisite ART102 and ART105 or divisional permission	Implementation Semester & Year Fall 2022

Catalog description:

Examination of the relationships of materials, media, and techniques in both figurative and abstract art. The elements of color and composition are introduced and explored. At the discretion of the instructor, students are advised to work in either acrylic or oil color.

General Education Category:
Not GenEd

Course coordinator: Kyle Stevenson, Stevensk@mccc.edu

Required texts & Other materials:

Images from department collection or database. Students purchase art supplies as assigned.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate safe, competent usage of materials and skill in paint handling [Supports ILG #6,11 ; PLO #2]
2. Build a strong range of value through accurate paint mixing techniques [Supports ILG #6,11 ; PLO #2]
3. Exhibit foundational painting techniques and the vocabulary to articulate them. [Supports ILG #1,6,11 ; PLO #2,3]
4. Create paintings that exhibit command of color theory (value, temperature, complements, and saturation). [Supports ILG #6,11 ; PLO # 2]
5. Utilize various methods of paint application for technical and expressive purposes. [Supports ILG # 6,11 ; PLO #2]
6. Develop and defend representational, abstract, and nonrepresentational work. [Supports ILG #6,11 ; PLO #2]
7. Investigate contemporary approaches to painting and research at least one contemporary (working after 1970) painter. [Supports ILG #1,6,7,11 ; PLO #1,3]
8. Synthesize personal ideas and skills into conceptually developed work. [Supports ILG #6,11 ; PLO #2,4]
9. Assess, with appropriate vocabulary, the student's own work and the work of peers. [Supports ILG #1,6,11 ; PLO #1,2,3]
10. Explore several genres of painting: still life, landscape, abstraction, non-representation, and the figure. [Supports ILG #6,7,11 ; PLO #1,2,3]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Visual Arts (PLO)

- 1.) Identify and explain the significant events in the history of art as well as contemporary practices.
- 2.) Discuss and/or integrate different techniques and approaches to art making.
- 3.) Analyze and evaluate artwork verbally and in writing.
- 4.) Create a portfolio for education transfer, employment, or artistic venues.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Materials, safety, and Paint handling [Supports Course SLO #1,3,5,9]**

Learning Objectives

The student will be able to:

- List and describe the purposes of various media and the safety precautions of each.
- Exhibit the ability to successfully handle and mix paint.
- Identify and demonstrate the difference between glazing and ala prima methods.
- Experiment with various surfaces for painting
- Create paintings that employ paint texture and utilize various methods of paint application for technical and expressive purposes
- Assess, in terms of materials and paint handling, the student's own work and the work of peers.

Unit II **Value [Supports Course SLOs # 2,3,5,9,10]**

Learning Objectives

The student will be able to:

- Master the ability to mix light and dark values to form a cohesive gray-scale .
- Apply value rendering skill to a well-drawn and balanced composition.
- Create a grisaille/ monochromatic under-painting with a full and accurate range of value.
- Assess, with appropriate vocabulary, the student's own work and the work of peers.

Unit III **Color Theory [Supports Course SLOs # 3,4,5,8,9]**

Learning Objectives

The student will be able to:

- List and define the elements color theory: value, temperature (warm v. cool), complements, and saturation.

- Identify contrast in value in a chromatic composition .
- Create a sense of pictorial space by manipulating warm and cool colors, and relativity of temperature.
- Successfully utilize complementary colors to extend the intensity of color.
- Successfully balance highly saturated colors in a composition.
- Recognize the variations in pigments and the occasional inconsistency between theory and practice Identify the difference between additive and subtractive color theory.
- Assess, in terms of color theory, the student's own work and the work of peers.

Unit IV **Abstraction and Non-representation [Supports Course SLOs #3,5,6,8,9]**

Learning Objectives

The student will be able to:

- Investigate and acknowledge the cultural and historical context of abstraction and nonrepresentation.
- Create, through process, both abstract and non-representational work.
- Cogently argue the value of abstraction and non-representation.
- Assess, in terms of the principles of abstraction, the student's own work and the work of peers.

Unit V **Contemporary Artists [Supports Course SLOs #3,6,9,10]**

Learning Objectives

The student will be able to:

- Identify and describe several contemporary painters.
- Investigate, through research and presentations, the work of contemporary painters.
- Explain the movements, contexts, and techniques associated with these artists.

Unit VI **Individual Conceptual Development [Supports Course SLOs #3,6,8,9,10]**

Learning Objectives

The student will be able to:

- Investigate metaphor and cultural/ socio-political messages in conceptual work.
- Describe various methods of developing personal ideas.
- Explore, experiment, and take risks involving one's own process of discovery and conceptual development.
- Relate one's own direction to a contemporary context.
- Assess in terms of content and process-oriented development, the student's own work and the work of peers.

Evaluation of student learning:

Research Project	5%
Painting Projects, at least 6	80%
Final Project	10%
Exercises, Quizzes, Attendance	5%

For each assigned project, the student will be graded by these factors: Demonstrating the skills corresponding to the current unit Exhibiting conceptual thinking when appropriate Meeting the project requirements Creating overall aesthetic quality of craft and professional presentation

In the assigned research project, the student will research a contemporary artist and investigate the movement, theories, techniques, and cultural context of his or her work. The research will culminate into a short class presentation.

For the final project, the student will design and create an expansive project that integrates all the learned techniques and successfully communicates the student's conceptual idea. This final project culminates in a final critique, which is mandatory in order to pass the class.

Quizzes, exercises, written and oral critiques will assess the student's knowledge and participation.