

ART R110B: INTERMEDIATE ACRYLIC PAINTING

Originator

cmorla

College

Oxnard College

Discipline (CB01A)

ART - Art

Course Number (CB01B)

R110B

Course Title (CB02)

Intermediate Acrylic Painting

Banner/Short Title

Intermediate Acrylic Painting

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides intermediate level study in acrylic painting as an expressive medium. A thorough understanding will be developed by the student centered on the following studio topics: materials and techniques, value, color, composition, perception, creative impulse and self-expression.

Taxonomy of Programs (TOP) Code (CB03)

1002.10 - Painting and Drawing

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

Yes

Select the other courses that make up this family

ART R110A - Beginning Acrylic Painting

ART R110C - Advanced Acrylic Painting

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

105

Maximum Contact/In-Class Laboratory Hours

105

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

122.5

Total Maximum Contact/In-Class Hours

122.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ART R110A

Entrance Skills**Entrance Skills**

Build a canvas painting structure

Prerequisite Course Objectives

ART R110A-Construct and prepare painting surfaces and supports

Entrance Skills

Use painting materials, mediums and equipment in a safe manner

Prerequisite Course Objectives

ART R110A-Create paintings that demonstrate a working knowledge of the physical properties of painting materials

ART R110A-Safely handle and use studio painting materials and equipment

Entrance Skills

Paint a value scale and color wheel

Prerequisite Course Objectives

ART R110A-Organize and apply the basic formal elements and principles of design in paintings

ART R110A-Apply the principles of perceptually and theoretically based color theory to painting projects

Entrance Skills

Create a composition applying light, color and space

Prerequisite Course Objectives

ART R110A-Organize and apply the basic formal elements and principles of design in paintings
ART R110A-Apply technical and theoretical concerns into a personal aesthetic
ART R110A-Demonstrate expressive content through manipulation of mark, color, value and composition

Entrance Skills

Identify art elements and techniques in a painting

Prerequisite Course Objectives

ART R110A-Assess and critique paintings in group, individual and written contexts using relevant critique formats, concepts and terminology

Requisite Justification

Requisite Type

Prerequisite

Requisite

ART R110A

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will achieve hands-on experience with creative endeavors and either individually or collaboratively perform the work of others or to create original work applying feedback to improve their performance. |
| 2 | Students will realize creative expression when they design and implement a hands-on experience through creative thinking. |
| 3 | Students will either individually or collaboratively create original work, which they then revise and improve upon based on critical feedback. |
| 4 | Students will understand and apply the elements of design based on various creative contexts. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Demonstrate a thorough knowledge of painting materials and techniques |
| 2 | Demonstrate a growth in skill level |
| 3 | Explain color theory |
| 4 | Create an individual approach to conceptual and content issues in painting |
| 5 | Formulate an appreciation for painting and written examples from art history |
| 6 | Combine technical and theoretical concerns into a personal aesthetic |

Course Content

Lecture/Course Content

1. Composition
 - a. Negative and positive space shapes of work more complicated than addressed in previous course
 - b. Balance and harmony of work more complicated than addressed in previous course
2. Light and Space

- a. Tonal value elements in more challenging compositions than in prior course
- b. Value patterns in complex compositions
- c. Volume and form in space
- 3. Color Mixture
 - a. Hue, value, saturation addressing the continued development of the student
 - b. Color schemes appropriate to intermediate painting challenges
- 4. Painting Materials
 - a. Materials additional to what is covered in the previous course such as structures, mediums, oil paint extenders and specialty brushes
 - b. Techniques additional to what is covered in the previous course such as scumbling, dry brush and impasto
 - c. Use of traditional and non-traditional painting styles
- 5. Developing a Body of Art Work
 - a. Choosing a theme and materials to develop a focused body of work
 - b. Understanding the principles of craftsmanship and presentation aesthetics

Laboratory or Activity Content

- I. Experiment with a variety of materials such as acrylic painting, acrylic mediums, brushes, palette knife, canvas and paper
- II. Create a color wheel
 - a. Create various tonal color and tonal scales
- III. Painting techniques including grisaille, glazing, alla prima, impasto, palette knife painting
- IV. Compositional techniques
- V. Explore art elements and principles such as space, form, texture, value, variation and harmony
 - a. Create 3-D illusion on a 2-dimensional plane
- VI. Group and one-to-one critiques
- VII. Research art historical and contemporary art

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Individual projects
Oral analysis/critiques
Projects
Problem-Solving Assignments
Portfolios

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class discussions
Distance Education
Demonstrations
Field trips
Instructor-guided interpretation and analysis
Internet research
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will give a skills demonstration on the proper use of materials and techniques specific to each assignment, such as how to create an abstract, hard-edge painting using masking techniques.
2. Instructor will give PowerPoint slide presentations of art historical and contemporary art examples related to projects. This would include images how to achieve luminosity using the glaze techniques by 17th century Dutch Still Life painters.
3. Guided in-class problem-solving assignments followed by instructor-guided group critiques.

Representative Course Assignments

Writing Assignments

Written self-analysis of painting projects and gallery reports.

Critical Thinking Assignments

1. Writing assignments, such as gallery reports including a critical evaluation of two-dimensional artwork viewed at the McNish Gallery using art terminology related to the principles and elements of art.
2. A one-to-one or group critique of painting projects.
3. Painting assignments involving problem-solving and technical solutions at the aesthetic and practical level.
4. Resolving compositional problems and placement of art elements.

Reading Assignments

Reading of text on painting techniques and historical examples, typically twice a month.

Skills Demonstrations

Painting projects that demonstrate the application, for example:

1. Glazing
2. Impasto
3. Scumbling
4. Grisaille

Other assignments (if applicable)

1. Homework exercises on painting, typically once a week.

Outside Assignments

Representative Outside Assignments

1. Reading of text on painting techniques and historical examples, typically twice a month.
2. Field trips may be required to off-campus galleries or museums such as Santa Barbara Art Museum to conduct research that support project development.
3. Homework exercises on painting, typically once a week.

Articulation

Comparable Courses within the VCCCD

ART M45 - Advanced Painting I

ART V47A - Intermediate Acrylic Painting I

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionSt. Claire, K (2016). *The Secret Lives of Color*. Penguin Books.**Resource Type**

Other Resource Type

Description

Required slide examples such as images of Rene Magrite..

Resource Type

Other Resource Type

Description

Required assorted websites such as www.dailyserving.com.

Resource Type

Other Resource Type

Description

DVD's on art movements and styles as Art 21.

Resource Type

Textbook

Classic Textbook

Yes

Description

Hornung, D. (2020). Color Third Edition: A Workshop For Artists and Designers. Laurence King Publishing.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used for Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	Face to face contact will take place during weekly class meetings. This will give students the opportunity to discuss and ask questions about course content to facilitate learning objectives.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools including recorded PowerPoint lectures, narrated slides and technical demonstrations that are ADA compliant.
Synchronous Dialog (e.g., online chat)	Synchronous Dialog (e.g., online chat)
Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor will show prerecorded lecture videos related to course projects and assignment guidelines.
Video Conferencing	Professor will provide technical demonstrations via live ConferZoom meetings. Video conferencing will be used to facilitate SLOs, to provide direct feedback, Q&A and encourage student-to-student interaction.
Asynchronous Dialog (e.g., discussion board)	Asynchronous discussion boards will be used to encourage interaction between students. Topics presented will allow students to discuss, compare and contrast, identify elements of course outcomes. Students will post images of their projects and provide constructive and supportive feedback on other students' work. Discussion boards may be used for Q&A and general discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail will be used regularly to communicate to message students, provide assignments comments and make announcements. Students will have multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools including recorded PowerPoint lectures, narrated slides and technical demonstrations that are ADA compliant.
Synchronous Dialog (e.g., online chat)	Professor will set regular hours where they will be available in the discussion board to chat with students, provide feedback and answer questions related to the course material.
Telephone	Students may request to reach instructor via telephone in order to discuss topics related to the course material, grade or works in progress.

Examinations**Hybrid (1%–50% online) Modality**

Online

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

ART

Review and Approval Dates**Department Chair**

04/28/2020

Dean

04/29/2020

Technical Review

05/13/2020

Curriculum Committee

05/13/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000207754

DOE/accreditation approval date

MM/DD/YYYY