

Syllabus: PAINTING I**Instructor:** Mike Easton**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

Painting I is a foundation course for all first year visual arts students. It is the first in a series of sequential Painting courses required by the department for three or four consecutive years, depending on the student's entry level grade. This is a skills development course designed to strengthen and refine the student's Painting abilities and observational capabilities. Emphasis is placed on hand/eye co-ordination, compositional balance, and the development of three-dimensional (illusion) space on a two-dimensional surface. This is accomplished through a series of studio and homework assignments that incorporate a variety of repeated concepts, processes, techniques, and media designed to refine the student's abilities and bolster their confidence in visual expression.

COURSE OUTLINE (GOALS):

The students will be given a number of Painting assignments that will introduce the importance of compositional placement within a two-dimensional format/surface along with the development of imagery (using various media) from observation. Students will be trained (through repetition) to recognize and understand the geometry of tangible objects and how to re-create the illusion of those objects on a two-dimensional surface.

Beginning with the elements of line, shape, space, and value, the student is guided through varied assignments in image structure. Once the student has successfully mastered monochromatic image structure, color is introduced through dry as well as liquid media, tools and techniques. In this process each student is required to maintain a class room (portfolio) that serves as a continuous barometer of his/her progress and will be used in the evaluation of the individuals' grade. Frequent and regular (critiques) are employed in an effort to re-enforce the student's ability to recognize the relative success or lack of success of ongoing work. The principles of art and the elements of design are emphasized in each and every assignment. The concept of artistic perspective is introduced repeatedly in each successive assignment throughout the course as well as an increase in the degree of difficulty of each visual problem to encourage refinement of the student's Painting skills. Various text books are used to provide visual examples and written explanations of various concepts and ideas.

- Use various media and surfaces to develop quality paintings
- Demonstrate a variety of technical painting applications
- Produce paintings that reflect good compositional strategies
- Identify historical and contemporary styles in painting
- Develop paintings that reflect personal expressions
- Critique artwork objectively and in groups
- Develop paintings that reflect student's knowledge of elements and principles

CONTENT STANDARDS:

Artistic Perception: Perceive and understand the components of visual language; the elements of art and the principles of design.

- Analyze complex ideas such as distortion, color theory, arbitrary color, expressive content, and real versus virtual in works of art, including in series of their original works of art.
- Analyze students original works of art, explaining in detail their personal direction and style, including the use of elements to express mood in one or more of their works of art.
- Select works of art from student's portfolio and discuss the intent of the work and the use of the medium.

Connections, Relationships, and Applications:

Connect and apply what is learned in the visual arts to other art forms, subject area, visual culture, and communication, and careers.

- Speculate on how advances in technology might change the definition and function of the visual arts.
- Determine size and proportion of illustrated objects by measuring dimensions area and volume.

ARTISTIC (SKILL DEVELOPMENT) OBJECTIVES

- Understanding correct compositional balanced placement
- Sharpening of hand/eye co-ordination in Painting from observation
- Sharpening skills in creating the illusion of space
- Refinement of skills with various dry as well as wet media
- Understanding the use of the elements and principles of art/design
- Understanding the importance of using a sketchbook
- Understanding and mastering the concepts of linear and atmospheric perspective
- Understanding how use mixed media effectively
- Learning to perceive with regard to aesthetics and art criticism
- Maintaining a representative portfolio that represents progressive skill development

COURSE REQUIREMENTS:

Regular and prompt attendance (with adequate supplies), participation in (all) classroom assignments and activities/projects. Completion of homework, attendance of class and department enrichment activities as well.

ASSESSMENT / CRITERIA:

- Tests
- Objective is met
- Preliminary Preparation
- Craftmanship
- Creativity/ Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- 1 (8 ½ x 11) sketchbook
- 3 ebony graphite pencils
- 1 hand held pencil sharpener
- 2 kneaded erasers
- 1 set of primary colors acrylic paint (red, yellow and blue)
- 1 fishing tackle box (for holding collected tools and supplies)
- 1 palette and palette knife
- 1 smock
- 1 assortment of acrylic brushes
- 1 water color set
- 3 pre-stretched cotton canvases (8 x 10, 11 x 14, 16 x 20) in inches

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language