ARTS 2316.001 Painting I: Beginning Painting

Fall 2019
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Office Hours: T: 1:30 pm – 3:30 pm, W 11:00 am – 12:00 pm, TH 1:30 pm – 3:30 pm
Course Schedule: T / TH:  3:30 pm – 6:20 pm
Course Location: CA 209

Course Description

A. Painting I (Arts 2316)
Painting I is a beginning-level studio course exploring the potentials of painting media with emphasis on color, composition, and form. This is a water-based painting course focusing on watercolor and acrylic media.

B. FOCUS, PURPOSE AND GOALS OF COURSE:

1. COURSE PURPOSE:
The purpose of Painting I is to provide each student with a specific painting media experience extended from his or her knowledge of two-dimensional design and drawing, on which to build visual thinking skills, knowledge of historical and contemporary art forms, technical approaches to materials, and the methods for channeling creative energies that enable a life-time of personal artistic expression.

2. STUDENT LEARNING OUTCOMES:
By the end of the semester he or she will:
   a. Develop an understanding of the materials and techniques in water-based media using direct and indirect painting methods.
   b. Develop knowledge of contemporary and historic artistic models.
   c. Develop knowledge of and performed safe and effective studio practices.

Tentative Course Schedule:
Week 1: Day 1- Course Introduction. Pre-Test (Painting Terms), Ice Breaker, Review
Week 2: Day 1- Stretching Paper Demo with student practice. Testing methods of watercolor paint application and exploring color and value relationships. Introduce the use of glazing.
“Monochromatic One Object Transformed” Assignment. **Day 2**-Watercolor Techniques Demo. 
“20 Watercolor Techniques” Assignment.

**Week 3:** Day 1- Understanding and demonstrating painting transparent and reflective surfaces with the importance of leaving/protecting the white of the paper. Discuss the Direct Painting technique, wet on wet, and review methods of resist, including frisket. “Nature Studies” Exercise using seashells **Day 2**- “Highly Reflective Objects” Exercise. 

**Week 4:** Day 1- Painting Vocab Quiz. CRITIQUE (Previous Techniques and Exercises.) **Day 2**- Use compositional awareness and atmospheric perspective to illustrate how forms and colors appear to move forward or recede into space. Begin “Land, City, or Seascape” Assignment.

**Week 5:** Day 1 & 2- “Land, City, or Seascape” Assignment Continued.

**Week 6:** Day 1 & 2- Explore human representation and proportions in watercolor painting. Consider pose, lighting, color theory, and background. Discuss proportions and skin color. Practice mixing skin tones and values with “Color Formulas” Exercise. Begin “Portrait” Assignment sketches and planning.

**Week 7:** Day & 2- “Portrait” paintings continued.

**Week 8:** Day 1- CRITIQUE (Landscapes and Portraits). **Day 2**- Individual Mid-Term Meetings over Watercolor Portion of Class. 

(Spring Break)


**Week 10:** Day 1 & 2- “All White Still Life” Continued.

**Week 11:** Day 1- “All White Still Life” Continued. **Day 2**- CRITIQUE.

**Week 12:** Day 1 & 2- Continue testing methods of acrylic paint application, with emphasis on using actual and implied textures and the properties of color. Discuss Direct Painting techniques- impasto and alla prima, along with a brief color theory review. Begin “Sweet Stuff” Acrylic Paintings.

**Week 13:** Day 1 & 2- Continue “Sweet Stuff” Paintings.

**Week 14:** Day 1- CRITIQUE. **Day 2**- Begin Final Painting Assignment “Similar Multiplicity.” May use watercolor or acrylic paint on ½ sheet paper.

**Week 15:** Continue Final Painting “Similar Multiplicity.” Individual Semester-End Meetings (for Acrylic portion of class). Extra Credit due on last class day.

**Week 16:** Finals Week. FINAL CRITIQUE. Date and Time TBA.

Final Critique: TBA
This schedule is subject to change.

**Methods of Evaluation:**
Students will be evaluated on the development and execution of their technical progress, attendance, overall improvement, their oral participation in critiques and discussions, the completion of each assignment, and the excellence of their total body of work. All work presented in class critiques must be completed unless otherwise discussed with the instructor. A grade will be assigned for each Critique session. Scoring an “A” on a bonus painting vocabulary quiz will offer the opportunity to replace your lowest critique grade.
Grading Criteria:
Grading will be based on the works you collectively complete throughout the semester that are evaluated during each of the critiques, and determined by progress, craftsmanship and creativity. The letter grade and its corresponding numerical value is as follows:

“A” (90 – 100)
- Excellent work and consistent, exemplary effort
- A strong compositional sense (ordering of edges, shapes, values, clarity, detail etc.)
- All illusions of spatial movement and volume are clear and easily understandable

“B” (80 – 89)
- Above average work, shows considerable growth
- Compositional sense is becoming stronger.
- All spatial movement and volume are clear and easily understandable

“C” (70 – 79)
- Satisfactory work, some progress, good attendance

“D” (60 – 69)
- Work needs improvement, poor attendance
- Spaces and volumes are unclear and ambiguous
- Lack of control over materials and illusions

“F” (Below 59)
- Shows little progress and effort
- Insufficient growth in skill

Sample grading: 85 + 75 + 70 + 90 + 85 = 405 / 5 = 81 (B) Final Grade

Watercolor Supply List

- **Paint**
  - 5 ml artist-quality watercolor tubes 1 each of (Windsor &Newton, Gamblin, etc., not “student grade”):
    - Permanent Rose
    - Cobalt Blue
    - Cadmium Yellow
    - Burnt Siena
    - Payne’s Gray
• **Paper**
  - 2 full sheets, 22" × 30", **140 lb**| Water Color Paper, cold and/or hot pressed.
  (Note: *300 lb paper is an optional substitute if you would like to try it, but more expensive. It doesn’t need stretching.*)
  - Optional: pad of watercolor paper for practice and testing colors

• **Brushes**
  - 1 Wash brush, flat (1 to 3 inches)
  - 1 Small round with point
  - 1 medium round with point
  - 1 Large round
  - 1 medium flat (1-1.5"")

Note: The cheapest brushes do not work well holding and spreading paint and tend shed hairs into the painted surface. Look for the best quality brushes at a price you can afford—it will make painting easier to learn. Make sure your pointed brushes are for watercolor specifically.

• **Palette and Wells**
  - Pallet (covered or uncovered) with wells or separate wells.

Note: Watercolor paint will be reusable on a good pallet for a long time. After it dries it may be reactivated with water. Plastic works fine and a cover is convenient.

• **Miscellaneous**
  - Sketchbook (or scratch paper) for recording your ideas and sketches & pencil
  - 1-2 rolls of paper towels
  - Small plastic bucket or large water container (too small will not work)
  - Small plastic water spray bottle
  - Utility or x-acto knife & large (18” minimum) metal ruler.
  - White artist tape or blue painters’ tape for clean borders (~1” wide).
  - Carry all box for painting supplies.

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**Acrylic Supply List (2nd half of semester)**

• **Paint**
  - Artist-grade Acrylic tubes of a quality professional brand. **Purchase using the pigment codes on the paint tube** (Paint names may vary by brand) Look for the bolded names as first-choice:
    - Ultramarine Blue-(PB29)
    - Colbalt Blue-(PB 28)
    - Naphthol Red-(PR170) or Cadmium Red-(PR108)
    - Cadmium Yellow-(PY35)
    - Titanium White (large size)- (PW6)
    - Burnt Umber
    - Raw Umber -(PBr7)
Suggested Optional Colors for an extended palette:

- Yellow Ochre-(PY 42 or 43)
- Red Oxide-(PR 101)
- Quinacridone Violet-(PR 122)

- **Surfaces**
  - 1 white poster board
  - 1 canvas, minimum 18” x 24” (I prefer back-stapled)
  - Other surfaces, such as canvas or paper to TBD.

- **Brushes**
  - Assortment of Flats, Rounds, and Filberts in various sizes for acrylic painting. Brush bristles may be coarser and firmer than watercolor. **Note:** Do not use your pointed watercolor brushes, they are too soft.

  - **Miscellaneous**
    - Water bucket/container (*may use the same one from Watercolor)
    - Paint pallet - glass, paper, or plastic (I prefer disposable for Acrylic.)
    - Pallet knife (metal or plastic)
    - Acrylic mediums (i.e. gloss and/or matte, varnish) OPTIONAL
      - **Note:** Gloss Gel Medium is highly recommended.
    - Acrylic Gesso (*There may be some available for classroom use. Used to prime poster board, paper, or any wood and canvas surfaces that are UNPRIMED when purchased or built.)

**Participation in Critiques and Late Work Policy**

Attendance at Critiques is mandatory. Critiques are an essential part of the creative process. Students should be open to hearing feedback about the quality of their work on an ongoing basis throughout the semester. When receiving criticism, listen with an open mind. The value of being in school, and in a small studio class, is not only to give and receive as much feedback as possible but to learn how to make the most of it.

You must be present on the day of critique/due date or your project with be marked down.

Turning in assignments: One class period late: 10 point deduction, two class periods late: 20 point deduction. After that you will receive a ZERO.

Students are expected to work a minimum of one hour outside of class for every hour spent in the classroom.

**ATTENDANCE**

Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the professionalism element of your final grade.

- You will lose a single letter grade on your fourth (4) absence.
- Five (5) absences will result in the drop of another letter grade.
Six (6) absences will result in the failure of the course.  
Three (3) late arrivals or early departures will result in the recording of one (1) full absence.  
Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.  
Attending critiques are mandatory.  

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the
peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University–Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in ( ).

**Academic Honesty/Plagiarism**
*Definition:* In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**All student work must be removed from the studio on the last day of class. Clean-up of studio with be done over the break and the University will not be responsible for work left behind.**