

Syllabus – Spring 2012

Instructor: John Turner

AR342 (3) Painting I

Class: T-TH 2—4:45 PM

Office Hours: M W 10-11AM, 1:45-2PM

T TH 12-2PM, 4:45-5PM

Office: AB 403

Telephone: 765-4384

or 765-4510

Course Description:

Study of and experimentation with basic techniques of painting medium, preparation of grounds, and other general mechanics of basic painting. Problems in basic pictorial design.

General Objectives:

1. Proficiency in the use of painting materials in opaque painting techniques.
2. Increased understanding of the relationship of painting technique to the creation of representational imagery and coherent composition.
3. Facility with color relationships in paint.
4. Development of individual attitudes toward painting and its possibilities.
5. Ability to present work (framing) in an enhancing manner.

COE CF1, 4; Alabama Standard/Rule 290-3-3-.31 Visual Arts (2)(b)2.(i); (2)(b)2.(ii)

Standard	Assessment
290-3-3-.31(2)(b)2.(i) Ability to create expressive forms in drawing, painting, design, printmaking, computer generated art, sculpture, ceramics, and crafts.	Students will create and submit a minimum of seven completed paintings. They will have an out of class sketchbook in which they will complete a minimum of five sketches per week to serve as painting reference. Subjects for assignments will include still life, landscape and figure study.
290-3-3-.31(2)(b)2.(ii) Ability to demonstrate abilities across a variety of areas of art production and art theory.	Students will present a series of four still-life paintings and three based on sketches from outside of class for progress evaluation, and will present all paintings, sketchbook and a daily journal for final course evaluation. Throughout the semester, they will discuss aesthetic concerns and technical challenges pertaining to the assignments in structured class critiques.

Projects and Requirements:

1. At least four hours work each week beyond class time as required.
2. Final framed presentation of paintings as directed by the instructor.
3. Submission of a minimum of seven paintings for evaluation at end of the semester.
4. Submission of bound journal at specified dates during semester. Journal will contain research material (clippings, photocopies, notes) as assigned by the instructor to individual students. Journal will be neatly presented with all items secured to pages with tape or glue stick.

Note: Journal is to be brought to class each day and used each day.

5. Submission of sketchbook with final portfolio. Sketchbooks are to contain work only for the class assigned. Work submitted to other classes is not permitted. Sketchbooks are to be bound (no loose leafs) and contents must reflect class work currently in progress. A separate instruction sheet for sketchbook will be provided.
6. Students are expected to have and use the correct materials for each project and to follow the directions of the instructor.

Attendance:

Students are expected to attend every class and be punctual since instructions are given at the beginning of class. **Students must be in classroom when roll is taken.** Students arriving late without prior consent of the professor will be counted absent for 1/2 of a class. Students arriving more than 10 minutes after beginning of class will be counted absent for the day. Students leaving class for more than ten minutes at any time in the class period with out permission will be counted as absent for the day. Students leaving class before dismissal will be counted absent for the day. A break of 15 minutes will be given. Students returning late from break will be counted under the same time constraints as at the beginning of class. Students may leave class, **with the instructors permission**, to get a drink of water, go to the restroom, retrieve items from cars and lockers, purchase supplies, etc., etc., so long as they return promptly.

More than 3 unexcused absences will result in lowering of the final grade by one letter grade. When a student's cumulative absences for any reason, excused or unexcused, exceed the equivalent 6 scheduled classes or activities, no credit may be earned in the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to official withdrawal procedure and the withdrawal options provided therein; otherwise, the grade reported will be F.

- Excused absences will only be given for sanctioned university events.
- Note: Do not bring me a doctor's excuse.
- Class begins at 2 PM. Arrival after that time will be considered a late arrival.

Evaluation:

Evaluation will be based on a final submission of all completed paintings and an evaluation of process. Students will be given a grade for daily performance. Factors for this grade will include, but not be limited to, having and using correct supplies and tools, following directions, taking notes, attention to instructions, and classroom participation. Journals and sketchbooks are required and will be an integral part of the final grade. A student expectations guide will be provided.

- All artwork and materials must be removed from classroom by the end of exam week or they will be disposed of.
- No visitors are permitted in classroom during class hours.
- No food is permitted in classroom due to safety concerns. Only drinks in bottles with screw off caps will be permitted.

- Cellular phones, beepers, devices with earphones, and other electronic items are not permitted in class or foyer area of class. Students using such items or having items visible will receive an F for the day and that grade will be reflected in the computation of the final grade for the class.
- Any correspondence with the instructor by email must be in standard American English. I will not read texting.

Student Disability Statement: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

Supplies:

Brushes (white bristle), 1, 1/2, and 1/4 inch wide flat
Acrylic paint (Liquitex brand in tubes recommended):

raw umber	ultramarine blue	hooker's green
burnt umber	acra magenta	dioxazine purple
raw sienna	cadmium red, medium	pthalo violet
burnt sienna	cadmium red, light	
yellow oxide	cerulean blue	
cadmium yellow, medium	titanium white, large tube	
hansa yellow, light	pthalo blue	

sketchbook - 11 x 14"

bound notebook - 8 1/2 x 11"

ebony pencil

vine charcoal, medium hard

palette knife

disposable paper palette (for acrylic paint)

rags, jar or plastic bucket, etc.

gesso or flat white latex (wall paint works well as gesso and is considerably cheaper)

brush (2" good quality foam brush recommended)

raw canvas, scissors

staple gun, staples, (not heavy duty)

stretcher bars (at least 32" in length)

1" wire brads, as needed

medium sandpaper, 2 sheets
lattice molding, as needed
squaring device
small mister,
hammer
lock

Student Expectations and Evaluation

Following are the qualities expected of each student in the awarding of grades.

- A** The student demonstrated an eagerness to learn and a clear understanding of the concepts at hand.

The student approached art as an intellectual pursuit and was committed to a thoughtful, thorough, and fully documented exploration of representational painting.

The student's preliminary work exhibited explorations into multiple solutions and aesthetic discernment.

The student composed and executed paintings that were challenging and indicative of developing competence in opaque painting techniques.

Discussions with the student clearly identified the significance of the results of research and preliminary work.

The student exhibited a highly positive attitude, was extremely diligent, and actively participated in classroom activities.

Paintings, journal, and sketchbook were excellently executed and presented.

The student had an excellent record of attendance and punctuality.

- B** The student was motivated to learn and demonstrated an understanding of the concepts at hand.

The student approached the exploration of the visual and academic aspects of representational painting enthusiastically.

The student's preliminary work and solution exploration were good.

The student composed and executed good quality paintings and had an understanding of the concepts of opaque painting techniques.

Discussions with the student indicated that the student understood the significance of research and preliminary work.

The student exhibited a positive attitude, was diligent, and participated in classroom activities.

Paintings, journal, and sketchbook were well executed and presented.

The student had a good record of attendance and punctuality.

- C** The student had an average amount of motivation to learn and demonstrated an average understanding of the concepts at hand.

The student's approach to the exploration of the visual and academic aspects of representational painting was average.

The student's preliminary work and solution exploration were average.

The student composed and executed average quality paintings.

The student had an average comprehension of the significance of research and preliminary work.

The student was average in attitude, diligence, and classroom participation.

Paintings, journal, and sketchbook were average.

The student had an average record of attendance and punctuality.

- D** The student was not motivated and did not understand most of the concepts at hand.

The student approached the exploration of representational painting poorly.

The student's preliminary work was poor.

The student composed and executed poor quality paintings.

The student had poor comprehension of the significance of research and preliminary work.

The student was poor in attitude, diligence, and classroom participation.

Paintings, journal, and sketchbook were poor.

The student had a poor record of attendance and punctuality.

F Failure in the above areas.