



#### **IV. Place of Course in College Curriculum**

A.

- Free Elective
- The course meets a requirement in the following program:  
A.F.A. Visual Arts – Advanced Studio Elective

B. Course Transferability: Based on the colleges that reviewed this course at [www.njtransfer.org](http://www.njtransfer.org) this course will transfer as some sort of elective at most institutions. It will also transfer as a Watercolor class at two institutions and as a Painting class at one institution and as a Painting/Drawing Workshop at another institution.

#### **V. Outline of Course Content**

- A. Various instructor demonstrations as needed.
- B. Advanced development of wash techniques, including flat wash, graded wash, and edge shading.
- C. Advanced development of glazing with watercolor to develop color mixtures.
- D. Advanced development of other watercolor techniques such as: wet into wet, working on pre-moistened paper, and spattering.
- E. Advanced development of watercolor with other media such as gouache, water soluble crayon and pencils and collage.
- F. Stretching large scale watercolor paper and developing large scale painting (beyond pad or “watercolor block” size).
- G. Use of various subject matters for their projects such as: still life, landscape, and the figure model.
- H. Continued development of color theory.
- I. Mixing colors on the palette.
- J. Student chosen thematic projects with encouraged self-direction.
- K. Advanced development of realism, abstraction and non-objective space with watercolor.
- L. Working with multi-panel paintings as one concept and/or the development of an “artist’s book of paintings”.
- M. Development of a watercolor sketchbook.
- N. Development of self-expression will be fostered.
- O. Painting on alternative surfaces such as gessoed Masonite.
- P. Critiques conducted throughout the semester, as a group and with individual students.
- Q. One written critical analysis paper of a watercolor painting/s viewed on exhibit at a museum or gallery.
- R. Advice on where to find places to view art of quality, such as in NYC.
- S. Various slide and book lectures relating to the assigned subject matter.

- T. Discussions on assigned readings.
- U. Formal instruction will enhance each lesson plan when appropriate, such as seeing proportion, color matching, perspective, scale, and line.
- V. Students will be encouraged to research various historical and contemporary artists and to assimilate their approaches and techniques when advantageous.

## **VI. Education Goals and Learning Outcomes**

### **Education Goals**

The student will:

1. Demonstrate an advanced ability to use watercolor and mixed media with watercolor as a means to convey a creative visual idea. G.E. 1
2. Develop an advanced knowledge of painting techniques and materials for watercolor and mixed media with watercolor. G.E. a
3. Develop advanced knowledge of color theory as it applies to painting. G.E. a
4. Enhance their creative sensibilities through the use of paint. G.E. 1
5. Develop and demonstrate critical analysis skills both verbally and in written format. G.E. 2, 6
6. Develop knowledge of a wide spectrum of paintings from various eras and cultures, including the contemporary. G.E. 6

### **Learning Outcomes**

Students will be able to:

1. Demonstrate an advanced ability to effectively use wash techniques, including flat wash, graded wash and edge shading in their paintings.
2. Demonstrate an advanced ability to effectively make glazes with watercolor to develop mixtures of colors.
3. Demonstrate an advanced ability to use other watercolor techniques such as: wet into wet, working on pre-moistened paper, and spattering.
4. Demonstrate an advanced ability to use other media including gouache, water soluble crayon and pencils, and collage in their paintings.
5. Demonstrate an ability to stretch large scale watercolor paper and to develop a large scale painting.
6. Utilize in their paintings various subject matters for their projects such as: still life, landscape and the figure model.
7. Utilize color theory in an advanced manner in their paintings.
8. Develop a group of paintings with one theme.
9. Demonstrate an advanced ability to paint with watercolor from a realist to an abstract and non-objective point of view, allowing for self-expression and formal structure.
10. Develop multi-panel paintings as one concept and/or an “artist’s book of paintings”.

11. Develop a watercolor sketchbook.
12. Demonstrate an ability to paint on alternative surfaces such as gessoed Masonite.
13. Demonstrate through written means an ability to make a critical analysis of a watercolor painting.
14. Utilize their knowledge of various contemporary and historical artists who paint with watercolor for discussions, and visual or written assignments.
15. Distinguish painting techniques and visual organizational concepts and the pertaining vocabulary and terms as they relate to their paintings such as: perspective, scale, glazes, wash, wet into wet, and edge shading.

## **VII. Modes of Teaching and Learning**

1. lecture/ discussion/ slide lecture presentation
2. instructor demonstrations
3. in-class and homework painting assignments
4. develop a watercolor sketchbook
5. group critiques
6. individual critiques
7. assigned readings
8. assigned museum/gallery visit and critical analysis paper of a watercolor painting/s
9. RVCC Gallery discussions
10. painting concepts introduced by videos/DVD's

## **VIII. Papers, Examinations, and other Assessment Instruments**

1. portfolio of art work
2. museum/gallery paper
3. participation in group critiques and general class participation
4. watercolor sketchbook

## **IX. Grade Determinants**

1. attendance
2. general class participation including group critiques
3. paintings completed during class time
4. completion of assigned painting homework
5. watercolor sketchbook
6. written paper

The above grade determinants will be used to assess the students according to the learning outcomes and general education goals.

## **X. Texts and Materials**

1. Required Textbook such as:  
The Art of Watercolor by Charles LeClair
2. Suggested Books for Reference or Additional Reading:  
Criticizing Art Understanding the Contemporary by Barrett  
Art Speak by Atkins  
The Elements of Color by Itten  
The Interaction of Color by Albers
3. Suggested reading from periodicals such as:  
Art Forum, Art In America, New York Times
4. Students will purchase their own art supplies.

## **XI. Resources**

1. Painting or drawing studio with sink, slide screen, track lighting, access to natural north light is preferable, working tables (preferably able to tilt), model stand, stools and chairs, still life props, boards to mount paper on, walls to display art work.
2. Employment of a nude model for a minimum of two sessions.
3. Slides, digital slides, DVD's, Videos, library books, articles from current periodicals, electronic equipment for various ways of projecting imagery.
4. RVCC Gallery.
5. Instructional supplies.