RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

ARTS-132: COLOR THEORY

I.  Basic Course Information

A.  Course Number and Title: ARTS-132 COLOR THEORY

B.  New or Modified Course: Modified

C.  Date of Proposal: Semester: Fall  Year: 2009

D.  Sponsoring Department: Visual and Performing Arts

E.  Semester Credit Hours: 3

F.  Weekly Contact Hours: 4
   Lecture: 2
   Laboratory: 2

G.  Prerequisites/Corequisites: None

H.  Laboratory Fees: Yes

I.  Name and Telephone Number or E-Mail Address of Department Chair:
   Ann Tsubota  atsubota@raritanval.edu

II.  Catalog Description

This course is an introduction to the characteristics of color and its
interaction. Major color theorists will be presented such as Itten and Albers.
Assignments will include the creative application of color theory in various
media including computers. Students will purchase their own art supplies.

III.  Statement of Course Need

Color Theory is a required course for students majoring in the A.F.A Visual
Arts and the A.F.A. Graphic Design. This Color Theory course or the
comparable course -VCTC 103 – (taught at Somerset County Technology
Institute) is required for students majoring in Interior Design A.A.S. Degree.
This course is highly recommended to be taken as a free elective in the A.A.
Studio Arts major. Color Theory is a standard course in most two and four year
art school programs. The knowledge gained from this course can be applied to a
majority of art courses at RVCC and elsewhere.
IV. **Place of Course in College Curriculum**

A. Free Elective
B. This course meets a program requirement for the A.F.A. Visual Arts, A.F.A. Graphic Design, and A.A.S. Interior Design programs.
C. Course Transferability: Based on the colleges that reviewed this course at [www.njtransfer.org](http://www.njtransfer.org) this course will transfer as either a Color Theory studio, studio, or free elective.

V. **Outline of Course Content**

A. The Color Theories of Itten and Albers and other major color theorists-the study and application.

B. Color Models including:
   1. The three elements of color-hue, intensity, and value
   2. Subtractive color-the traditional twelve part color wheel-mixing colors with paint.
   3. Process color-such as CMYK separations
   4. Color on computer vs. printed versions
   5. Additive color-colors of the spectrum and how they can be utilized/mixed
   6. Pantone Colors

C. Studying the use of color through an art historical perspective
D. Seven Color Contrasts-hue, light/dark, cold/warm, complementary, simultaneous contrast, saturation, and extension
E. Color creating various planes in space.
F. Color’s capability to express various emotions and moods
G. Limitation of palette, such as analogous, triadic, complementary and monochromatic
H. Mimic visible color with a paint mixture
I. Recognition of environments with full or partial spectrums of light
J. The use of color in world cultures
K. Non-tangibility of color-the dependency of color on its light source
L. The development of a personal color palette
M. Color media to be used: Color Aid Paper, colored pencils, crayons, gouache paint, colored light bulbs, found papers and other found materials, and the computer.
N. Development of a color sketchbook
O. Lectures/discussions/slide presentations/videos/DVD’s relating to color
P. Museum/gallery visit: Written assignment (critical analysis with focus on color issues seen in artwork/s) based on the visit

VI. **Educational Goals and Learning Outcomes**
A. **Educational Goals**

The student will:

1. develop and demonstrate a theoretical and practical knowledge of color - with focus also on self-expression (GE-RVCC 1, 3)

2. develop knowledge of the use of color in world cultures, past and present (GE-RVCC 6)

3. develop and demonstrate critical analysis skills both verbally and in written format (GE-RVCC 2, 6; NJ 1)

B. **Learning Outcomes**

Students will be able to:

1. develop artwork that reflects an understanding of color based on the major color theorists, such as Itten and albers.
2. make art that is inventive and experimental using color.
3. demonstrate in their art the effective use of the three elements of color: hue, intensity and value.
4. demonstrate in their artwork individual aspects and contrasting components of color.
5. identify various aspects of color in artwork they view.
6. utilize effectively the various media, including the computer, required to complete the visual assignments.
7. demonstrate an ability to use colored light and an understanding of additive color mixtures in their artwork.
8. identify the use of process color, such as CMYK separations, and Pantone Color.
9. demonstrate the use of color to create various planes in space (depth).
10. mimic colors they see by mixing paint.
11. demonstrate in their artwork the dependency of color on its light source-understanding environments with full or partial spectrum.
12. utilize limited parts of the color wheel.
13. develop a personal color palette.
14. develop a color sketchbook.
15. distinguish terms and vocabulary of Color Theory as they pertain to their artwork and within the context of a critique or other written or verbal venues.
16. demonstrate through written means an ability to make a critical analysis of an artwork focusing on color issues.
17. utilize their knowledge of various contemporary and historical artists who used color in their work for discussions or written assignments or for written tests.

VII. Modes of Teaching and Learning

A. lecture/discussion/slide lecture presentation
B. instructor demonstrations
C. in-class and homework art related color assignments
D. develop a color sketchbook
E. group critiques
F. individual critiques
G. assigned readings
H. test formats such as: written tests; in-class writing and discussion
I. assigned museum/gallery visit and critical analysis paper of art work focusing on color issues
J. RVCC College Gallery discussions
K. Color theory concepts introduced by videos/DVD’s

VIII. Papers, Examinations, and other Assessment Instruments

A. portfolio of artwork
B. museum/gallery paper
C. participation in group critiques and general class participation
D. sketchbook
E. test/s through writing and/or discussion

IX. Grade Determinants

A. attendance
B. general class participation including group critiques
C. color theory projects completed during class time
D. completion of assigned color theory artwork homework
E. color sketchbook
F. written paper
G. test/s

X. Texts and Materials

A. Required Textbooks such as:
1. **The Elements of Color** by Johannes Itten
2. **Interaction of Color** by Josef Albers
   Yale Univ. Press
3. **Color** by Zelanski and Fisher
   Prentice Hall

B. Supplemental Reading such as:

1. **Color and Culture** *Practice and Meaning from Antiquity to Abstraction* by John Gage
   Univ. California Press
2. **Principles of Color** by Faber Birren
   Schiffer Pub., Ltd
3. **A Grammar of Color** by Albert Munsell
   Van Nostrand Reinhold Co.
4. **The Color Primer** by Wilhelm Ostwald
   Van Nostrand Reinhold Co.
5. **Color and Meaning** by John Gage
   Univ. of California Press
6. **Color A Workshop Approach** by David Hornung
   McGraw Hill
7. **Contemporary Color Theory and Use** by Steven Bleicher
   Thomson/Delmar Learning
8. **Color** by Alison Cole
   Dorling Kindersley, Inc.

C. Suggested reading from periodicals such as:
   *Art Forum, Art In America, NY times*

D. Students will purchase their own art supplies.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

**XI. Resources**

A. Studio with drawing tables and stools, sink, chalkboard, slide screen, track lights, still life props should be available, walls that allow artwork to be displayed.
B. Use of computer art studio.
C. Slides, digital slides, DVD’s, videos, library books, articles from current periodicals.
D. RVCC Library
E. Instructional art supplies.