

Oglala Lakota College



**ART 223
Painting I
Course Syllabus**

Center: Day and Section Number:

Instructor Information

Instructor Name	
Cell Phone	
Office Phone	
Email Address	
Office Hours	
Communicating With Instructor	
Cellphone policy	

Course Description

COURSE DESCRIPTION: Through painting with acrylic paint, this studio course explores painting's four interactive layers of physical materials, painting techniques, formal elements, and cognitive (intellectual) meaning that required to produce a painting that is considered a visual language and a work of art.

COURSE OBJECTIVES:

Working with non-toxic acrylic paints, student-learning outcomes will include but not be limited to:

- Safe studio practices
- How to stretch and prepare a canvas for painting.
- Learn the distinctive expressive qualities of different brushes and palette knives
- Create and work with a color palette thereby acquiring a working knowledge and vocabulary of color theory based on the color wheel
- Learn how to manipulate acrylic paint through the use of water and acrylic mediums
- Explore the idea of pictorial content
- Learn the strategies of composing a painting through understanding and expressing through painting exercises the visual elements and application of the principles of design
- Learn to articulate the creative strategies of composing a painting.
- Develop eye and hand coordination skill from direct observational painting.
- Learn to identify the stylistic differences between naturalism, realism, abstraction, and narrative painting.
- Learn the criteria for judging paintings and the steps of scholarly, constructive art criticism.
- Instruction will focus on painting with acrylics but students will be introduced to the methods and materials involved with painting in oils.

PREREQUISITE:

Art 103 – Drawing I

REQUIRED TEXT:

Painting as a Language: Material, Technique, Form, Content, by Jean Robertson and Craig McDaniel

SUPPLEMENTARY MATERIALS:

Lectures will be supplemented with course handouts, suggested additional reading

SUGGESTED SUPPLIES

- **Suggested brushes:** #2, #6, 8 Round synthetic, #4, #6, #8, #10, #12, #16 Flat synthetic
- **4" Gesso Brush** (hardware store)
- **Palette knife**
- **Sketchbook 8 x 10'**
- **Spray bottle (hardware store)**
- **Palette:** re-sealable or disposable paper palette (large)
- **Plastic toolbox** (hardware store)
- **Acrylic: golden or liquitex professional grade will have better results (avoid Liquitex basics)**
- **Burnt Umber**
- **Burnt Sienna**
- **Cadmium Red Medium hue** (avoid C.P. Cadmium colors; very toxic)

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- **Cadmium Yellow Medium hue** (avoid C.P. Cadmium colors; very toxic)
- **Titanium White** (opaque)
- **Zinc White** (transparent)
- **Phthalo Blue or Ultramarine Blue**
- **Phthalo Green**
- **Quinacridone Violet or Alizarin Crimson**
- **Mars Black or Bone Black**
- **Acrylic Glazing Liquid (Golden 8 fl. oz)**
- Canvas & Gesso provided by painting department for classwork only

INSTRUCTIONAL METHODOLOGY

Instruction in this class is accomplished through a mixture of:

- PPT lectures (because this is a studio course and time is short, lectures will very often be a brief outline of what will be further discussed during class painting assignments)
- Studio demonstrations
- Painting assignments in and out of classroom studio
- Class discussions
- Video documentaries
- Written assignments
- Weekly quizzes to be used for students self-evaluation of what they are learning and their ability to articulate the elements of visual art and design principles they have been introduced to in this class.

WRITTEN EXAMS, QUIZZES, WRITTEN REPORTS, AND CLASS PRESENTATIONS:

- There will be a **midterm and final exam** that will consist of multiple-choice, fill in the blanks, and essay questions. Be prepared to use the art vocabulary you learn in this class.
- **Short weekly quizzes** will be given at the beginning of each class on the intellectual material covered during the previous class. These quizzes will not be graded but will receive points for each quiz completed in class. These quizzes are a tool for student self-evaluation on what they are learning in class and are also designed to help students learn the vocabulary of art.
- **Written typed self-critique:** Students will choose a painting they have done in class and write a statement about their choice of content or treatment of assigned content, and a description of the art elements and design strategies they used in the process of composing the painting.

COURSE REQUIREMENTS:

- **Paint!**
- Read all assigned chapters in the text.
- Read all class handouts provided by the instructor.
- Take class notes.
- Keep a journal: The student's journal is private but students will be asked from time to time to share a page or two of notes/drawings you have done in you journal that are relevant to class assignments. It is up to you how much you share from your journal in class.
- Participate in class discussions, art critiques, an collaborative team activities.
- Complete all class written assignments, quizzes and exams.
- **Course Portfolio:** For your own records retain all examples of work submitted to the instructor, who will file copies of your work in your personal **Course Portfolio**. Items included in your

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Course Portfolio are: photo copies of journal pages you share in class, digital photo copies of painting assignments exploring the elements and design principles of art, preparatory drawings for proposed paintings, acrylic sketches, finished paintings, as well as a copy of all quizzes, typed written self-critique, midterm and final exams. (A digital copy needs to be submitted to back up the “hard copy” of your Course Portfolio)

- Note: Document your work as it is completed through the semester. Let the instructor know ahead of time if you need help photographing your work, or submitting photocopies of your work.
- When asked, submit artwork to be displayed in an exhibition. Location TBA.

SUGGESTIONS FOR SUCCESSFULLY COMPLETING THE COURSE:

- Do not miss any classes.
- Submit your typed written report on time.
- Keep your Course Portfolio updated through out the semester.
- Paint!

SUGGESTION FOR CO-CURRICULUM ACTIVITIES

- Visit art events, galleries and museums in the area and keep notes on what you see using vocabulary learned in this class. If possible, invite other students to visit museums, etc. with you and discuss and take notes together. This helps build a community of peers that speak the language of art.
- Blog about art. Keep a “sketch” web journal.
- And...have fun *painting*!

STUDENT EVALUATION:

Course grades will be based on participation and completion of assignments listed below in syllabus timeline.

GRADING CRITERIA:

30 points	Students Course Portfolio of weekly painting assignments, and journal submissions that illustrate the students understanding of the components of the four painting interactive layers of physical materials, painting techniques, formal elements, and cognitive meaning.
26 points	Weekly Quizzes: There are 13 quizzes worth 2 points each if completed in class. Quizzes are not graded, as such, but points are awarded for completing them in class. Quizzes are a tool for student self-assessment of what they know and what they need to work on, which is an important scholarly practice for success in college.
7 points	Written typed self-critique of student’s chosen painting that they produced in or out of class.
7 points	Class presentation of student’s written self-critique.
15 points	Midterm exam
<u>15 points</u>	<u>Final Exam</u>
100 points	

GRADING SCALE

100-90 %	A
89-80 %	B
79-70 %	C

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69-60 %	D
59-0 %	F

NOTE: It is the student's responsibility to keep documentation of artwork and copies of all written papers included in course portfolio and records of grades in case of a grade dispute.

MAINTIANING GOOD ORDER IN STUDIO CLASS ROOM

Students must be mindful at the end of each class for the need to return classroom to good order for the next class.

STUDENT COURSE EVALUATION

Course evaluation needs to be completed during weeks thirteen or fourteen of the semester. The College Center Counselor will assist you. I value your viewpoint and your assessment of each course. It is vital to my continued development as an instructor.

LAKOTA PERSPECTIVE

- The Lakota perspective is encouraged in this course.
- Wolakolkiciyapi. Students are encouraged to display the Lakota values of respect, knowledge, generosity, fortitude, truthfulness, and courage.

Course Schedule

Week 1	<p>Meet and Greet: Students encouraged to share something of what they hope to learn and accomplish when they enrolled in this class. (Don't be shy; there are no "right" and "wrong" answers.)</p> <p>Review syllabus and studio safety handouts; Q & A</p> <p>Lecture: Intro to "Painting as a Language," and how painting's four interactive layers of 1. Physical materials, 2. Formal elements, 3. Cognitive (intellectual) meaning, and 4. Painting techniques relate to Lakota Medicine Wheel.</p>
Week 2	<p>Quiz: Multiple-choice focused on vocabulary introduced in "Painting as a Language" (PAAL, Ch. 1), and studio safety.</p> <p>Lecture: In depth review of painting's four interactive layers of physical materials, painting techniques, formal elements, and cognitive (intellectual) meaning</p> <p>Painting Assignment: Students will paint a simple still life on a canvas board without previous painting instruction. This painting will establish a base line against which to gauge artistic growth through the course – a similar still life will be painted towards the end of the semester for comparison. While the students paint the instructor will be available to answer questions, and take the opportunity to observe the students level of painting experience that they bring to class.</p> <p>Journal Home Work: TBA</p>
Week 3	<p>Quiz: Using the vocabulary students learned in (PAAL, Ch. 1), they will write a brief statement analyzing what they see in the painting that they painted in the previous class and how it expresses or does not express painting's four interactive layers: physical materials, painting techniques, formal elements, and cognitive (intellectual) meaning.</p> <p>Lecture: Color: A Defining Element of Painting (PAAL, Ch. 3) Introduction to Color Theory; Approaches to color in painting; basic vocabulary and properties of color;</p> <p>Painting Assignment: Students will analyze the colors they see in a painting of their choice by making a 9 square color grid that matches colors they see; using primary and secondary colors of the color wheel, students will "set out" a painting palette and mix colors to match their color grid; Students will then paint a simplified facsimile (copy) of the painting student chose to analyze.</p> <p>Journal Home Work: TBA</p>
Week 4	<p>Quiz: Multiple-choice focused on color theory vocabulary introduced in PAAL, Ch. 3.</p> <p>Lecture: Getting Started: What Is A Painting? Materials and Techniques</p>

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	<p>(PAAL, Ch. 2)</p> <p>Painting Assignment: Students will stretch canvas on wooden stretchers using staple gun or traditional tack hammer and tacks. They will apply an acrylic gesso ground to canvas. While gesso is drying students will work with color theory exercises on canvas board.</p> <p>Journal Home Work: TBA</p>
Week 5	<p>Quiz: Multiple-choice questions on vocabulary introduced in PAAL, Ch. 2.</p> <p>Lecture: The Picture Plane – Still Life and Objects (PAAL, Ch. 4);</p> <p>Painting assignment: Paint a simple still life from direct observation consciously guided by the essential elements of art and principles of design discussed in class.</p> <p>Journal Home Work: TBA</p>
Week 6	<p>Quiz: Multiple-choice questions on vocabulary introduced in PAAL, Ch. 4</p> <p>Lecture: Space: The Meaning of Space and Place (PAAL, Ch. 6)</p> <p>Painting assignment: Students will use a photograph or painting of a landscape of students' choice; they will redesign a painting using the same visual elements found in their reference image.</p> <p>Journal Home Work: TBA</p>
Week 7	<p>Quiz: Multiple-choice questions on vocabulary introduced in PAAL, Ch. 6</p> <p>Lecture: Form and Light: Chiaroscuro, (PAAL, Ch. 7)</p> <p>Painting Assignment: Students will paint a still life of fruit using a monochromatic palette and chiaroscuro technique to represent form through light and dark values.</p> <p>Journal Home Work: TBA</p>
Week 8	
MIDTERM EXAM	<p>Lecture: Review of material covered in previous seven weeks</p> <p>Midterm Exam</p>
Week 9	<p>Quiz: Multiple-choice questions on vocabulary used to describe chiaroscuro technique introduced in PAAL, Ch. 7</p> <p>Lecture: Light: luminosity;</p> <p>Painting Assignment: Students will paint a luminous painting using color to</p>

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	<p>describe light and dark.</p> <p>Journal Home Work: TBA</p>
Week 10	<p>Quiz: Using acrylic paint, students will create a color grid based on their Week 9 luminous painting. Quiz will also include Multiple-choice questions on vocabulary describing luminosity introduced in PAAL, Ch. 7</p> <p>Lecture: Exploring More Techniques: Acrylic mixed media collage (PAAL, Ch. 7)</p> <p>Painting Assignment: Students will create a collage using acrylic paint, and fragment images from photos and art reproductions</p> <p>Journal Home Work: TBA</p>
Week 11	<p>Quiz: Students will write a brief statement describing the design strategy they used to create their Week 10 collage.</p> <p>Lecture: Shapes, Planes, and volumes: the self-image, (PAAL, Ch. 5)</p> <p>Painting Assignment: Students will first draw a self-portrait using planes to describe the volumes of their face, then they will paint a self-portrait using as few brush strokes as possible to describe the planes.</p> <p>Journal Home Work: TBA</p>
Week 12	<p>Quiz: Multiple-choice questions on vocabulary describing planes, volumes and dynamic brush stroke techniques introduced in PAAL, Ch. 5</p> <p>Lecture: Contemporary Abstraction, Nonobjective Painting; Abstracting Nature; Abstracting the Spiritual; Abstraction as Commentary, PAAL, Ch. 9</p> <p>Painting Assignment: Students will produce an abstract painting inspired by nature, the spiritual, or social commentary.</p> <p>Journal Home Work: TBA</p>
Week 13	<p>Quiz: Multiple-choice questions on vocabulary describing material covered in PAAL, Ch. 9.</p> <p>Lecture: Expanded Forms and Ideas; Criteria for Judging Paintings (PAAL, Ch. 8)</p> <p>Class Discussion: Criteria for Judging Paintings</p> <p>Painting Assignment: During this class time, students will take notes and draw in their journal, “playing” with ideas to create an “expanded form” of an abstracted painting that demonstrates some of the principles discussed in Weeks 12 and 13 lectures. Outside of class, students will use notes and drawings to inspire a finished work of art. Make sure that finished dimensions are practical for transporting to next class.</p>

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	<p>Journal Home Work: TBA</p> <p>Student Course Evaluation due.</p>
<p>Week 14</p>	<p>Quiz: Multiple-choice questions on vocabulary describing material covered in PAAL, Ch. 8.</p> <p>Lecture: Narrative Painting; Society and Issues, (PAAL, Ch. 10 and 11)</p> <p>Painting Assignment: Students will collaborate in small groups to create a painting that challenges and breaks social stereotypes. If needed, this project can be completed outside of class.</p> <p>Journal Home Work: Get ready to paint, take notes and have some fun in last class.</p> <p>Student Course Evaluation due.</p>
<p>Week 15</p> <p>FINAL EXAM</p>	<p>Final Exam: Students will revisit the still life they painted in Week 2 and paint a second painting of same still life in any style of painting they choose. They will use the full three hours to paint and take brief notes indicating how they are incorporating the four interactive painting layers of: 1. physical materials, 2. painting techniques, 3. formal elements, and 4. cognitive (intellectual) meaning. The instructor will monitor time and be available to answer questions. Notes must be submitted to instructor. Instructor will take a digital photograph of each student's painting near the end of class.</p> <p>If school policy allows, students and instructor might bring commercially packaged snacks and drinks to class to share during the exam. If everyone is in agreement, we might even play some music. Through the semester, if all work and quizzes have been completed; students have worked hard in this class and the Final Exam can hopefully also be a celebration.</p>

Course Policies

ATTENDANCE POLICY

This class meets once a week for three (3) hours. The student is required to attend every class. Much happens in class, which cannot be made up by reading a chapter or doing some written exercises. In a real sense, if you miss class, you are missing the course. Therefore, you should determine now to attend class faithfully; otherwise, you will be wasting your time and money.

The following attendance policy will be followed:

- Three (3) absences in a row (without face to face, electronic or phone communication) constitute an automatic drop. Leaving a message at the center is NOT adequate communication.
- Five (5) scattered absences constitute an automatic drop (or a total of 15 hours missed).
- There will be no such thing as an excused absence. All absences are documented in the same way, as absent unexcused. Save your allowed absences for emergencies.
- Tardiness and leaving early will be recorded. You must be present for at least ½ of the class to be marked present in jenzabar.
- **If you must miss or be late for a class because of an emergency**, please call or email me, or leave a message with the college center staff at least 15 minutes before class. Pick up the assignments/handouts/study quiz for missed class from my box at the college center.
- **Do not call or text me once class has begun.** My cell phone will be turned off 15 minutes before class. Call the college center staff (phone #).

WITHDRAWAL

Students who are dropped from a class either by me or by the registrar will NOT be reinstated. There are NO reinstatements for students who are dropped for five absences.

Communication is essential. If you are having difficulties and are in danger of being dropped, contact me ASAP to discuss options BEFORE you are dropped.

You should also be aware that withdrawals (drops) will very likely affect your financial award: Pell, Higher Ed., Scholarships, etc. You must be willing to make a commitment in order to be successful in your journey at OLC.

INCOMPLETE AND GRADE CHANGE

There must be a valid reason to request a grade change or an incomplete. An incomplete grade or grade change is given only when the instructor feels special circumstances warrant it.

Not getting work done on time, missing class, being tardy or leaving early are NOT valid reasons for incompletes or grade changes.

LATE WORK

Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation. Missing class does not excuse a student from preparing for the next class.

- Written report may be submitted by email through Friday of the week due for full credit.
- A written report that is submitted late (by the following Friday) will be reduced by one letter grade.
- If written report is more than one week late it will not be accepted.

Course Policies

ACADEMIC INTEGRITY

Oglala Lakota College has established an academic dishonesty policy. The current college catalog states Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing of academic dishonesty. (10)

The Humanities and Social Science department fully supports this policy. Part of the learning process includes the review and integration of the work of others with your thoughts and ideas. In this process, there is no room for plagiarism in your written reports, which robs you of meaningful learning and is unfair to the original author.

Plagiarism is an ethical violation that is not tolerated at OLC. Oglala Lakota College faculty and staff are fully aware of the many online resources that are now available and we encourage you to focus on learning rather than the inappropriate use of another person's work without proper citation.

You are expected to do your own work. If you are unsure about the proper documentation of someone else's words and/or ideas, ask me. Plagiarism will not be tolerated in this class. Plagiarism will result in an F for the course.

ACADEMIC FREEDOM IN LEARNING

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college, which offers the class to initiate a review of the evaluation.

STUDENT CONDUCT

OLC students will abide by the standards of conduct stated in the latest student handbook. Every student has the right to a safe learning environment. OLC applies the following as acts of misconduct subject to disciplinary action:

- Any actual or threatened physical violence
- Gross disorderly conduct
- Verbal abuse or harassment
- Vandalism
- Attending classes under the influence of alcohol or drugs
- Any other student conduct that causes a disruption in the classroom.

Please Note: Any infringement of these rules could lead to dismissal.

ADA STATEMENT (American Disabilities Act)

This class requires extensive reading and writing. If you have a disability that prevents you from taking part in any activities, please talk to the Instructor. *If you have a disability that interferes with your ability to learn and in need of assistance please contact the OLC Coordinator of Support Services, at 455-6040. See OLC Policy 85-600 for further details.*

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Do this as soon as possible, so we can make arrangements to fit your needs. If you're not sure if your writing or reading skills are sufficient for this course, please see me immediately, so we can determine whether you need assistance to do well. If you are having problems with the material during the semester, please contact me right away.

DISCLAIMER

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make necessary changes in course content and/or the instructional technique with reasonable notice.

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Additional Information

Document Preparation

- ✓ Papers are to be typed and double-spaced. Do not justify the margins. Leave the right margin “ragged”. Use 12 pt Times or Times New Roman font. Papers should also be submitted via e-mail.
- ✓ When saving papers electronically, name the file with your first initial, last name, assignment name and draft number. Example: “clandon art paper draft 1”

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English I Rubric

The **thesis sentence** indicates a topic and expresses direction.

1 2 3 4

The **introduction** grabs the reader's attention and introduces the topic.

1 2 3 4

The body involves information that is developed and supported in **topic sentences**. **Paragraphs** support the thesis. The **evidence** is necessary and relevant and contains a balance of both generalities and specifics (details, anecdotes, statistics, etc.) **Claims** are supported rationally or empirically.

Transitions are used to signal organization within a paragraph and/or between paragraphs. The essay is well **organized** and reads smoothly from beginning to end. The information is **focused** and apparent digressions connect with the thesis. The **approach to the topic** is interesting, demonstrates an air of inquiry, challenges what someone says or writes, and makes an evaluation. When readings and presentations are used, they are **evaluated analyzed, and interpreted** and not merely summarized.

1 2 3 4

The **conclusion** creates a feeling of closure.

1 2 3 4

Style: **word choices** are appropriate and effective for purpose and audience.

1 2 3 4

Language Use and Correctness in sentences is **clear, coherent and varied**. Writing adheres to the conventions of edited English in **mechanics, grammar, and spelling**.

1 2 3 4

Overall Score: _____

Essay Grading Criteria:

A = 4

B = 3.5

C = 3

D = 2.5

F = 2 and below

Comments on Back