

Lecture Contact Hours: 32-36; Outside-of-Class Hours: 64-72;  
Laboratory Contact Hours: 64-72; Outside-of-Class Hours: 0;  
Total Student Learning Hours: 160-180

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**Art 135 – Watercolor I**

2 hours lecture, 2 units  
4 hours laboratory, 1 unit  
Total units: 3

**Catalog Description**

Introduction to basic watercolor tools, materials and techniques emphasizing color principles and skill development in watercolor media.

**Prerequisite**

None

**Course Content**

- 1) Application of the art elements, principles of design, and a visual arts vocabulary as they pertain to the watercolor media
- 2) Application of artistic processes, skills, materials, and tools as they pertain to watercolor in order to communicate meaning and intent in original works of art
- 3) Critique watercolor paintings using appropriate arts vocabulary
- 4) Career-related skills relating to art with an emphasis on the watercolor media

**Course Objectives**

Students will be able to:

- 1) Apply the principles of design and the elements of art to create original watercolor paintings of increasing complexity and skill that reflect their feelings and points of view.
- 2) Discuss and critique original watercolor paintings using the appropriate vocabulary of art.
- 3) Create watercolor paintings as to personal direction and style.
- 4) Select their original watercolor paintings for a portfolio.
- 5) Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the introductory level.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Studio demonstration, preparation, and presentation of a portfolio which measure students' ability to apply artistic processes and skills using watercolor media to communicate meaning and intent in their original paintings.
- 2) Exams and/or quizzes and/or critiques and/or writing projects and/or assignments which measure students' ability to perceive, analyze, access and respond to watercolor paintings using the vocabulary of the visual arts to express their observations.

**Special Materials Required of Student**

Color wheel, paint brushes, watercolor paper, and watercolor paints including gouache, palette, paper and boards, ruler, watercolor pencils, erasers, and water containers

**Minimum Instructional Facilities**

Smart classroom/studio with drawing tables, easels, ventilation system, storage space, drying racks, wall space for hanging and critiquing artwork, adequate lighting including overhead lights, natural lights, adjustable lamps, sinks with hot and cold water as well as traps

**Method of Instruction**

- 1) Lecture
- 2) Laboratory demonstration
- 3) Field trips
- 4) Group discussions and activities
- 5) Individual and group critiques

**Out-of-Class Assignments**

- 1) Readings
- 2) Writing reports and/or journaling
- 3) Collect reference materials and/or other information as assigned
- 4) Research themes and concepts pertaining to specific assignments
- 5) Computer searches and/or gallery or museum visits

**Texts and References**

- 1) Required (representative examples):
  - a. Pickerill, H. *Watercolor Wanderlust: The Ultimate Guide to Painting Beautiful Landscapes*. Page Street Publishing, 2024.
  - b. Nagayama, Yuka. *You Can Paint Dazzling Watercolors in Twelve Easy Lessons*. Harper Collins Publishers, 2019.
- 2) Supplemental (recommended):
  - a. Barber, John. *Water Colour: A Visual Reference to Mixing Water Colours*. Search Press, 2006.
  - b. Brooke, Sandy. *Drawing as Expression: Techniques and Concepts*. 2nd edition. Pearson, 2006.
  - c. Engle, Nita. *How to Make a Watercolor Paint Itself: Experimental Techniques for Achieving Realistic Effects*. Watson-Guptill, 2007.
  - d. Winton, Suzanna. *Realistic Watercolor Portraits: How to Paint a Variety of Ages and Ethnicities*. F + W Media, 2010.

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Apply the principles of design and the elements of art to create original watercolor paintings of increasing complexity and skill that reflect their feelings and points of view.
- 2) Discuss and critique watercolor paintings using the appropriate vocabulary of art.
- 3) Create watercolor paintings as to personal direction and style.
- 4) Select their original watercolor paintings for a portfolio.
- 5) Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the introductory level.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Create watercolors that demonstrate and apply both the principles of design and the elements of art.
- 2) Articulate complex relationships between major works or significant individuals in art, from various historical periods, and their cultural, historical, and economic contexts.
- 3) Evaluate and critically analyze works of art in individual and peer-to-peer settings.