

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 235 – Watercolor II

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

Catalog Description

Continuation of Watercolor I techniques with an emphasis on creative problem solving and aesthetic compositions.

Prerequisite

“C” grade or higher or “Pass” in ART 135 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Apply the principles of design (harmony, variety, balance, movement, proportion) to create original watercolor paintings of increasing complexity and skill that reflect their feelings and points of view.
- 2) Discuss a series of their original watercolor paintings, using the appropriate vocabulary of art.
- 3) Analyze their original watercolor paintings as to personal direction and style.
- 4) Research two periods of painting and discuss their similarities and differences, using the language of the visual arts.
- 5) Describe the use of the elements of art.
- 6) Select three works of art from their art portfolio and discuss the intent of the work and the use of the watercolor media.
- 7) Analyze the works of a well-known painter and the effect the watercolor media has on the artist's style.
- 8) Apply various art-related theoretical perspectives to their own paintings and the paintings of others in classroom critique.
- 9) Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the introductory level.

Course Content

- 1) Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts with an emphasis on watercolor painting at an intermediate level
- 2) Artistic processes and skills as developed through the watercolor media and used to communicate meaning and intent in the students’ original work
- 3) Responding to, analyzing, and making judgment about watercolor paintings and other works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities
- 4) Connecting and applying what is learned in watercolor painting to other art forms, subject areas, and careers

Course Objectives

Students will be able to:

- 1) Demonstrate in their own original watercolor paintings a personal style and an increasing proficiency in communicating an idea, theme, or emotion.

- 2) Use innovative visual metaphors in their original watercolor paintings.
- 3) Discuss a series of their original works of art, using the appropriate intermediate-level vocabulary of art.
- 4) Analyze their watercolor paintings as to personal direction and style with increasing proficiency.
- 5) Compare how distortion is used in photography or video with how the artist uses distortion in watercolor painting.
- 6) Describe the use of the elements of art to express mood in one or more of their watercolor paintings.
- 7) Select three works of art from their painting portfolio and discuss the intent of the work and the use of the watercolor media with increasing proficiency.
- 8) Prepare portfolios of their original paintings.
- 9) Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing a number of art concepts with increasing proficiency.

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 demonstrations and preparation and presentation of a portfolio which measure students' ability to apply artistic processes and skills, using paint media, to communicate meaning and intent in their original paintings.
- 2) Critiques, and/or writing prompts which measure students' ability to perceive and respond to paintings, objects in nature, events, and the environment using the vocabulary of the visual arts to express their observations.
- 3) Critiques, writing prompts, and portfolio development which measure students' ability to analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Special Materials Required of Student

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

Minimum Instructional Facilities

- 1) Smart classroom studio with drawing tables, easels, ventilation system, storage space
- 2) Wall space for hanging and critiquing artwork
- 3) Adequate lighting including overhead lights, natural lights, adjustable lamps
- 4) Sinks with hot and cold water as well as traps
- 5) Audiovisual: digital video projector, opaque and slide projector, screen

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 or journaling
- 3) Collect reference and/or art materials
- 4) Research assigned themes or concepts
- 5) Computer searches
- 6) Museum or gallery visits

Texts and References

- 1) Required: (representative example): Pickerill, H. *Watercolor Wanderlust: The Ultimate Guide to Painting Beautiful Landscapes*. Page Street Publishing, 2024.
- 2) Supplemental: Films, handouts and readings as assigned

Exit Skills

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

- 1) Demonstrate in their own original watercolor paintings a personal style and an increasing proficiency in communicating an idea, theme, or emotion.
- 2) Use innovative visual metaphors in their original watercolor paintings.
- 3) Discuss a series of their original works of art, using the appropriate intermediate-level vocabulary of art.
- 4) Analyze their watercolor paintings as to personal direction and style with increasing proficiency.
- 5) Compare how distortion is used in photography or video with how the artist uses distortion in watercolor painting.
- 6) Describe the use of the elements of art to express mood in one or more of their watercolor paintings.
- 7) Select three works of art from their painting portfolio and discuss the intent of the work and the use of the watercolor media with increasing proficiency.
- 8) Prepare portfolios of their original paintings.
- 9) Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing a number of art concepts with increasing proficiency.

Student Learning Outcomes

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

- 1) Create watercolor paintings that demonstrate and apply both the principles of design and the elements of art at a basic to intermediate level.
- 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.