

PAINTING II

- I. Course Description:
This course continues building aesthetic and technical skills begun in Painting I. Emphasis on investigations of media usage, color development and painting as a medium of communication. Studio safety will be emphasized.
- I. Prerequisites:
Prerequisite: Painting I.
- II. Credit Hours:
Three (3) A studio class meeting six (6) clock hours per week
- III. Media:
May include but is not limited to:
Acrylic Paint, Oil Paint, Encaustic
- IV. Concepts and skills should include but not be limited to:
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| canvas stretching | chiaroscuro |
| canvas preparation | surface exploration |
| match color mixing | inventive color |
| painting from direct observation | underpainting |
| monochromatic exploration | layering |
| expressive use of paint | glazing |
| wet on wet techniques | pictorial space exploration |
| safety issues | abstraction |
| | composition |
- V. Critical Analysis:
1. Class and individual critiques providing for understanding of the criteria and standards used in assessing performance.
 2. Appropriate integration of design and technique, form, and content.
 3. Gallery visits with follow-up written or verbal analysis.
- VI. Historical Reference:
Contemporary and historic paintings as models for painting reference.
- VII. Suggested References:
Painting as a Language: Material, Technique, Form, Content, Jean Robertson and Craig McDaniel

Note: It is highly recommended that a minimum of five paintings with a minimum size of 24"x30" be completed in this class.

Adopted by IHEAA, 4/16/04 Endorsed by IAI Art Major Panel, _____

The Illinois Higher Education (IHEAA) and the IAI Art Major Panel both recognize that each discipline within the an art program has specific objectives that are routinely formulated by each faculty member during the course of teaching a class. It is not the intention of these skills and content outlines to impose specific course objectives or approach or to prescribe projects which is the domain of each individual instructor. These skills and content

outlines, however, are intended to suggest a set of minimum expectations or standards from which specific individual objectives and approaches can be developed. Instructors may provide additional experiences, content and skills, but they should cover what is outlined to assure continuity among courses with similar titles.