

PAINTING I

- I. Course Description:
This course is an introduction to the basic painting techniques and color principles applied to the exploration of oil and/or acrylic painting media.
- II. Prerequisites:
Drawing I and 2-D Design
- III. Credit Hours:
Three (3) A studio class meeting six (6) clock hours per week
- IV. Media:
Acrylic Paint, Oil Paint
- V. 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 | |
- Note: It is highly recommended that a minimum of five paintings with a minimum size of 24"x30" be completed in this class.*
- VI. Critical Analysis:
- Class and individual critiques providing for understanding of the criteria and standards used in assessing performance.
 - Appropriate integration of design and technique, form, and content.
 - Gallery visits with follow-up written or verbal analysis.
- VII. Historical Reference:
Contemporary and historic paintings as models for painting reference.
- VIII. Suggested References:
None

Approved by IHEAA, 4-28-00

Endorsed by IAI Art Major Panel, 11-10-00

The Illinois Higher Education Art Association (IHEAA) and the IAI Art Major Panel both recognize that each discipline within an art program has specific objectives that are routinely formulated by faculty within the discipline. These objectives are further defined and implemented 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—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.