

**CUYAMACA COLLEGE**  
OFFICIAL COURSE OUTLINE

**ART 235 – WATERCOLOR II**

2 hours lecture, 4 hours laboratory, 3 units

**Catalog Description**

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

**Prerequisite**

ART 135

**Entrance Skills**

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

- 1) Select and evaluate watercolor painting tools, materials and techniques using the terms on the official Art 124 and 135 vocabulary lists
- 2) Make realistic and representational paintings using the watercolor medium
- 3) Select and control watercolor grounds
- 4) Mix and paint achromatic grays, chromatic secondaries, intermediates, tints, tones, shades, broken colors and chromatic whites, grays and blacks using watercolor paint
- 5) Paint depth with value gradients and atmospheric perspective using watercolor paint
- 6) Select colors based on color chords, harmonies and contrasts with watercolor paint
- 7) Make focal points in watercolor paintings
- 8) Control external scales in watercolor paintings
- 9) Control formats in watercolor paintings
- 10) Make watercolor paintings using safe and ecological studio practices

**Course Objectives**

Students will be able to:

- 1) Analyze, critique and make watercolor paintings using the official Art 124, 135 and 235 vocabulary lists
- 2) Explore the Scale of Illusion to develop unique and aesthetic compositions in watercolor
- 3) Select lines, positive shapes, negative spaces and textures to develop unique and aesthetic compositions in watercolor
- 4) Select color harmonies, contrasts, dischords and repulsions to develop unique and aesthetic compositions in watercolor
- 5) Select optical mixing techniques to develop unique and aesthetic compositions in watercolor
- 6) Use pictorial organization principles of unity and diversity to develop unique and aesthetic compositions in watercolor
- 7) Use art presentation skills to enhance watercolor compositions
- 8) Develop a portfolio of watercolor paintings
- 9) Improve the selection and use of watercolor tools and grounds
- 10) Improve hand and eye coordination
- 11) Improve their ability to work in a safe and ecological manner

**Special Materials Required of Student**

- 1) Graphite and/or ink drawing tools, eraser
- 2) Color wheel and value finder
- 3) Watercolor brushes (flats, rounds, mops, hake)
- 4) Paint mixing palette
- 5) Water container
- 6) Watercolor paints (tubes and/or pans)
- 7) Watercolor paper (block, individual sheets)
- 8) Masking/frisket fluid
- 9) Sponge, sandpaper
- 10) Salt, rubbing alcohol
- 11) Gummed watercolor tape
- 12) Utility knife
- 13) Plywood board
- 14) Metric ruler

**Minimum Instructional Facilities**

Studio with large flat tables with tilting tops, taborets, and bright lighting, wall space with bulletin boards, sinks with traps, hot and cold water, protective gloves, safe ventilation, fire-safe oil waste can, fire-safe solvent can, and fireproof storage cabinet, outside spray booth, computer system, overhead projector, 35mm slide projector, and AV screen, marker boards, rotatrim paper cutter, mat cutter, cutting mats, paper storage racks, woodworking tools, pencil sharpeners, hair dryer.

**Course Content**

- 1) Use visual images of fine art paintings related to both genders and all cultures and time periods to illustrate watercolor painting compositions

- 2) Define and apply the terms on the official Art 235 vocabulary list
- 3) Continue the business applications of watercolor painting
- 4) Continue painting safety concepts and ecological work habits from Art 135
- 5) Continue improvements of brush, hand and eye coordination skills from Art 135
- 6) Define and apply creativity and problem-solving skills
- 7) Create unique, aesthetic and expressive compositions from watercolor by selecting from:
  - a. Realistic subject matter
  - b. Representational subject matter
  - c. Abstract subject matter
  - d. Nonobjective subject matter
- 8) Create unique, aesthetic and expressive compositions by selecting from watercolor paint applications:
  - a. Washes
  - b. Glazing
  - c. Lift-off
  - d. Masking
  - e. Impasto
  - f. Realistic and artistic textures
- 9) Create unique, aesthetic and expressive compositions from watercolor by selecting from:
  - a. Achromatic and chromatic gradients
  - b. Achromatic value ranges
  - c. Monochromatic and analogous
  - d. Contrast of hue
  - e. Contrast of value
  - f. Contrast of intensity
  - g. Contrast of extension
  - h. Complementary contrast: dyads and tetrads
  - i. Split complement
  - j. Mutual color repulsion
  - k. Color dischord
- 10) Define, identify and select optical mixing to create unique, aesthetic and expressive compositions using watercolor paint:
  - a. Simultaneous contrast: achromatic and chromatic
  - b. Afterimage influence
  - c. Bezold effect
  - d. Retinal fusion
- 11) Select pictorial organization devices to create unique, aesthetic and expressive compositions using watercolor paint:
  - a. Unity and/or diversity
  - b. Golden section (0.618) proportions
  - c. Balance
  - d. Emphasis
  - e. Eye movement
  - f. Major division
  - g. Format unity with the major division
  - h. Format proportions, i.e., bioptic vision (horizontal & 0.75) and golden section (0.618) vertical or horizontal
  - i. Internal and external scales
- 12) Apply art presentation skills to create unique, aesthetic and expressive watercolor compositions:
  - a. Painting preservation
  - b. Matting and framing techniques
  - c. Hanging techniques

#### **Method of Instruction**

- 1) Lectures with transparencies, 35mm slides, videos, video disks, films and/or computer projections
- 2) Instructor demonstrations with live performances, transparencies, 35mm slides, videos, video disks, films and/or computer projections
- 3) Assignments (reading, Internet, classroom, homework, studio)
- 4) Individual student conferences
- 5) Master copies
- 6) Student art exhibitions
- 7) Term papers
- 8) Field trips

#### **Method of Evaluation**

A uniformly applied grading system will be established in writing and distributed to all students. The instructor will use multiple measurements to determine the students' intellectual understanding of the official Art 235 vocabulary and concepts as well as their application and craft in specific drawings. Instructor must have written quizzes and a written final exam that covers the official Art 235 vocabulary list. Grading options include:

- 1) Attendance and participation in studio cleanup, safety procedures, classroom discussion, field trips, student art exhibitions
- 2) Individual student conferences or skill demonstrations
- 3) Quantity, quality of assignments (homework, classroom, studio)
- 4) Verbal or written critiques by students of studio projects or artworks

- 5) Quizzes (written) or tests (objective)
- 6) Term papers

**Texts and References**

- 1) Required: None
- 2) Supplemental: None

**Exit Skills**

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

- 1) Describe and evaluate the effectiveness of watercolor compositions with the terms on the official Art 124, 135 and 235 vocabulary lists
- 2) Create unique, aesthetic and expressive watercolor compositions from:
  - a. Realistic, representational, abstract and/or nonobjective images
  - b. Selection of watercolor materials, tools and grounds
  - c. Watercolor painting techniques
  - d. Artist's and realistic textures
  - e. Achromatic value selections and ranges
  - f. Chromatic color selections: hue, value, intensity, temperature, extension
  - g. Color gradients, harmonies, contrasts, repulsions and dischords
  - h. Optical mixing
- 3) Present watercolor paintings in a craftsman-like and aesthetic manner
- 4) Paint safely and ecologically with watercolor tools and materials