

# Reedley College

## Proposed Course Modification

Course # / Title      Art 19 / Intermediate Painting: Oil/Acrylic

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### CHECK OFF SHEET

**PRELIMINARY STEPS.** Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:  
       Fall    2010       Spring    \_\_\_\_\_       Summer    \_\_\_\_\_
3. Check one:  
Do not complete Fresno City College course alignment page if:  
\_\_\_\_\_ No similar course or program at FCC.  
  x   Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- \_\_\_\_\_ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- \_\_\_\_\_ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code	Yes	_____	No	_____
Transfer Baccalaureate List	Yes	_____	No	_____

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

\_\_\_\_\_ Yes  
  x   No

If yes, secure a **Course Repetition** form from the Curriculum Office.

### PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

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**FINAL** steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

\_\_\_\_\_ Yes        x   No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College  
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

Department Art Course No. 19  
 Course Title Intermediate Painting: Oil/Acrylic Units 3.0  
 Effective Date Fall 2010

**A. PROPOSED CHANGES.  
(Indicate below all proposed changes to be made in the course outline.)**

**I. Cover Page**

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Course ID  | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title   | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category                     |
| <input type="checkbox"/> 3. Units  | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)  |
| <input type="checkbox"/> 4. Lecture/Lab Hours                                      | <input type="checkbox"/> 11. Repeatability  |
| <input type="checkbox"/> 5. Grading Basis  | <input type="checkbox"/> 12. Catalog Description  |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories |   |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories          |   |

**Other pages**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading                             |
| <input type="checkbox"/> III. Course Objectives         | <input type="checkbox"/> VII. Levels of Educational Materials               |
| <input type="checkbox"/> IV. Course Content Outline     | <b>Additional Pages (optional depending on course)</b>                      |
| <input type="checkbox"/> V. Approved Readings           | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.

*(Additional sheets may be attached if necessary.)*

**C. EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

Reedley College

# SIGNATURE FORM

*Submission/Recommendation/Action*

Course Department and Number: Art 19

Course Title: Intermediate Painting: Oil/Acrylic

Effective Date: Fall 2010

1. Submitted By: Stephen Dent Date: 02/01/10

2. Reviewed by Department: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair's Signature  
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean's Signature

4. Approved by Curriculum Committee on: \_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair Date

\_\_\_\_\_  
Vice President of Instruction Date

5. Reviewed by Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

CSU GE Code submitted for articulation: \_\_\_\_\_



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1)  
Course ID: Art 19

(2)  
Course Title: Intermediate Painting: Oil/Acrylic

(3)  
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;">Total Course Hours</td> <td style="width: 30%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">36</td> </tr> <tr> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">72</td> </tr> </table> <p>Lec will generate _____ hour(s) outside work          Lab will generate _____ hour(s) outside work.</p>	Total Course Hours	Total Lec hours:	36		Total Lab hours:	72	<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Degree applicable:</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
Total Course Hours	Total Lec hours:	36											
	Total Lab hours:	72											
Degree applicable:	x												
Non-degree applicable:													
Pre-collegiate basic skills:													
<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: right;">Grading scale only</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: right;">Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: right;">Pass/No Pass only</td> <td></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <p>General education category:</p> <p>Major: _____ Art</p>						
Grading scale only													
Pass/No Pass option	x												
Pass/No Pass only													
<p>(6) Basic Skills Prerequisites: Eligibility for ENGL 125, ENGL 126, and MATH 101</p>	<p>(10) CSU: Baccalaureate: x</p> <p>(11) Repeatable: (A course may be repeated three times) 3</p>												
<p>Basic Skills Advisories:</p>	<p>For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">New</td> <td style="width: 15%;"></td> <td style="width: 15%;">Mod</td> <td style="width: 15%;"></td> <td style="width: 40%;">Effective Date:</td> </tr> </table>	New		Mod		Effective Date:							
New		Mod		Effective Date:									
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SAM Priority:</td> <td style="width: 30%;">DATATEL ID:</td> </tr> <tr> <td>Unit Code:</td> <td>TOPS Code:</td> </tr> <tr> <td>Reporting ID:</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned						
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Unit Code:	TOPS Code:												
Reporting ID:	Date Reporting ID Assigned												
<p>Subject Corequisites:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Program Status:</td> <td style="width: 30%;">Course LHE:</td> </tr> </table>	Program Status:	Course LHE:										
Program Status:	Course LHE:												
<p>Subject Advisories: ART 9 or demonstration of comparable skill level to be determined by testing and/or portfolio of past oil/acrylic painting works</p>	<p>Replaced by: Date:</p>												
<p>(12) Catalog Description:</p> <p>This course is an exploration of the creative act of painting using representational, abstract, and non-objective forms. Students will build upon skills learned in beginning painting and create a cohesive body of work. Historical and contemporary approaches to oil and acrylic media are integrated into course content.</p>													

## II. COURSE OUTCOMES:

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

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

- A. Create a portfolio of artwork demonstrating an intermediate level proficiency in course medium addressing issues of form and content.
- B. Demonstrate a comprehension of the visual vocabulary through the painting process in the creation of artwork.
- C. Critique works of art.

## III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Use oil and acrylic materials with ease. They will creatively experiment with substrates and a variety of binders, glazes, solvents, drying agents, extenders, and alkyds.
- B. Expand their understanding of color theory and use color systems consciously.
- C. Utilize painting as a means of both content and form resolution.
- D. Produce a coherent and cohesive series of paintings.
- E. Understand personal body of work within the context of art historical references.
- F. Critique formal and subjective aspects of painting within the context of art historical references and contemporary influences.

#### IV. COURSE CONTENT OUTLINE:

##### **Lecture and Lab content is covered by the following:**

- A. Materials  
Selecting appropriate materials and scale for a personal response to a given assignment
  
- B. Process
  - 1. Sketches, color studies, compositional concerns
  - 2. Application of visual elements and principles of design
  - 3. Exercises in mixing color and brush techniques
  
- C. Addressing Style
  - 1. Representational
  - 2. Abstract
  - 3. Non-objective
  - 4. Study of art historical periods and movements including multicultural sources and contemporary influences.
  - 5. Study of master works
  
- D. Assignments to include, but not limited, issues of:
  - 1. Presentation of depth illusion
  - 2. The use of non-traditional materials and/or support
  - 3. Materials, color, glazing techniques
  - 4. Personal statement as content
  
- E. Critique
  - 1. Gaining strong observational skills and the vocabulary to express them
  - 2. Taking an active and informed part in discussion

## V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

A. Sample Text Title:

The Painter's Handbook, Revised and Expanded, Mark David Gottsegen, Watson-Guption, 2006. ISBN: 0-8230-3496-8

The Artist's Handbook of Materials and Techniques, Ralph Mayer, Faber and Faber, 1991. ISBN-13: 978-0571143313

Painting as a Language: Material, Technique, Form, Content, Jean Robertson & Craig McDaniel, Cengage Learning, 1991. ISBN-13: 9780155056008

The Materials of the Artist and Their Use in Painting: With Notes on the Techniques of the Old Masters, Revised Edition, Max Doerner, Harvest Books; Revised edition 1949. ISBN-13: 9780156577168

B. Other Readings:

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Paintings from many geographical locations and cultures are studied in the historical overview of painting methods and materials.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

<b>A. Writing</b>			
<i>Check either 1 or 2 below</i>			
x	1. <b>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	2. <b>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
	a. essay exam(s)		d. written homework
	b. term or other papers(s)		e. reading reports
	c. laboratory reports	x	f. other (specify) Gallery critiques and/or self-evaluation critical analysis of paintings

**Required assignments may include but are not limited to the following:**

1. Written/oral critiques of masters’ paintings
2. Written/oral critiques of student work
3. Written/oral self-evaluations/critiques
4. Sketchbook writings: planning, expressing ideas for paintings, and/or analyzing paintings

**Sample assignment:**

In your sketchbook write a one page response to the assignment and the critique process. Response may focus on the following areas:

- What did you most enjoy about the making of this drawing? What was the most difficult part of the drawing?
- How do content and form work together in your work?
- What changes would you make to your work?
- What feedback from your peers did you receive in regards to your work?

<b>B. Problem Solving</b>			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes		e. field work
x	c. homework problems	x	f. other (specify) sketchbook and painting assignments

**Required assignments may include, but are not limited to the following:**

1. Quizzes and exams covering course content (see outline)
2. Weekly sketchbook homework assignments/exercises
3. Finished paintings

**Sample assignment:**

Create a series of 3 paintings that work together to imply the presence of a narrative. Remember, all formal decisions (scale, media, technique, color scheme, style, compositional layout, etc.) should work together to reveal the content of the work.



<b>C. Skill demonstrations, including:</b>			
x	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify)

*Required assignments may include, but are not limited to the following:*

1. Active participation in classroom (studio) learning activities. Students follow instructions, engage in instructor directed exercises and assignments; participate in discussions and critiques, and work to build painting skills with focused, disciplined, measurable effort.
2. The following painting assignments may include, but are not limited to the following:
  - a. Advanced value studies
  - b. Advanced color studies
  - c. Compositional Studies with complex forms
  - d. Choice of: direct application or glazed or impasto paintings
  - e. Impasto paintings
  - f. Complex volume summaries with value, and light
  - g. Complex volume summaries with color systems
  - h. Paintings specifically addressing design principles
  - i. Self-directed, theme oriented paintings which collectively become a cohesive body of work

**Sample assignment:**

Preliminary work

Prior to beginning your painting:

- Catalog all source material in your sketchbook.
- Produce one value study.
- Produce one color study.

<b>D. Objective examinations, including:</b>			
x	a. multiple choice	x	d. completion
x	b. true/false		e. other (specify)
x	c. matching items		

**Sample question:**

1. Photography has had no influence on the history of painting. (True/False)

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

10 -15 small paintings or 7 – 10 large paintings:	50%
Midterm painting critique (oral):	5%
Midterm painting critique (written):	5%
Final painting critique (oral):	5%
Final painting critique (written):	5%
Other written assignments and/or sketchbook:	10%
Quizzes/Exams	20%
	100%

**FOR DEGREE APPLICABLE COURSES**

Course ID: Art 19

Course Title: Intermediate Painting: Oil/Acrylic

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	x	
Reference materials	x	
Instructor-prepared materials	x	
Audio-visual materials	x	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	x
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)	x	
<b>Content</b>		
Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
Requires independent thought and study	x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
<b>List of Reading/Educational Materials</b>		
<p><u>The Painter's Handbook, Revised and Expanded</u>, Mark David Gottsegen, Watson-Guptill, 2006. ISBN: 0-8230-3496-8</p> <p><u>The Artist's Handbook of Materials and Techniques</u>, Ralph Mayer, Faber and Faber, 1991. ISBN-13: 978-0571143313</p> <p><u>Painting as a Language: Material, Technique, Form, Content</u>, Jean Robertson &amp; Craig McDaniel, Cengage Learning, 1991. ISBN-13: 9780155056008</p> <p><u>The Materials of the Artist and Their Use in Painting: With Notes on the Techniques of the Old Masters, Revised Edition</u>, Max Doerner, Harvest Books; Revised edition 1949. ISBN-13: 9780156577168</p>		
<b>Comments:</b>		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: Art studio with easels and sink	

TARGET COURSE

Art 19

Intermediate Painting: Oil/Acrylic

Number

Title

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p><input checked="" type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p><input checked="" type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p><input type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p><input checked="" type="checkbox"/> Applying the operations of integers in solving simple equations.</p> <p><input type="checkbox"/> Converting between the metric and English measurement systems</p>	<ol style="list-style-type: none"> <li>1. Ability to calculate, measure and cut canvas for use in painting.</li> <li>2. Ability to calculate relative proportions of dangerous toxic chemicals for use in glazing.</li> <li>3. Ability to calculate measurements for mat cutting and framing.</li> </ol>
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> <li>1. Ability to read labels of potentially hazardous materials</li> <li>2. Ability to understand technical terms and their use.</li> <li>3. Ability to interpret written directions and apply to visual forms.</li> <li>4. Ability to read text material.</li> </ol>
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> <li>1. Ability to write reflective ideas, responses and critiques in a sketchbook.</li> <li>2. Ability to write critiques of paintings found in museums and galleries.</li> <li>3. Ability to use correct sentence structure and punctuation.</li> </ol>

Check the appropriate spaces.

Eligibility for Math 101 is **advisory** for the target course.

Eligibility for English 126 is **advisory** for the target course.

Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

Content review completed by \_\_\_\_\_

Date \_\_\_\_\_

TARGET COURSE

Art 19

Intermediate Painting: Oil/Acrylic

Number

Title

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p><b>Name of prerequisite or advisory course:</b>  <u>ART 9 Beginning Painting: Oil and Acrylic</u>            Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> <li>1. Color Theory</li> <li>2. Compositional skills               <ol style="list-style-type: none"> <li>a. visual elements                   <ol style="list-style-type: none"> <li>1) line</li> <li>2) shape</li> <li>3) texture</li> <li>4) value structure</li> <li>5) color</li> </ol> </li> <li>b. principles of design                   <ol style="list-style-type: none"> <li>1) balance</li> <li>2) rhythm</li> <li>3) focal point</li> <li>4) unity and variety</li> <li>5) contrast</li> </ol> </li> </ol> </li> <li>3. Basic painting techniques</li> <li>4. Content issues</li> <li>5. Representational, abstract, non-objective styles</li> <li>6. Knowledge of 19th and 20th century art movements</li> </ol> <hr/> <p>Concepts, skills, etc. (List these.)</p>	<ol style="list-style-type: none"> <li>1. Basic color mixing; primary, secondary, intermediate colors; the color wheel; complementary colors; color schemes; intensity; value; hue.</li> <li>2. Use of visual elements and principles of design in basic composition so that compositional sophistication can be attempted.</li> <li>3. Ability to mix colors, use various brush strokes, paint with knife, clean-up skills, stretch canvas, prime canvas, plan painting, under painting, glazing, direct painting.</li> <li>4. Ability to address issues of subject matter so that a self-generated body of work can be conceived.</li> <li>5. Understand and create a painting in each of the following styles: representational, abstract, non-objective. Students are required to expand upon this basic knowledge.</li> <li>6. Students need to have a basic understanding of historical painting so that a more in-depth study can be accomplished.</li> </ol>

*If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.*

Advisory course(s): Art 9 Beginning Painting: Oil/Acrylic

Content review completed by \_\_\_\_\_  
Signature(s) Date

Vice President of Instruction's Signature \_\_\_\_\_  
Date

*Please forward this completed form to the Curriculum Committee.*



# Reedley College

## REQUEST FOR COURSE REPEATABILITY (For reasons other than alleviating substandard work)

Course ID: Art 19	Course Title: Intermediate Painting: Oil/Acrylic	Date: 03/27/09
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		3
<b>or</b>		
Maximum units to which course may be repeated, including initial enrollment:		
<b>The following information is required under Title V, Part VI, Section 58161</b>		
<p>1. Explain how the course content differs each time it is offered:</p> <p>Each time a student repeats the painting course he/she continues to develop intermediate concerns in matters of style, technique, scale and content. The body of work completed by a student varies greatly from semester to semester.</p> <p>Intermediate level content and assignments may vary each semester by emphasizing different materials and methods such as: acrylic paint vs. oil paint, direct painting (alla prima) vs. indirect painting, varied painting mediums, varied supports and grounds, varied color schemes, varied styles (representational, abstract, non-objective, conceptual), varied techniques, applications and effects (glazing, impasto, scumbling, imprimatura, pentimento). Also, intermediate students will have the opportunity to experiment and incorporate non-traditional materials and techniques into their working process.</p>		
<p>2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):</p>		
x	<p>A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation:</p>	
<p>The skill of painting is highly complex and takes years to master. Students must learn and apply two-dimensional design elements, color and composition concerns, design organization, problem solving, cultivation of creativity, critical thinking relating to content concerns, and an understanding of an historical perspective. Each time the course is taken students juggle more and more of the material. Practice and repetition contribute to the mastery of painting skills.</p>		
x	<p>B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation:</p>	
<p>A serious studio environment is conducive to proper development in learning to craft an aesthetically articulate painting. Participating within the context of active learning quickens ability. Students learn from one another, feed off creative energy, listen to advice directed by instructor to individual students, participate in group critiques, and attend field trips.</p>		