

ASAG 3370 Special Topics in Studio Art - Introduction to Color
May Term 2019 (5/15 through 5/31) no pre-requisites
Instructor Jane Starks

Introduction to Color provides a studio-based exploration of the fundamental principles of color. This class will benefit anyone who wishes to acquire a practical understanding of color, therefore drawing and painting experience is not a prerequisite for this class. However this class will give novice students the confidence to take additional studio art courses, and should enable art majors to incorporate color in their studio practice with greater cogency and effect.

The course content includes highly structured and carefully sequenced exercises designed to introduce students to one or two components of color at a time. Students will learn the vocabulary of color - value, hue, and saturation. They will understand and apply various principles related to color perception, including opponent color and equiluminance. All exercises are clearly explained and accompanied by visual examples.

The course will be taught in gouache ("gwash"), a water-based pigment, and using collage. Gouache is an ideal teaching medium. The forgiving qualities of gouache encourage the kind of problem solving that develops focused thinking and experimentation - skills which are the foundation of originality in art.

To see examples of gouache painting and to understand more about my approach to teaching please visit my website: www.janestarks.com

Required text:

COLOR, 2nd Edition: a Workshop for Artists and Designers, 2012,
David Hornung, Professor at Rhode Island School of Design

Course schedule: classes will meet from 1pm to 5pm unless otherwise determined.

May 16 First day of class
Thu gray scale, saturation scale

Introduction to Color - Eleven days in May

- May 17 color column
Fri take home pre-test (three still lifes in low, mid, high values), due Monday, May 20
- May 20 paint by number interpretation of painting from “Manet’s last flowers”.
Mon color interpretation of black/white photo from Lee Friedlander’s monograph “Stems
- May 21 Black and White Roman portraits given the Chuck Close treatment.
Tue
- May 22 introduction to glazing *and* equiluminance using exercises based on Sol Lewitt
Wed
- May 23 introduction to disparate color using the text and examples from Walter Sickert and
Thu Vuillard
- May 24 introduction to transparency using exercises from text
Fri
- May 28 depicting reflections, cast color and shadows created through colored lights
Tue
- May 29 the use of underpainting to adjust saturation
Wed
- May 30 Trash to Treasures collage (in memory of Dan Wingren)
Thu
- May 31 post-test painting due, and final critique
Fri

Supplies:

(A note: these paints are expensive. Students may pair up to share a set.)

Gouache paints (Winsor Newton only):

ultramarine blue (deep)

cadmium lemon

alizarin crimson

scarlet

burnt sienna

yellow ocher

raw umber

primary red

primary blue

permanent green

ivory black

1 LARGE tube of permanent white

1 tube Aquapasto

Watercolor:

neutral tint

Indian yellow

Introduction to Color - Eleven days in May

1 watercolor block - HOT PRESSED, FINE-GRAINED, 14" by 20"

scissors

glue suitable for paper.

ruler

pencil

Student assessment:

80% based on completion of class exercises

20% based on mastery of concepts as indicated by a comparison of pre-test with post-test painting.

One absence permitted based on instructor discretion; additional absences will result in a lowered grade for each occurrence.

Student Learning Outcomes:

UC2012: Pillars/Creativity & Aesthetics (Level 1)- Approved by CUC 9/4/13 effective Spring 2014: Breadth/Creativity & Aesthetics - Effective Fall 2016

1. Students will identify and/or employ methods, techniques, or languages of a particular art form and describe how these inform the creation, performance, or analysis of that form.
2. Students will demonstrate an understanding of concepts fundamental to creativity through explanation and analysis.

UC2012 : Proficiencies & Experiences/Oral Communications

Approved by CUC 9/4/13 (Effective Spring 2014)

Oral Communication

1. Students will select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will use appropriated vocal and visual cues to deliver a presentation to a specific or targeted audience.