



FLOR ARTS 1104 BEGINNING WATERCOLOR

CAPA FLORENCE PROGRAM

Course Description

A studio art course at the beginning/intermediate level formulated to introduce students to the methods, techniques and various aspects of watercolor painting. Studio exercises and projects are designed to build strong perceptual and compositional skills, the expressive use of color and its various applications, and will be enriched through the exploration of Florentine subject matter. Throughout the semester we will explore a variety of subjects with the objective of creating a unique, visual journal of one's personal experience while studying abroad.

Course Aims

The objective is to increase visual awareness and perception, discovering one's creative potential and ability to make visual statements, understanding and manipulating compositional elements and principles while learning to apply the techniques of this medium.

Requirements and Prerequisites

Beginning Watercolor is open to anyone compelled to investigate this colorful, unpredictable medium. Fine arts students of the CAPA Program of Florence are required to fulfil 42 hours of studio/class time, of which three will be conducted outside the traditional studio setting. Homework in the form of sketchbook assignments and a postcard journal is conceived to reinforce the concepts introduced in class in the form of increasing visual perception. Students are required to keep a sketchbook and drawing assignments will be given on a weekly basis. Drawing assignments are listed below on the course schedule and replace reading requirements of more traditional academic courses. In addition, a project consisting of 20 postcards which are to be completed by the final week of the term creating a "visual journal" of one's sojourn abroad while studying in Florence. "Talent" is not a prerequisite for this class, however students are reminded that "repetition is the mother of all studies" and must be willing to make a genuine effort, to be patient as well as persistent.

Special note: A The subjects and the course of study will be modified to meet student needs depending on the level of academic development. If there are students with special learning disabilities please inform the instructor at the beginning of the term.

Capa Students Learning & Developmental Outcomes (SLDOs)

1. **Globalization.** Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment.** Students are able to explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments.
3. **Social Dynamics.** Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity.** Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development:** CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones:
 - **Networking:** The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships;
 - **Communications:** The ability to receive, interpret, and articulate information and ideas effectively;

- 🔊 **Global Perspective:** The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe;
- 🔊 **Cultural Awareness:** The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
- 🔊 **Organization, Time Management and Prioritization Skills:** The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner;
- 🔊 **Goal Setting:** The ability to identify, form and implement actions that will achieve predetermined aims and objectives;
- 🔊 **Career-based or Vocational Skills:** The development of specific knowledge or abilities related to an occupation.

Learning Outcomes

- a. To know and apply the components of good composition in art work
- b. To know and apply the principles and elements of design in art work
- c. To understand basic color theory and color mixing
- d. To demonstrate steady improvement in the manual ability of the application of materials
- e. To demonstrate steady improvement in observational abilities
- f. To demonstrate the ability to express concepts in visual language from start to finish

Class Methodology

The course is structured to include lectures, demonstrations, individual application of concepts and techniques, group discussion and critiques, field trips to locations around the city to work/gather information, accompanied by out-of-class drawing and painting assignments aimed at increasing skills. Art courses require active participation and effort on behalf of the students. A Visiting Artist Workshop will be scheduled during the second half of the semester. We will visit local museums and important historic sites to enrich subject matter. Visits or field trips to draw/gather information may be announced during the course of the semester, depending on local events. A student exhibit will be scheduled for the end of the semester. The professor reserves the right to modify course content depending on the needs of the students.

Mid-Term & Final Exams

The mid-term review: there are no written exams in the fine arts courses, therefore students will be evaluated on work produced in and out of class (sketchbook assignments). A group critique will be held week 6. In addition all assignments should be completed to the best of one's ability, as effort and craftsmanship and the development of concepts count heavily towards grades.

- **Sketchbook assignments:** sketchbook assignments and notes including among other subjects the principles and elements of design must be complete
- **Exercises and projects:** all exercises, studies and studio projects produced up to midterm, including exercises, still life, and rooftop painting
- **The development of ideas for Individual Painting Project** (subject will be presented in class) initial ideas in written form (notes), sketches, photos, etc. for the project should be present in the sketchbook. The objective of this project is to reinforce the development of the following personal and professional skills: discernment, the ability to develop an idea/theme from start to finish, to focus, to communicate ideas and concepts

The final review consists of a group critique followed by a one-on-one analysis with the instructor of the following work accomplished:

- A. **Sketchbook assignments:** all sketchbook assignments from 2nd half of term complete
- B. **Visiting Artist Painting:** the work begun during the Visiting Artist Workshop must be complete
- C. **Group Critique of Individual painting project:** The statement and subject matter for this project will be developed by each student on an individual basis in the sketchbook throughout the semester, culminating in a finished painting on canvas board. Students are requested to develop visual images to express the concepts and the implications of the realities of power, privilege, and inequality observed in the Flor-entine urban environment. Preliminary ideas and sketches are to be developed in the sketchbook. Finished works will be realized on canvas board 40x50cm. All work produced pertaining to the project will be submitted for the final evaluation with the instructor. The work of art will be presented by the student and discussed during the group critique on the final day of class.
- D. **Portfolio review:** the work produced during the semester should be finished and in order and will be discussed with the instructor

The mid-term review

- **Sketchbook/postcard assignments:** assignments prior to midterm complete, each assignment worth 4 points
- **Exercises and projects:** all exercises, studies and painting projects produced in the first half of the semester, including color, washes, value studies, negative space studies, still life and sculpture.

- Written ideas for final project: the conception of this project, due at the end of the term, will begin prior to midterm break. For Mid-Term Review students are requested to present in writing in sketchbook, several possible ideas for the project

The final review

- Sketchbook/postcard assignments: complete
- Exercises and projects: all exercises, studies and painting projects produced in the half of the semester, including thumbnails, color & value studies, painting Visiting Artist project, urban landscape
- Final Painting Project: the conception of this project, due at the end of the term, will begin prior to midterm break. For the final review of the project, students are asked to submit thumbnails, value and color studies along with the final painting on Fabriano 5 Acquerello 35x50 cm

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes
Class participation	10%	all
Effort and progress in the application of materials and techniques	15%	all
Sketchbook, postcards concept development	20%	a, b, c, e
Studio projects	40%	c, d, e
Individual project	15%	all

Assignments

Reading assignments will be given to enhance and accelerate learning.

Students will be asked to write a short review of the exhibit we visit.

Students are required to keep sketchbooks which are important tools in informed, adult learning. Sketchbooks encourage you to:

- Articulate, externalize and sort your thoughts
- Visualize
- Share and communicate your ideas
- Make your thoughts real
- Focus
- Inspire confidence
- Link learning to life

Individual project: the subject of this project is **Social Dynamics**. The statement and subject matter for this work will be developed by each student on an individual basis. Students are requested to develop visual images to express the concepts and the implications of the realities of power, privilege, and inequality observed in the Florentine urban environment. Preliminary ideas and sketches are to be developed in the sketchbook. Finished works are to be realized in watercolor on Fabriano paper. All work produced pertaining to the project will be submitted for

the final evaluation with the instructor. The work of art will be presented and discussed during the group critique on the final day of class.

Course Materials

- 1 each 2B/2H Staedtler Drawing Graphite pencils
- 1 "Edilio" A4 Black cover-white pages-acid free
- 1 Eraser Mars plastic
- 1 kneaded eraser Cretacolor
- 1 plastic sleeve 35x50
- 1 Watercolor pencil Lyra Yellow Golden Ochre
- 1 Watercolor pencil Lyra Venetian Red
- 1 Watercolor pencil Lyra Blue
- 1 Synthetic watercolor round brush s. 160 #160
- 1 Synthetic watercolor flat brush s.161 #4
- 1 Synthetic watercolor flat brush s.161 #16
- 1 Synthetic detail/rigger brush Tintoretto
- 1 Fabriano Watercolor 30x40 bound
- 1 Fabriano Watercolor Postcard Pad
- 1 sheet Fabriano5 acquerello grana fine 350gr. 70x100 :4
- 1 Van Gogh Watercolor Box

Required Readings:

Guide to Drawing Link on Home Page Canvas

Recommended Reading(s):

- Speed, Harold, [The Practice and Science of Drawing](#), Dover Publications, 1972
- Whitney, Edgar A, [Complete Guide to Watercolor Painting](#), Dover Publications, 2010
- Norman, David, [Watercolor Tips and Tricks](#), Chartwell Books, Inc., 2009
- Scott, Marilyn, [The Water Color Artist's Bible](#), Chartwell Books, Inc., 2005
- Tharp, Twyla, [The Creative Habit: Learn It And Use It For Life](#), Simon & Schuster, 2003
- Jones, Alexis, [I Am That Girl: How To Speak Your Truth, Uncover Your Purpose and #bethatgirl](#), Evolve Publishing, 2014

Weekly Course Schedule

WEEK 1

Lesson Number 1/ Course introduction, "Approaching Art"

Meeting time and venue: scheduled class time at the Art School

In—class activity: drawing session

Readings: **Guide To Drawing** the link is on Canvas homepage for this course. **"Getting Started"** & **"Basic Shapes & Forms.**
Read and make some drawings and visual and written notes in your sketchbook.

WEEK 2

Lesson Number 2 / Exercises

Meeting time and venue: scheduled time at the Art School

In—class activity: introduction to color mixing, washes, etc. postcards

Readings: **Guide To Drawing: "Value and the Illusion of Form" & "Contrast"**. Read and make visual and written notes in your sketchbook.

Assignments: Sketchbook/Postcards due week 4: 1) from (purchased) postcards of Florence/your own drawing studies sketch 2 views first in your sketchbook, focusing on the light and dark patterns 2) now draw these on postcards, draw each subject twice for a total of 4 postcards. Make sure you draw very lightly on the postcards so that the pencil will not be too apparent. 3) the last step is to make a wet-on-wet version and a wet-on-dry version of each subject, so that you will have tried 2 techniques for each version.

WEEK 3

Lesson Number 3 / Positive and Negative space

Meeting time and venue: scheduled class time at the Art School

In—class activity: exercises positive/negative space

Readings: **Guide To Drawing: "Cast Shadows" & "Texture"**

Assignments: complete work in progress on your own time

WEEK 4

Lesson Number 4/ Still life

Meeting time and venue: scheduled class time at the Art School

In—class activity: Organizing and activating space. White Still life

Out—of—class activity: possible visit TBC

Readings: **Guide To Drawing "Reflections" & "Transparency"**.

Assignments: Sketchbook/Postcards due week 6: 1) two postcard versions of "Porcellino", or in alternative a view of Florence including thumbnails, value studies and one postcard each, Focus on making two very different versions of the same subject. 2) paint an object and its reflection in a mirror: thumbnails, value studies and two postcards of same view, two different techniques; wet-on-wet, wet-on-dry

WEEK 5

Lesson Number 5/ Still life

Meeting time and venue: scheduled class time at the Art School

In—class activity: Still life painting Wet-on-wet technique

Readings: TBA

Assignments: complete work in progress on your own time

WEEK 6

Lesson Number 6/ Mid-term review

Meeting time and venue: scheduled class time at the Art School

In—class activity: studio time

Assignments : in your sketchbook make 3 tonal drawings from your travels over Mid Term break
Pdf perspective drawing link

WEEK 7

BREAK

WEEK 8

Lesson Number 7/Ponte Vecchio

Meeting time and venue: scheduled class time at the Art School

In—class activity: Visiting Artist Workshop

Readings: Guide To Drawing “Elliptical Perspective” & “Linear Perspective”.

Assignments: Sketchbook/Postcards due week 10: four postcards regarding the subject of food and art in Florence. How do you nourish yourself? How do others nourish themselves? Is it food, music, art, etc...

Notes: thumbnails and value studies for final project are due this lesson

WEEK 9

Lesson Number 8/ Ponte Vecchio

Meeting time and venue: scheduled class time at the Art School

In—class activity: studio time for work-in-progress

WEEK 10

Lesson Number 9 / Nature subjects

Meeting time and venue: scheduled class time at the Art School

In—class activity: painting flora and fauna using various techniques

Out—of—class activity: visit a local exhibit

Assignments: Sketchbook/Postcards due week 12: 2 thumbnails, value studies and postcards, your choice of subject that describes the experience abroad

WEEK 11

Lesson Number 10 / Nature subjects

Meeting time and venue: scheduled class time at the Art School

In—class activity: painting flora and fauna using various techniques

Assignments: complete work in process

WEEK 12

Lesson Number 11 / Title

Meeting time and venue: scheduled class time at the Art School

In—class activity: studio time for individual project

Assignments: Sketchbook/Postcards due week 14: 2 thumbnails, value studies and postcards, your choice of subject that describes the experience abroad

WEEK 13

Lesson Number 12 / Individual Project

Meeting time and venue: scheduled class time at the Art School

In—class activity: studio time for work-in-progress

WEEK 14

Lesson Number 13 / Final Critique and portfolio review

Meeting time and venue: scheduled class time at the Art School

In—class activity: Group critique and portfolio review