

4. Demonstrate knowledge and understanding of art history and how it relates to oil painting, their own painting and various contemporary styles and movements.
 5. Formulate an art vocabulary and visual "eye" through individual and group critiques.
 6. Make choices and decisions about his or her personal direction and voice as an artist.
 7. Use painting as a critical thinking tool to examine, observe, discover and create what was previously unseen or unknown about themselves, art and their world.
7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*
- Same as the student learning outcomes.
8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)
1. Review of painting supplies and techniques.
 2. Diagnostic painting: Students set up a still life and paint it. Instructor and student meet in individual critiques and analyze strengths and weaknesses in order to formulate an individualized course of study for the semester.
 3. Student is responsible for bringing in subject matter, clarifying to the instructor his or her intent for that particular project, including technical and conceptual goals.
 4. Instructor monitors the student progress in terms of individual course of study, as well as review and further development of painting skills and concepts. Instructor assigns specific painting exercises as needed.
 5. Student and instructor engage in a continuous dialogue about the development and evolution of the student's style and instructor assigns specific in-class and homework to address this.
 6. Student creates a cohesive body of paintings reflecting the above criteria.
9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
1. Instructor reviews units and concepts introduced in ART 223 through lectures and/or painting demos.
 2. Instructor assigns painting exercises designed to evaluate student's strengths and weaknesses in painting.
 3. Instructor and student meet to discuss an individual course of study for the semester which will include addressing technical and conceptual issues in his/her paintings.
 4. Instructor engages in a continuous dialogue with the student about the evolution of style and assigns in-class and homework projects to develop this.
 5. Instructor critiques students' paintings in progress.
 6. Instructor initiates class critiques and discussion with student participation, developing critical thinking skills such as analyze, compare and contrast, identify and distinguish.
10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
1. Portfolio of painting exercises and paintings from the class.

2. Midterm painting project grade.
3. Participation in individual and group critiques.
4. Final presentation, including verbal synopsis of progress throughout the semester and presentation of the students' portfolio of paintings.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

The Oil Painting Book: Materials and Techniques for Today's Artist (Watson-Guption Materials and Techniques, 1999) by Bill Creevy
ISBN# 0-8230-3274-4

The Artist's Handbook of Materials and Techniques: Fifth Edition, Revised and Updated (Artists' Handbook of Materials and Techniques, 1991) - by Ralph Mayer
ISBN# 0-670-83701-6

The Art Spirit, Harper and Row, NY, 1984 by Robert Henri
ISBN# 0-06-430138-9

Prepared by: _____
(Signature)

Email address: rebeccajalex@cs.com

Submission Date: _____