COURSE OUTLINE

COURSE NO.: 52-07-73 NEW: July/1996

TITLE: FINE AND APPLIED ARTS/PORTRAITURE

DEPARTMENT: Programs for Older Adults

CREDITS: 0* HOURS: 60

APPORTIONMENT NO.: 08.082.201

COURSE DESCRIPTION:
This competency-based course is designed to provide basic skills in portrait rendering techniques for adults. This course explores techniques in painting and drawing portraits from models, photographs, memory and imagination; development of observational skills through detailed analysis of the features of the head and figure; development of rendering techniques through medium manipulation and development of design and composition skills.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
ACKNOWLEDGMENTS

Special appreciation is expressed to AVERY CLAYTON for developing the original course outline.

Appreciation is expressed to DEANNE BELINOFF for her revision.

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(52-07-73)
## CBE
*Competency-Based Education*

### COMPETENCY-BASED COMPONENTS
*for the Fine and Applied Art/Portraiture Course*

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<th>COMPETENCY AREAS AND STATEMENTS</th>
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| **A. INTRODUCTION**             | 1. List materials needed for drawing media including pencil, charcoal, conte crayon, ink and oil.  
                                 | 2. Identify uses of pencil pressure. |
|                                 | (6 hours)              |
| **B. ELEMENTS OF DRAWING**     | 3. Review drawing media.  
                                 | 4. Identify rendering techniques.  
                                 | 5. Compare and contrast line and contour techniques.  
                                 | 6. Identify shading techniques.  
                                 | 7. Use cross hatch techniques.  
                                 | 8. Use scribbling techniques.  
                                 | 9. Use stippling (dotting).  
                                 | 10. Use scumbaling (smearing). |
|                                 | (10 hours)             |
| **C. THE HEAD AND FIGURE**     | 11. Complete a detailed study of anatomy (head and figure).  
                                 | 12. Develop rendering skills.  
                                 | 13. Develop compositional design skills.  
                                 | 15. Explore expressive and subjective approaches.  
                                 | 16. Explore expressive and objective approaches.  
                                 | 17. Explain decorative approach.  
                                 | 18. Describe intellectual approach.  
                                 | 19. Describe psychological approach.  
                                 | 20. Explain creative approach. |
|                                 | (20 hours)             |
| **D. ENVIRONMENTAL COMPOSITION**| 21. Compare positive and negative space.  
                                 | 22. Create positive and negative space.  
                                 | 23. Create texture and dimension in art work. |
|                                 | (3 hours)              |

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| **E. REVIEW OF DRAWING COMPOSITION** | 24. Review observational skills.  
| Facilitate and participate in group critique of student work. | 25. Review composition and design skills.  
| | 26. Consider rendering skills.  
| | 27. Critique previous work.  
| | 28. Consider skills development.  
| | 29. Consider aesthetic development.  
| (2 hours) |  
| **F. INTRODUCTION TO COLOR** | 30. Use color wheel.  
| Create color schemes suitable for figure and portraiture. | 31. Explain principles of color theory.  
| | 32. Use color effects.  
| | 33. Explore mixing.  
| | 34. Create skin tones of male/female.  
| | 35. Create skin tones of racial and age groups.  
| | 36. Apply shadows and highlights.  
| | 37. Create lights within shadows.  
| (5 hours) |  
| **G. PAINTING TECHNIQUES** | 38. Use oil or acrylic.  
| Complete one or more paintings using a live model or photograph as a subject. | 39. Employ various brushes.  
| | 40. Explore painting surfaces.  
| | 41. Employ painting techniques.  
| | 42. Use brush stroke exercises.  
| | 43. Prepare paint surface.  
| | 44. Use Gesso applications.  
| | 45. Apply underpainting.  
| | 46. Apply glazing.  
| | 47. Use impasto, knife or brush.  
| (10 hours) |  
| **H. REVIEW AND EVALUATION** | 48. Frame a work of art.  
| Prepare a work of art for display. | 49. Critique portfolio.  
| | 50. Prepare an exhibit.  
| | 51. Critique your exhibit.  
| (4 hours) |
SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEXTBOOKS

MATERIALS
Containers for water and solvents
Scissors or Exacto knife (#1 knife with #1 blades)
3/4" roll masking tape
Rags
Easel (optional)
Erasers: Magic Rub, kneaded, gum
Spiral bound rawing pad (11" x 14")
Papers (for drawing)
Paper palette (for oils and acrylics)
Grumbacher Pretested oils in tubes
Grumbacher or Liquitex acrylic paints in tubes
Grumbacher Brilliant Watercolors in tubes
Suggested colors for all paint media: cadmium red medium, cadmium yellow medium, lemon yello, deep violet, viridian, yellow ochre, raw sienna, Venetian red, burnt umber, Mars black, white (in oil and acrylic only)
Gesso - 1 quart
Safflower oil, odorless aint thinner
Liquin medium , matte and gloss medium
Brushes: Synthetic Windsor-Newton brand in rounds and flats and common painting brushes
Artist box
Pencils and charcoal pencil
METHODS AND PROCEDURES

A. Multi-Sensory Presentations
   1. Filmstrip presentations
   2. Cassette presentations
   3. Video tapes
   4. Books, mounted pictures, slides
   5. Guest artists
      a. Classroom demonstrations
      b. Performances

B. Field trips
   1. Museums
   2. Theatre
   3. Special events
   4. Libraries

C. Lecture, Discussion, and Demonstration

D. Class Participation

EVALUATION

A. Group or individual projects

B. Critiques of students' work

D. Teacher evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.