

# DESIGN I – ARTF 1301 002

## FALL 2023

### Syllabus Addendum

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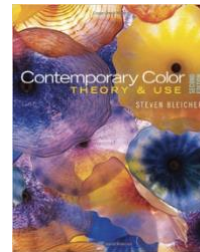
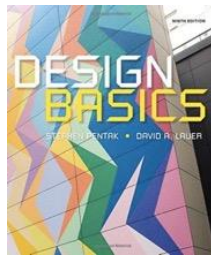
The University of Texas at El Paso  
Department of Art  
Fox Fine Arts Room 350  
500 West University Ave.  
El Paso, Texas 79968

Office Hours: N/A (Please see me before/after class or by appointment with pertinent questions).

#### *Suggested Texts:*

**Design Basics, 9th ed.**  
**Stephen Pentak & David A. Lauer.**  
ISBN-13: 978-1285858227  
ISBN-10: 1285858220

**Contemporary Color: Theory & Use, 2nd ed.**  
**Steven Bleicher**  
ISBN-13: 978-1111538910  
ISBN-10: 1111538913



### **Course Description:**

Basic Design I is an introductory course designed to expose students to the fundamental principles of art, design, and visual communication. Our goal is to introduce students to the visual elements and principles of design through lectures, demonstrations, and regular assignments. The Visual Elements consist of: point and line; shape and mass; texture; light; color; and space. The Principles of Design include: unity and variety; balance; emphasis and focal point; proportion and scale; movement, stability and rhythm.

Students will be expected to apply the concepts learned from the lectures and demonstrations to create 2-dimensional visual compositions. Students will advance from achromatic compositions to more advanced chromatic compositions. Classroom lectures will expand upon visual elements and principles of design to include straight, curved, and implied line; geometric and organic shapes; positive and negative space; approximate symmetry; symmetrical, asymmetrical and radial balance; illusion of depth; simulated and actual texture; and color theory. The majority of class time will be spent working on assignments but outside time will be necessary to complete the work. Critiques will follow most major assignments for critical feedback from the instructor and fellow classmates.

By the end of the semester, committed students will have attained basic skills necessary to create compelling design work. In addition, students will also have a greater understanding of how to look at, interpret, and understand visual design.

***INTENDED COURSE LEARNING OUTCOMES/COURSE GOALS/  
CORE COMPETENCIES:***

**Topical Outline:**

**I. The Formal Elements of Design**

A. 2D Elements

1. Line
2. Shape
3. Value
4. Texture

B. 3D Elements

1. Mass
2. Space
3. Volume

**II. Principles of Organization**

A. Composition

1. Picture plane
2. Picture frame
3. Balance

B. Relationships

1. Symmetry & asymmetry
2. Proportion
3. Golden Ratio

**III. Color Theory**

A. Color Wheel

1. Color Mixing
2. Primary, secondary, tertiary, shades & tints

B. Achromatic Design

1. Relationship of form & value
2. Understanding of value
3. Influence of value on narrative

C. Color & Space

1. Perceptual effect of color temperature, intensity, & value
2. Illusion of depth

D. Color & Composition

1. Color's influence on design

E. Mastercopy & "Palette"

1. History of color
2. Color mixing
3. Understanding of color organization

F. Interaction of Color

1. "Bezold" effect
2. Albers & color relativity
3. Optical mixtures & patterns
4. Eye fatigue

G. "Wave Theory" & Physics of Color

1. Subtractive color
2. Additive color/light mixtures

H. Value Studies

1. Color & light/shadow
2. High- and low-key color

I. Color Symbolism

1. Color's symbolic meaning

J. Color as Metaphor

1. Emotional responses to color
2. Intellectual responses to color

K. Color Families

1. Color schemes: triadic, split complementary, etc.
2. Color temperature: warm/cool, hot/cold

## Learning Objectives

- Developing and understanding of the basic terminology of art and design
- Developing and understating of good composition principles
- Development and understanding of technical skills such as simple drawing, painting, and cutting skills needed to render well composed 2-dimensional designs
- Development of good craftsmanship and working habits needed to achieve these goals and objectives.

## Course Outcomes

Students who complete the course will be able to:

- Create properly composed, well-balanced 2-dimensional designs using various materials.
- Effectively use the visual elements in a composition and apply the principles of design for stronger, more creative, and effective 2-D artwork.
- Identify and recognize a well-crafted design.
- Be aware of various art movements and concepts through exposure to various artists and artworks.
- Acquire a basic knowledge of art terminology to express ideas verbally.

## ***GENERAL EDUCATION GOALS INTRODUCED/REINFORCED IN THIS COURSE:***

1. Students will communicate meaningfully verbally, pictorially, and in writing with a chosen audience while implementing critical thought.
2. Students will communicate to the best of their ability in standard American English as the lingua franca, but not to the exclusion of other languages/dialects, etc.
3. Students will logically and persuasively state and support orally their points of view or findings.

## **Attendance Policy**

Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session.

Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, **not to exceed 10% of the final grade**. However, class participation may be considered a separate grading component according to individual instructors' syllabi. Additionally, students are responsible to be aware of and follow specific program requirements regarding attendance and participation.

Instructors will distribute their attendance and participation expectations at the beginning of the semester, and it is the student's responsibility to understand and adhere to the expectations for each course. Faculty expectations for student attendance and participation are subject to review and approval by the appropriate division Dean.

Students are responsible for communicating with instructors to make reasonable arrangements for the completion of course requirements not completed due to absence.

## SAFETY MEASURES FOR FACE-TO-FACE PROGRAMMING

The University will continue to focus on the well-being and health of all campus visitors by following CDC, state and regional guidelines. For complete information and specific details on UTEP resuming on-campus operations and instruction, please visit <https://www.utep.edu/resuming-campus-operations/>.

Best practices to minimize risk to yourself and others include:

- Getting vaccinated against COVID-19
- Wearing a face covering if you are not fully vaccinated
- Self-monitoring for symptoms and staying home if you are ill
- Frequently washing and sanitizing hands

Also, remember:

If you are exposed to COVID-19, follow CDC guidelines.

If you test positive for COVID-19, please isolate per CDC guidelines.

### COVID-19 Precaution Statement

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you have tested positive for COVID-19, prior to, after, and/or during your time enrolled in your course(s), you are highly encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu) as well as to let our office know at [ppp@utep.edu](mailto:ppp@utep.edu).

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that we can take care of ourselves and others is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

**Special Note for Students Receiving Financial Aid and/or Veterans Aid:** Attendance will be reviewed by the UTEP Office of Student Financial Aid (OSFA) and UTEP Military Tuition Assistance (Federal and State) programs, and benefits will be contingent upon compliance with the programs' regulations.

## ***COURSE REQUIREMENTS & MEANS OF EVALUATION:***

### 1. Student Responsibilities

- A. Attendance - Course attendance is required, and all students are expected to attend every class session. **If absent for any reason, it is the responsibility of the student to obtain class notes and assignments and make up any missed work. Attendance is important in that class participation and attendance will affect the course grade within a margin of 10%.**

**Arriving to class late or leaving early counts as 1/2 absence. Arriving any time past the designated start time of class is counted as late; leaving any time before the designated ending class of time is counted as leaving early.**

- B. Classwork - It is the responsibility of the student to complete all projects assigned either during class time or by attending additional "open studio hours" outside the allotted class time hours.
- C. Materials - A list of materials needed to complete the projects will be supplied. Students should have the materials necessary to complete the project at the beginning of each unit of study. **Students continually attending class without the appropriate materials to complete the unit will have (5) points subtracted from their final semester average.**

### 2. Assignments

- A. Homework Projects - May be assigned for any or all of the units of study, to be completed outside of class time as "Homework Assignments."

### 3. Evaluation

- A. Tests & Quizzes - There are no tests or quizzes. Competency in an area will be determined through the instructor's qualitative evaluation of completed assigned class projects and homework assignments.
- B. Critique - The final evaluation will be of all finished projects for each unit of study. The student will participate in the group critique experience at various times throughout the semester as well as individual assessments of his, her, or their work, by the instructor.

## Grading

<b>A+/4.0</b>	97-100	Demonstrates understanding of all course material through exceptional (inside/outside) assignments. Good attendance record.
<b>A/4.0</b>	93-96	Demonstrates understanding of all course material through exceptional (inside/outside) assignments. Good attendance record.
<b>A-/3.7</b>	90-92	“”
<b>B+/3.3</b>	87-89	Shows understanding of all course material through (inside/outside) assignments. Good attendance record.
<b>B/3.0</b>	83-86	“”
<b>B-/2.7</b>	80-82	“”
<b>C+/2.3</b>	77-79	Lack of understanding, and effort. Completes few projects/assignments and good attendance record.
<b>C/2.0</b>	73-76	“”
<b>C-/2.0</b>	70-72	“”
<b>D+/1.0</b>	67-69	Failure to understand, and minimal effort. Completes 70% of all assigned projects and 60% attendance.
<b>D/1.0</b>	63-66	“”
<b>D-/1.0</b>	60-62	“”
<b>F/0.0</b>	<60	Shows lack of understanding, no effort. Any student attempting to present work that he or she did not produce will receive an "F" for the course.
<b>W</b>		Withdraw
<b>I</b>		Incomplete

## Semester Average


Your semester average will be based on these (5) components. The weight distribution for the semester average is as follows:

10%	Attendance
10%	Class Participation (lectures/activities)
40%	Class Projects
40%	Homework Projects
++	Extra Credit (OPTIONAL; opportunities TBA, not in excess of 100 pts. or 1 HW replacement grade)

## General Guidelines and Procedures

1. While portions of this class can be completed at any time (asynchronously) such as chapter readings, online discussions/forums, etc., other portions of the class such as lectures, review sessions, tutorials, etc. will specifically be held at mandatory meeting times (in-person/synchronously).
2. Instructor may schedule Zoom conferencing on select occasions and in specific circumstances. Students should treat any/all Zoom conferencing sessions as they typically would any in-person class and alert the instructor of the need to be absent, as an attendance grade will be taken. Students are responsible for all course content, regardless of their method of encounter (in-person/synchronous).
3. Students should use proper “netiquette” during all Zoom conferences, in all Discussion Board rooms and chat forums of Canvas, and in general be mindful that despite the remote nature of online learning, students’ performance is visible to the instructor, if not to other students. More information can be found at <http://www.albion.com/netiquette/corerules.html>.

## College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the 2022-2023 University of Texas at El Paso Handbook of Operating Procedures. All current campus policies contained therein can be easily accessed from the campus website <https://www.utep.edu/hoop/>. 

## Course Schedule

Date/Class	Category	Objectives
Aug. 28/Class 1	Principals of Art (POA): “Composition I”	<i>Review syllabus and course outline (calendar, grading, attendance, class rules/shelter-in-place, etc).</i> <b>Intro:</b> “POA” & “COMPOSITION.” <b>Warm-up:</b> make viewfinders. <b>Activity:</b> N/A <b>Materials:</b> graphite pencils, cardboard, scissors, x-acto blade, tape, erasers <b>HW: Review PPT “COMPOSITION.”</b> <b>Purchase supplies.</b>

Aug. 30/Class 2	"Composition II"	<p><i>Review "COMPOSITION."</i></p> <p><b>Intro:</b> Review Elements/Principals of Art, "COMPOSITION;" historical uses of composition; etc.</p> <p><b>Warm-up:</b> mark-making ex's. (connot's.=comps.)</p> <p><b>Activity:</b> practice with composition (15 types) thumbnail sketches of arranged still lifes.</p> <p><b>Materials:</b> graphite pencils, drwg. paper, erasers, colored pencils</p> <p><b>HW: Review PPT "VALUE," PPT5, PPT7&amp;8.</b></p>
Sept. 4	<b>Labor Day Holiday</b>	<b>NO CLASSES!!</b> 😊😊😊
Sept. 6/Class 3	<p>Principals of Art (POA):</p> <p>"Balance," "Unity/Variety," "Similarity/Contrast," &amp; "Harmony"</p>	<p><i>Review "COMPOSITION."</i></p> <p><b>Intro:</b> "BALANCE (a/symmetrical &amp; radial)," "UNITY/VARIETY," "SIMILARITY/CONTRAST," "HARMONY," &amp; "NOTAN."</p> <p><b>Warm-up:</b> N/A</p> <p><b>Activity:</b> (3) Notan cutouts</p> <p><b>Materials:</b> construction paper (all colors, incl. b/w and gray), glue, rubber cement, scissors, x-acto blade, ruler, mixed media paper</p> <p><b>HW: Read Ch. 2 &amp; 3 Pentak; select (3) favorite photos of "contemporary architecture;" email photos to <a href="mailto:mehaberl@utep.edu">mehaberl@utep.edu</a> before 9/11.</b></p>
Sept. 11/Class 4	<p>Elements of Art (EOA):</p> <p>"Line," "Shape," "Value," &amp; "Form I"</p>	<p><i>Review "BALANCE (a/symmetrical &amp; radial)," "UNITY/VARIETY," "SIMILARITY/CONTRAST," "HARMONY," &amp; "NOTAN."</i></p> <p><b>Intro:</b> Review Elements/Principals of Art, "LINE," "SHAPE (pos/neg)," "VALUE (highlight, midtone, &amp; shadow)," "FORM (volume)," &amp; depth (foreground, middleground, background).</p> <p><b>Warm-up:</b> N/A</p> <p><b>Activity:</b> Depth on picture plane (+value) collage</p> <p><b>Materials:</b> construction paper (b/w and gray), glue, rubber cement, scissors, x-acto blade, ruler, mixed media paper, tracing paper</p> <p><b>HW: Review PPT "VALUE," PPT5, PPT7&amp;8.</b></p>



Sept. 13/Class 5	<p>“Line,”  “Shape,”  “Value,”  &amp; “Form II”</p>	<p><i>Review “VALUE,” etc.</i>  <b>Intro:</b> “”  <b>Warm-up:</b> N/A  <b>Activity:</b> “”  <b>Materials:</b> constr. paper (b/w and gray), glue, rubber cement, scissors, x-acto blade, ruler, mixed media paper, tracing paper  <b>HW:</b> N/A</p>
Sept. 18/Class 6	<p>“Value &amp; Achromatic Design I”</p>	<p><i>Review “VALUE,” etc.</i>  <b>Intro:</b> Review Elements/Principals of Art, “VALUE;” 5 areas of light &amp; shadow, <i>Alla prima, Imprimatura</i>, acrylics &amp; mediums, brushes, mixing, palette knives  <b>Warm-up:</b> Mix bl/wh value scales  <b>Activity:</b> Achromatic bl/wh still life, geometric solids  <b>Materials:</b> Acrylic paint (black/white), bristle &amp; syn. brushes, painter’s rags, palette paper/cups, brush cleaner, canvas paper  <b>HW:</b> Review PPT “VALUE,” PPT5, PPT7&amp;8; select favorite “household appliance” photo; email photo to <a href="mailto:mehaberl@utep.edu">mehaberl@utep.edu</a> before 9/20.</p>
Sept. 20/Class 7	<p>“Value &amp; Achromatic Design II”</p>	<p><i>Review “VALUE.”</i>  <b>Intro:</b> “”  <b>Warm-up:</b> N/A  <b>Activity:</b> “”  <b>Materials:</b> Acrylic paint (black/white), bristle &amp; syn. brushes, painter’s rags, palette paper/cups, brush cleaner, canvas paper  <b>HW1:</b> Achromatic “Household Appliance” Still Life 12”x16”</p>
Sept. 25/Class 8	<p>“Monochromatic Color I”</p>	<p><i>Review “VALUE.”</i>  <b>Intro:</b> Interrelatedness of color &amp; value.  <b>Warm-up:</b> Bl/wh+color value scales (VS)  <b>Activity:</b> Bl/wh+color still life  <b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter’s rags, palette paper/cups, canvas paper  <b>HW:</b> Review PPT1; select favorite “selfie” photo; email photo to <a href="mailto:mehaberl@utep.edu">mehaberl@utep.edu</a> before 9/27.</p>

Sept. 27/Class 9	"Monochromatic Color II"	<p>Review "INTERRELATEDNESS, ETC."  <b>Intro:</b> ""  <b>Warm-up:</b> Bl/wh+color value scales (VS)  <b>Activity:</b> Finish bl/wh+color still life.  <b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, canvas paper  <b>HW2: Monochromatic "Selfie" Portrait 12"x16"</b></p>
Oct. 2/Class 10	<p><b>Mini-Critique I</b></p> <p>"Local Color I"</p>	<p><b>Mini-Critique: HW1 + VS due.</b>  <b>All classworks due.</b>  Review "INTERRELATEDNESS, ETC."  <b>Intro:</b> "COLOR;" subtractive color, systems of light, hue/chroma, intensity, tint/shade, local color.  <b>Warm-up:</b> Mix basic color wheel+tint/tone.  <b>Activity:</b> Local color still life  <b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper  <b>HW: Review PPT2.</b></p>
Oct. 4/Class 11	<p><b>Mini-Critique II</b></p> <p>"Local Color II"</p>	<p><b>Mini-Critique: HW1 + VS due.</b>  <b>All classworks due.</b>  Review "COLOR, ETC."  <b>Intro:</b> ""  <b>Warm-up:</b> Mix basic color wheel+tint/tone.  <b>Activity:</b> Finish local color still life.  <b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper  <b>HW: N/A</b></p>
Oct. 9/Class 12	Complementary Color & "Hot" Color Temp. I	<p>Review "COLOR, ETC."  <b>Intro:</b> Complementary colors, color temperature (hot/cold, warm/cool).  <b>Warm-up:</b> mix "HOT" wheel+tint/tone, complementary color schemes.  <b>Activity:</b> HOT still life  <b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper  <b>HW: Review PPT "COLOR THEORY."</b></p>

Oct. 11/Class 13	"Hot" Color Temp. II	<p>Review "COMPL. COLOR/TEMP., ETC."</p> <p><b>Intro:</b> ""</p> <p><b>Warm-up:</b> mix "HOT" wheel+tint/tone, complementary color schemes.</p> <p><b>Activity:</b> Finish HOT still life.</p> <p><b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper</p> <p><b>HW:</b> N/A</p>
Oct. 16/Class 14	Complementary Color & "Cold" Color Temp. I	<p>Review "COLOR TEMP., 'HOT' COLOR, ETC."</p> <p><b>Intro:</b> ""</p> <p><b>Warm-up:</b> mix "COLD" wheel+tint/tone.</p> <p><b>Activity:</b> COLD still life</p> <p><b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper</p> <p><b>HW3: Choice of Hot OR Cold Still Life (Palette-Knife) 12"X16"</b></p>
Oct. 18/Class 15	"Cold" Color Temp. II	<p>Review "COLOR TEMP., 'COLD' COLOR, ETC."</p> <p><b>Intro:</b> ""</p> <p><b>Warm-up:</b> mix "COLD" wheel+tint/tone.</p> <p><b>Activity:</b> Finish COLD still life.</p> <p><b>Materials:</b> Acrylic paint (all), bristle &amp; syn. Brushes, painter's rags, palette paper/cups, brush cleaner, canvas paper</p> <p><b>HW:</b> N/A</p>
Oct. 23-25/Class 16 & 17	<b>Mid-Term Critique</b>	<p><b>Mid-Term Critique: HW2-3 due.</b></p> <p><b>All classworks due.</b></p> <p>Bring all labeled, in/outside assigns. In foam-core portfolio. Students will display a selection for peer and instructor review.</p>
Oct. 30/Class 18	"Vector Portraits"	<p>Review "HIGH-/LOW-KEY PAINTING."</p> <p><b>Intro:</b> "Vector Portraits," optical color mixing.</p> <p><b>Warm-up:</b> N/A</p> <p><b>Activity I:</b> Vector "Selfie" Prototype (Inkscape).</p> <p><b>Activity II:</b> Vector "Selfie" Portraits.</p> <p><b>Materials:</b> glue sticks, construction paper (all colors), cardstock paper (tints/shades), tracing paper, pencil, x-acto knife, cutting board, "selfies" pic, free Inkscape desktop app</p> <p><b>HW:</b> Review PPT "COLOR THEORY."</p>

Nov. 1/Class 19	"Vector Portraits (con't.)"	<p><i>Review "VECTOR PORTR'TS, OPT. COLOR."</i>  <b>Intro:</b> ""  <b>Warm-up:</b> N/A  <b>Activity I:</b> ""  <b>Activity II:</b> ""  <b>Materials:</b> glue sticks, construction paper (all colors), cardstock paper (tints/shades), tracing paper, pencil, x-acto knife, cutting board, "selfies" pic, free Inkscape desktop app</p> <p><b>HW4: Finish Vector "Selfie" Prototype.</b>  <b>Finish Vector "Selfie" Portrait.</b></p>
Nov. 6/ Class 20	"Color Relativity I"	<p><i>Review "VECTOR PORTR'TS, OPT. COLOR."</i>  <b>Intro:</b> History of color, color relativity, "Interaction of Color," Josef Albers, Bauhaus mvmt., simultaneous contrast.  <b>Warm-up:</b> N/A  <b>Activity:</b> Color interaction diagrams  <b>Materials:</b> Color-aid paper packet, glue sticks, x-acto knife, cardstock paper 11"X14"  <b>HW: Review PPT "ALBERS &amp; COLOR RELATIVITY."</b></p>
Nov. 8/Class 21	"Color Relativity II"	<p><i>Review "COLOR RELATIVITY."</i>  <b>Intro:</b> ""  <b>Warm-up:</b> N/A  <b>Activity:</b> Finish color interaction diagrams.  <b>Materials:</b> Color-aid paper packet, glue sticks, x-acto knife, cardstock paper 11"X14"  <b>HW5: Finish "Color Interaction" Diagrams.</b></p>
Nov. 13/Class 22	<p><b>Mini-Critique III</b></p> <p>"Color Harmonies &amp; Simultaneous Contrast I"</p>	<p><b>Mini-Critique: HW4-5 due.</b>  <b>All classworks due.</b></p> <p><i>Review "COLOR RELATIVITY."</i>  <b>Intro:</b> Color harmonies (triads, tetrads, etc.), hard-edge abstraction  <b>Warm-up:</b> Mixing harmonies, simul. Contrast  <b>Activity:</b> Brigid Riley collages &amp; "murals"  <b>Materials:</b> Acrylic (all), syn. Brushes, paper roll  <b>HW: Review PPT4.</b></p>

Nov. 15/Class 23	<p style="text-align: center;"><b>Mini-Critique IV</b></p> <p style="text-align: center;">“Color Harmonies &amp; Simultaneous Contrast II”</p>	<p><b>Mini-Critique: HW4-5 due.</b>  <b>All classworks due.</b>  <i>Review “COLOR HARMONIES.”</i>  <b>Intro:</b> “”  <b>Warm-up:</b> N/A  <b>Activity:</b> Finish B. Riley collages &amp; “murals.”  <b>Materials:</b> Acrylic (all), syn. brushes, paper roll  <b>HW6: Finish BR “Murals” min. size 3’X4.’</b></p>
Nov. 20/Class 24	<p style="text-align: center;">“Abstract Painting &amp; Contemporary Uses of Color I”</p>	<p><i>Review “COLOR HARMONIES.”</i>  <b>Intro:</b> Discuss additive color, wave theory, refraction/reflection, color gels, CMYK.  <b>Warm-up:</b> N/A  <b>Activity:</b> “”  <b>Materials:</b> Acrylic (all), syn. brushes, paper roll  <b>HW: Review PPT3 &amp; PPT10.</b></p>
Nov. 22/Class 25	<p style="text-align: center;">“Abstract Painting &amp; Contemporary Uses of Color II”</p>	<p><i>Review “ADDITIVE COLOR”</i>  <b>Intro:</b> “”  <b>Warm-up:</b> N/A  <b>Activity:</b> “”  <b>Materials:</b> Acrylic (all), syn. brushes, paper roll  <b>HW: Additive Color “Quiz”</b></p>
Nov. 27/Class 26	<p style="text-align: center;">“Abstract Painting &amp; Contemporary Uses of Color III”</p>	<p><i>Review “ADDITIVE COLOR.”</i>  <b>Intro:</b> Contemporary Uses of Color, Abstract Expressionism, drip, stain, color fields &amp; “pours,” Jackson Pollock, Morris Louis.  <b>Warm-up:</b> N/A  <b>Activity:</b> (3) silicone paint pours  <b>Materials:</b> 100% silicone lubricant, Elmer’s Glue-All, 5-piece canvas, self-leveling gel  <b>HW: Review PPT6, PPT9, &amp; PPT11.</b></p>
Nov. 29/Class 27	<p style="text-align: center;">“Abstract Painting &amp; Contemporary Uses of Color IV”</p>	<p><i>Review “CONTEMP. USES OF COLOR.”</i>  <b>Intro:</b> “”  <b>Warm-up:</b> N/A  <b>Activity:</b> Finish &amp; varnish silicone paint pours.  <b>Materials:</b> 100% silicone lubricant, Elmer’s Glue-All, 5-piece canvas, self-leveling gel  <b>HW: Finish ALL HW.</b></p>



## **And Finally**

A note from the instructor: Don't hesitate to email me with questions and concerns, or to set up an appointment to speak with me. I will respond within 48 hrs. I'm here for you, literally! Cheers, to an excellent semester of artistic inquiry.

-Michelle



**This syllabus is subject to change at the instructor's discretion**