

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 20-07-63

REVISED: July/1996

TITLE: PAINTING/OIL

DEPARTMENT: Adult Academic Instruction (Art)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 02.024.108

COURSE DESCRIPTION:

This competency-based course contains activities in oil painting on canvas, masonite, paper, or other surfaces, with emphasis on the use of materials and elements of painting including color, composition, technique, and choice of subject.

PREREQUISITES:

None

Not recommended for concurrently enrolled students.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.lausd.k12.ca.us/lausd/offices/dace

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Special thanks are extended to SHARON SPENCER for the development of the original outline.

Thanks to PAT BERGER for her revision.

Thanks also to PORTIA LEE and CARLYNN HUDDLESTON for editing and preparing this course outline as competency based.

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APPROVED:

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Painting/Oil Course

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
|--|---|
| <p>A. INTRODUCTION</p> <p>Understand historical and cultural influences in painting, and review art basics.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 1. Discuss historical and cultural influences in painting. 2. Describe oil painting materials and tools, including their use and care. 3. Explain harmony and contrast. 4. Identify basic palette colors. 5. Describe color mixing. 6. Discuss theories of composition and painting design. 7. Discuss framing techniques and considerations. 8. Discuss considerations in critiquing paintings. |
| <p>B. PREPARATION OF SURFACES</p> <p>Know how to prepare various surfaces for oil painting.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 9. Demonstrate the proper preparation of canvas. 10. Demonstrate preparation of masonite board. 11. Discuss other surfaces used in oil painting. 12. Prepare a canvas for classroom use. |
| <p>C. OIL PAINTING TECHNIQUES</p> <p>Demonstrate various oil painting techniques.</p> <p>(20 hours)</p> | <ol style="list-style-type: none"> 13. Describe and demonstrate various brush strokes. 14. Describe and demonstrate modeling. 15. Describe and demonstrate impasto, glazing, and scumbling. 16. Describe and demonstrate direct and indirect painting. 17. Describe and demonstrate pointillism. 18. Describe and demonstrate uses of varnish. |
| <p>D. COLOR</p> <p>Understand color theory and color mixing and application techniques.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 19. Demonstrate color mixing. 20. Paint a color wheel, demonstrating hue, value, and intensity. 21. Describe and demonstrate application of color to create desired effects in composition and mood. |

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|---|--|
| <p>E. THE SUBJECT</p> <p>Analyze the influences of subject on painting technique.</p> <p>(15 hours)</p> | <p>22. Analyze the interplay of subject and painting technique.</p> <p>23. Differentiate between representational and nonrepresentational painting.</p> <p>24. Describe various representational painting classifications, such as: still life, landscape, seascape, figure, and portrait, both realistic and abstract.</p> <p>25. Describe various nonrepresentational painting classifications, such as: futurism, abstract expressionism, and minimalism.</p> <p>26. Select a subject and execute a painting.</p> |
| <p>F. REVIEW AND EVALUATION</p> <p>Demonstrate and critique technical and artistic ability.</p> <p>(10 hours)</p> | <p>27. Demonstrate manual and technical skills in oil painting.</p> <p>28. Demonstrate knowledge of composition and painting design.</p> <p>29. Critique application of color theory.</p> <p>30. Critique oil painting techniques.</p> <p>31. Demonstrate personal growth in art of painting.</p> |

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

PUBLICATIONS

Blake, Wendon. Complete Oil Painting Book. Cincinnati, OH: North Light Books, 1989.

Leslie, Kenneth. Oil Pastel: Materials and Techniques for the Artist. New York, NY: Watson-Guptill, 1990.

Parramon, Jose. How to Paint in Oil. New York, NY: Watson-Guptill, 1994.

Smith, Ray. The Artists Handbook. New York, NY: Alfred Knopf, 1987.

Stephenson, Jonathan. The Materials and Techniques of Painting. New York, NY: Watson-Guptill, 1989.

PERIODICALS AND RELATED SERVICES

Art in America Slide Survey of Contemporary Art
(catalogued by year 1988, 1987, etc.)
270 Lafayette St.
New York, NY 10012

American Artist Magazine (Seminars)
1515 Broadway
New York, NY 10036

American Artist (magazine)
1 Color Court
Marion, OH 43306-2044
1-800-347-6969

Whole Arts Directory and Women Artists
Monarch Associates
P.O. Box 3304
Grand Central Station
New York, NY 10163

The Artist's Magazine
F & W Publications
P.O. Box 2120
Harlan, IA 51593
(800) 333-0444

VIDEO AND MULTIMEDIA

Candlelight Studios
P.O. Box 627
Little River, CA 95456

Refer to the Catalog of Films, Videocassettes, and Videodiscs for Secondary and Adult Levels, 1991. Los Angeles Unified School District, Publication No.: SC-967-1991.

BASIC EQUIPMENT AND SUPPLIES

Adjustable easel

Palette

Metal palette knives

Brushes: flats (flat-square edged), brights (short flats), and rounds (rounded-ending in a point) NB: brushes are made of stiff hog's bristles, soft camel or squirrel hair, and springy sable hair. Bristle emphasizes brush strokes; sable creates very smooth blending.

Painting knives

Oil paint in tubes (professional, intermediate, and student-grades).

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

Lecture, discussion, and demonstration

Hands-on classroom activities

Multimedia presentations

Field trips

Guest speakers

Individual and group projects

EVALUATION

Class participation

Self-evaluation

Peer evaluation

Teacher evaluation

Statement for Civil Rights

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