

# ***CBE***

## ***Competency-Based Education***

### ***COURSE OUTLINE***

---

---

COURSE NO.: 20-07-64

REVISED: August/1996

TITLE: PAINTING/WATERCOLOR

DEPARTMENT: Adult Academic Instruction (Art)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 02.024.108

**COURSE DESCRIPTION:**

This competency-based course is designed to provide basic skills in watercolor painting for adults. This course explores wet-on-wet glazing and dry brush techniques, drawing, fundamentals of color theory and color mixing, selection and care of equipment, composition, and interpretation exercises.

**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](http://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*

Appreciation is extended to GLORIA LEE for her contribution to the course revision.

Special thanks are extended to AVERY CLAYTON for developing the original course outline.

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

MOLLY MILNER  
Supervisor  
Adult Academic Instruction

WAYNE MORRISON  
Director  
Instructional and Counseling Services

APPROVED:

JAMES A. FIGUEROA  
Assistant Superintendent  
Division of Adult and Career Education

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Painting/Watercolor Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Know how to select and use watercolor materials.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> <li>1. Select studio painting materials.</li> <li>2. Select studio furniture.</li> <li>3. List different paper stocks, including hot press, cold press, pulp, and rag content.</li> <li>4. Describe mounting watercolor papers.</li> <li>5. Review types of watercolors, differentiating between transparent and opaque colors.</li> <li>6. Differentiate between moist and dry tables.</li> <li>7. Describe different types of palettes.</li> <li>8. Explain use of masking fluid, paint and water mediums, glycerin, alcohol, and varnish.</li> <li>9. Explain use of paper towels, razor blades, and sponges.</li> <li>10. Organize a carrying case.</li> <li>11. Explain the uses of a portable easel and art chairs.</li> </ol>
<p>B. GENERAL TECHNICAL SKILLS</p> <p>Develop basic skills for watercolor painting.</p> <p>(25 hours)</p>	<ol style="list-style-type: none"> <li>12. Compose preliminary sketches on watercolor paper.</li> <li>13. Discuss line.</li> <li>14. Discuss tonality.</li> <li>15. Stretch and mount watercolor papers.</li> <li>16. Demonstrate taping, clipping, and stapling techniques.</li> <li>17. Demonstrate paint application.</li> <li>18. Describe and demonstrate graded washes.</li> <li>19. Demonstrate dry-brush and scumbling techniques.</li> <li>20. Demonstrate application of textures and special effects.</li> <li>21. Describe limited palette paintings, using two colors per painting.</li> <li>22. Demonstrate palette techniques.</li> <li>23. Describe paint resists.</li> <li>24. Describe and demonstrate paint removal methods.</li> </ol>

<p>C. DRYING TIME</p> <p>Understand how to speed or slow drying time.</p> <p>(3 hours)</p>	<p>25. Use a hair dryer to speed drying.</p> <p>26. Demonstrate mixing alcohol with the water added to paint to speed drying.</p> <p>27. Use retarding gel to slow drying time.</p> <p>28. Demonstrate mixing one part water, one part paint, and one part retarding gel to slow drying time.</p>
<p>D. WATERCOLOR AND OTHER MEDIA</p> <p>Develop proficiency in enhancing watercolor medium with a variety of other media.</p> <p>(7 hours)</p>	<p>29. Discuss and demonstrate use of different media, such as ink, pencil, and pastels to enhance watercolor painting.</p> <p>30. Discuss and demonstrate use of collage in a watercolor context.</p>
<p>E. FRAMING, MATTING, AND MOUNTING TECHNIQUES</p> <p>Learn to prepare watercolor paintings for display.</p> <p>(3 hours)</p>	<p>31. Discuss matting, mounting, and framing techniques.</p> <p>32. Matte, frame and mount a watercolor for display.</p>
<p>F. AESTHETICS AND SELF EXPRESSION</p> <p>Increase awareness to aesthetic of watercolor painting and its relation to personal expression.</p> <p>(5 hours)</p>	<p>33. Discuss the artistic process as choice-making.</p> <p>34. Express an awareness of aesthetic qualities that transcends personal preference.</p> <p>35. Express personal aesthetic through watercolor painting.</p>
<p>G. REVIEW AND EVALUATION</p> <p>Know how to critique watercolors.</p> <p>(2 hours)</p>	<p>36. Observe peers' work.</p> <p>37. Participate in group critiques.</p> <p>38. Make a self-appraisal.</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES***

### **TEXTBOOKS**

Couch, Tony. Watercolor: You Can Do It. North Light, 1987.

Harrison, Hazel. Watercolor School, A Reader's Digest Learn-As-You-Go Book. Quarto Publishing Co., 1993.

Parramon, Jose. The Big Book of Watercolor Painting. NY: Watson-Guption, Pub., 1985.

### **RESOURCE PERSON**

Subject area supervisor

# ***TEACHING STRATEGIES AND EVALUATION***

## **METHODS AND PROCEDURES**

- A. Lecture, discussion and demonstration
- B. Slide presentation
- C. Field trips
- D. Drawing exercises
- E. Watercolor painting exercises

## **EVALUATION**

Group critique

Student's self-critique

Teacher critique

---

### **Statement for Civil Rights**

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

---