

CATALOG INFORMATION

Dept and Nbr: ART 4

Title: PRINCIPLES OF COLOR

Full Title: Principles of Color

Last Reviewed: 9/10/2018

| Units   |      | Course Hours per Week |      | Nbr of Weeks | Course Hours Total |        |
|---------|------|-----------------------|------|--------------|--------------------|--------|
| Maximum | 3.00 | Lecture Scheduled     | 2.00 | 17.5         | Lecture Scheduled  | 35.00  |
| Minimum | 1.50 | Lab Scheduled         | 4.00 | 3            | Lab Scheduled      | 70.00  |
|         |      | Contact DHR           | 0    |              | Contact DHR        | 0      |
|         |      | Contact Total         | 6.00 |              | Contact Total      | 105.00 |
|         |      | Non-contact DHR       | 0    |              | Non-contact DHR    | 0      |

Total Out of Class Hours: 70.00

Total Student Learning Hours: 175.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 03 - May Be Taken for a Total of 3 Units

Also Listed As:

Formerly:

**Catalog Description:**  
The study and use of color as an element of art and design. Problems exploring the interaction of color and the principles of color harmony. The course is required for the Fine Art Certificate and is accepted for transfer at both the UC and CSU systems.

**Prerequisites/Corequisites:**

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Study & use of color as an element of art & design. Problems exploring the interaction of color & principles of color harmony. The course is required for the Fine Arts Certificate. (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended:  
Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN ART22)

Repeatability: May Be Taken for a Total of 3 Units

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                   |                      |            |           |
|-------------------|----------------------|------------|-----------|
| <b>AS Degree:</b> | <b>Area</b>          | Effective: | Inactive: |
| <b>CSU GE:</b>    | <b>Transfer Area</b> | Effective: | Inactive: |
|                   | C1 Arts              | Fall 1990  |           |

|               |                      |            |           |
|---------------|----------------------|------------|-----------|
| <b>IGETC:</b> | <b>Transfer Area</b> | Effective: | Inactive: |
|               | 3A Arts              | Fall 1981  |           |

|                      |              |            |           |           |
|----------------------|--------------|------------|-----------|-----------|
| <b>CSU Transfer:</b> | Transferable | Effective: | Fall 1981 | Inactive: |
|----------------------|--------------|------------|-----------|-----------|

|                     |              |            |           |           |
|---------------------|--------------|------------|-----------|-----------|
| <b>UC Transfer:</b> | Transferable | Effective: | Fall 1981 | Inactive: |
|---------------------|--------------|------------|-----------|-----------|

### **CID:**

CID Descriptor: ARTS 270 Color Theory

SRJC Equivalent Course(s): ART4

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

1. Develop perception and awareness of visual elements of color, such as color grading, value, the interaction of color and color harmony.
2. Develop perception and awareness of visual relationships which use color as an organizing principle such as ariel perspective, warm and cool colors, simultaneous contrast, and subtraction principles.
3. Become familiar with and able to describe color compositions, both verbally and in writing using vocabulary of terms pertaining specifically to color usage.
4. Develop hand skills necessary for basic mastery of various color tools and media, dry and liquid.
5. Develop and exercise ability to perform analytical operations necessary to color match by understanding value, hue and saturation.
6. Exercise ability to make critical aesthetic judgments through class critiques.
7. Cultivate an understanding of the creative color process which includes both the development of disciplined work habits and the practice of hand skills, as well as risk-taking and experimentation.
8. Examine and analyze examples of master color usage based on contemporary artists and designers.
9. Define health and safety issues that could arise from the use of color mediums. Train students to use pigments, mediums and other color agents safely.

### **Topics and Scope:**

The primary intent of Art 4 is visual literacy and performance in color

usage using specific media in a studio setting. This includes:

1. The ability to recognize the basic elements of color (value, hue, saturation, color grading, the interaction of color and color harmony).
2. The ability to make aesthetic decisions and judgments about these elements in color composition.
3. The ability to perform specific techniques to demonstrate these elements: color mixing, color toning, optical color toning, color matching, optical mixing, transparent color washes.
4. The ability to intelligently use and care for the tools of Art 4. Paint, medium, brushes, palette knife, etc.

The scope and sequence of the course will be presented as follows:

1. Through lectures and slide lectures concerning the concepts, elements and art historical precedents of color usage.
2. Through lecture/demonstrations of the proper use of materials and techniques.
3. Through student practice and demonstration of color compositional, expressive and technical concepts.
4. Through evaluative one-on-one discussions with individual students.
5. Through group critique discussions and presentations of in-class and homework of color problems and assignments.

Specific areas of study within Art 4 include:

1. Present and discuss the color systems used by designers and artists including additive and subtractive color mixing, light vs. pigment and the color primary systems using three or six primaries.
2. Apply subtractive color mixing principles by using a limited color palette consisting of the double primary system.
3. Create studies which demonstrate the three main properties of color: hue, value, and saturation.
4. Diagram the ordered relationships of color by construction of a color wheel, value scale, and graduate studies showing mixtures of tints, shades, and tones.
5. Produce a series of original designs which investigate the major principles of color harmony: monochrome, analogous, triad, complements, and split-complements.
6. Investigate the spatial effects of color including aerial perspective and demonstrate how color may appear to advance and recede.
7. Explore the haptic sensations of warm and cool as well as synesthesia associations (taste, smell, sound, feel) related to color.
8. Execute a series of color studies, based on the teachings of Josef Albers, which demonstrate the relativity and interaction of color simultaneous contrast and subtraction principles.
9. Analyze the work of George Seurat, and the color theory of other pointillists, and then execute color study applying optical color, painterly techniques, and mixing principles.
10. Compare paintings of the French Fauves and the German Expressionists and create original color studies which explore the emotional and psychological properties of color.
11. After examining the work of several artists who are important for their unique use of color, create an interpretive "homage". Artists may include Monet, Van Gogh, Gauguin, Matisse, Klee, Avery, Rothko and others.

## Assignment:

Various color mixing exercises and composition problems which explore major principles of color including:

1. Color wheel
2. Gray Scale
3. Tints, Tones, Shades
4. Hue, Value, Saturation
5. Color Harmony
6. Optical Color Mixing
7. Spatial Aspects of Color
8. Color Relativity/Color Interaction
9. Synesthesia
10. Symbolism, Association
11. Expression and Emotional Qualities

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems

Problem solving  
40 - 60%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Portfolio

Skill Demonstrations  
10 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

A portfolio of completed work will be major basis for course grade. Other factors: attendance, effort, growth, and class participation.

Other Category  
10 - 30%

**Representative Textbooks and Materials:**

The Interaction of Color, Josef Albers, Yale University, 1975

The Elements of Color, J. Itten, Van Nostrum Rienhold, 1970