Instructor: Christina Haatainen-Jones
Office: PED 114f
Office Hours: Tues./Thurs. 12:00 - 2:00pm by appt.
Contact Info: haataine@usc.edu
                              mobile: 818-468-6756

Course Description and Overview
Introduction to the techniques for using a variety of media, including watercolor, gouache, crow quill pen and india ink, permanent marker, and photoshop. The methods chosen are to help develop skills for dynamic theatrical design presentations.

Learning Objectives
- To become familiar and gain proficiency in a variety of materials and techniques
- To gain an understanding and an appreciation of art and the skill entailed to create artistic statements
- To become proficient in color matching
- To use the methods learned to create a personal style in rendering designs

Required Readings
There are no required textbooks for this course. However I will be introducing you to specific artists to see examples of the variety of methods. I encourage you to research artists that will inspire your own personal work.

Supplementary Materials
Some materials will be supplied in class for you to discover. If you have an affinity for specific methods you should purchase the materials for future projects.
Supplied for use in class:
India Ink and crow quill pens
Gouache
Tubed watercolors
Permanent Markers (limited colors)
Variety of papers, palettes and water containers

Supplies needed for work in and outside of class:
Watercolors
Watercolor paper - hot press or cold press - at least 9"x 12"
Watercolor brushes - we will discuss in class
Drawing pencils
Kneaded eraser

Description of Grading Criteria and Assessment of Assignments
This is a hands-on class so attendance is critical. 60% of your grade will be based on in-class projects.
Grading is based on degree of completion and how student followed basic steps for effective use of materials.
There will be no unexcused absences.
No late assignments or projects will be accepted without a reduction of grade points unless advanced extensions have been arranged between the student and the teacher or exceptional circumstances occur.

Grading Scale for SDA:
Point values are assigned to individual projects and assignments listed above.
The final course grade is based on your accumulated points for all assignments:
A= 100--94, A-= 93--90, B+= 89--87, B= 86--84, B-= 83--80, C+= 79--77, C= 76--74, C-= 73--70, D= 69--60, F= below 59

A indicates work of excellent quality; **B** of good quality; **C** of average quality; **D** of below average quality; and **F** indicates inadequate or unturned-in work.

Grading Breakdown

Pen & Ink projects	In class - 2@5pts. each	10 pts.
Gouache	In class - Color Matching project	10 pts.
Gouache	In class - Draped Fabric project	10 pts.
Gouache	In class - Small-Scale Surface project	10 pts.
Marker	In class - Marker project	10 pts.
PhotoShop	In and out of Class - Digital project	10 pts.
Watercolor	Out of Class - Composition of 2 pcs. of clothing	10 pts.
Watercolor	Out of Class - Shiny & Natural project	10 pts.
Final	Out of Class -Mixed Media Self-portrait	20 pts.
	TOTAL	**100 pts.**

Assignment Submission Policy
In class assignments will be collected after each class.
Homework assignments are due in class the week after the assignment is given.

Course Schedule - Weekly Breakdown

Aug. 26   Pen and Ink. Introduction to the crow quill pen and India ink. Work on a series of exercises learning how to use pressure on the pen to create varied line weights, crosshatching, dots, parallel lines, etc.

Sept. 2   Continue Pen and Ink. Explore the techniques learned to reproduce an ink illustration of your choice. Complete at least 2 drawings during class.

Sept. 9   Gouache. The method of using opaque watercolor to create solid shapes and surfaces. Work on mixing colors and layering to create dynamic forms and designs.

Sept. 16   Continue Gouache. Focus on color matching.

Complete a section of a larger painting enlarging to twice the size of the sample panel. When complete, all panels will interconnect to form a single image to check the color matching and skill of duplication.

Sept. 23   Continue Gouache. Focus on painting draped fabrics distinguishing the characteristic differences of silk, velvet satin, and wool.

Assignment: Find a surface photo/image to reproduce in a smaller scale to use in a model. Print image and bring to next class

Sept. 30   Continue Gouache. Focus on creating realistic surfaces for theatrical model building. Investigate techniques for painting realistic wood, stone, marble, rocks, bricks and other surfaces in small scale. Bring in any specific research from past or present model projects.

Oct. 7   Watercolor. Understanding the translucency of the media and how to manipulate the paint using a variety of techniques and tricks. Stress knowing where not to paint and allowing the paper to shine through.

Assignment: Paint a composition of two pieces of clothing -

A shoe and a shirt; some jeans and a scarf; a belt and a jacket.

Oct. 14   Continue Watercolor. Work in class creating still life compositions of varying textural surfaces. Objects include: metallics, glass, plants, fabric.

Assignment: paint something shiny and something natural in one composition.

Oct. 21   Continue watercolor – incorporating gouache and ink as counterpoints to the water color. Also play with using salt, rubbing alcohol, gum arabic, colorless wax crayon to obtain different effects.

Oct. 28   Introduction to Photoshop and Sketchup. CS5– Meet in Bing Design Lab

Nov. 4   Continue Photoshop. Meet in Bing Design Lab. Work to complete one rendering using photoshop to manipulate shading, texture and pattern.

Nov. 11   Permanent Marker. Introduce methods of rendering with marker. Practice how to overlap/underlap colors and how to manipulate different line weights to obtain the various levels of color saturation, texture, and pattern.

Nov. 18   Dynamic Faces. Work on creating realistic skin and hair tones using the variety of materials learned in class.

Nov. 25   THANKSGIVING BREAK

Dec. 2   Mixed Media. Utilize all methods learned this semester and introduce pastels/oil pastels plus pencils to the mix to obtain highly individual approaches to personal renderings.

Monday Dec. 12   **Final Presentation**   **11:00-1:00**

SELF PORTRAIT – Using at least 2 of the methods/materials learned in class, compose a self portrait no smaller than 11" x 14". Composition should include your face - both eyes shown - and at least one hand. It should also include a finished background.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, Behavior Violating University Standardshttps://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.
The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.