

Syllabus

FAA 1002, Introduction to Abstract Painting

M, W 12pm-2:50pm Room 6000

Kirsten Ledbetter

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Office Location (TBD)

Office Hours (TBD) and by appointment

Students are expected to review and follow the [UC Faculty Senate policies on the following topics](#):

- [Attendance](#)
- [Class Cancellation](#)
- [Academic Integrity](#)
- [Accessibility](#)
- [Title IX \(Sex-Based Discrimination/Harassment & Sexual Violence\)](#)
- [Counseling Services](#)

Course Overview, Description, Purpose

This class is an upper level class that will explore and encourage independent research and experimentation with techniques, materials and concepts of current abstract painting. Students will be exposed to many different artists and processes during the course of this class. Students will research modern artists through modern means (such as blogs, instagram, other arts platforms) as well as historical artists. Understanding the artists, discussed in class and discovered independently, and the way and idea that the artist chooses to make a painting will be a focus of student's work. This understanding will be more guided at the beginning of the semester culminating in a project that allows more freedom for students and allows them to exercise their creativity in newly inspired ways. Students are required to attend each class with an open mind. Students must have a willingness to try new techniques, and be able to work outside of their comfort zone. **If students are too comfortable and not challenged by the work, the students are not learning or growing.** Learning and growing is the goal of this course! These are muscles students need to exercise to be successful in the arts world. Students are expected to spend additional time, outside of designated class time, to complete assignments, prepare for projects/assignments, conduct research, work in sketchbooks, etc.

Course Learning Outcomes

Students will experiment in this course using various abstract modern and contemporary artists to influence and guide material choice, technique, and subject matter.

Students at the end of the class will have explored the possibilities of what painting can be and be able to articulate their ideas and source of inspiration in their own investigations in their art practice.

Students will develop the confidence to follow curiosity in terms of material exploration and creation.

Students will be able to determine on their own which type of surface will be conducive to their idea and know how construct/create their own structures: stretched canvas, prepared paper surface and panel surface.

Students will be able to find sources of inspiration consistently through outlets that they investigate.

Students will maintain a sketchbook to document their research in reading, experimenting, and working out/drafting ideas.

Course Prerequisites

Foundations of Painting

Course Format

This course expects students to work actively outside of class, whether that be on projects, sketchbooks, research, etc. During class, students are expected to be engaged and focused on the task at hand, whether that be: class work, critiquing, listening, discussing etc. Engagement, respect, and participation is expected of all students, 100% of the time.

Course Materials and Resources

Places for research and sources/materials:

- **DAAP Library** – Books and Materials Library
- **Lloyd Library** – 917 Plum Street Cinci. OH
- **Cincinnati Art Museum Library – Rosenthal Learning Center** - 953 Eden Park Drive Cinci. OH
- **Cincinnati Public Library** – many branches. Downtown Main Branch- 800 Vine Street Cinci. OH
- **Thrift Stores**- Located all over the city and in the Suburbs
- **Indigo Hippo**- 1334 Main Street Cinci. OH
- **Scrap It Up**- 5935 Ridge Avenue Cinci. OH
- Find places!!

Materials to be purchased:

These materials are provided in the studio space but are smart to invest in:

- Hammer
- Canvas Pliers
- Staple gun
 - Easy-tacker(this kind/brand will be KINDER to your hands!!)
- Nails
- Wood Glue
- Duct Tape

Materials:

- Wood (make sure to check in the scrap bin in the woodshop/DBL!)
- Glass (16"x20 "-18"x24" - will be used to make paint palette. Use best judgement when decided which size.)
 - Students will need a piece of cardboard and piece of black paper the same size as the glass size chosen.
- Canvas
 - At least 3 yds
- Gesso
 - Quart size, White
- Masonite Boards (also look in the scrap bins in the wood shop/DBL)
- Masking Tape
- Bull Dog clips
- Paper - Watercolor Pad Strathmore 12"x 18"
- Thrifted Materials*- Fabrics, supports, paints, brushes, whatever you can think of and use
- Needles*
- Thread*
- Yarn *
- Paint Chips*
- Sketchbook – use your own discretion when picking a size and type of paper
- Acrylic Paints
 - Titanium White (Golden or Liquitex 150 ml)
 - Alizarin Crimson (Golden or Liquitex 4 oz)
 - Cadmium Red Medium (Golden or Liquitex 4 oz)
 - Cadmium Yellow (Golden or Liquitex 4 oz)
 - Cadmium Yellow Light/ Lemon (Golden or Liquitex 4 oz)**
 - Ultramarine Blue (Golden or Liquitex 4 oz)
 - Prussian Blue (Golden or Liquitex 4 oz)**
 - Pthalo Blue (Golden or Liquitex 4 oz)
 - Quinacridone Magenta (Golden or Liquitex 4 oz)

- Dioxane Purple (Golden or Liquitex 4 oz)**
- Mars Black (Golden or Liquitex 4 oz)
- Zinc White (Golden or Liquitex 4 oz)

- Oil Paints (Artist/Profession Series from Utrecht, Gamblin, Winsor & Newton, etc.)
 - Cadmium Lemon Yellow (30ml)**
 - Cadmium Yellow Medium (30ml)
 - Yellow Ochre (30ml)
 - Raw Sienna (30ml)
 - Raw Umber (30ml)
 - Cadmium Red Medium (30ml)
 - Alizarin Crimson
 - Burnt Umber (30ml)
 - Burnt Sienna (30ml)
 - Manganese Violet (30ml)**
 - Quinacridone Magenta (30ml)
 - Dioxazine Purple (30ml)**
 - Cerulean Blue (30ml)**
 - Cobalt Blue (30ml)
 - Viridian (30ml)**
 - Ultramarine Blue (30ml)
 - Permanent Green Light (30ml)**
 - Mars Black (30ml)
 - Titanium White (150 ml)
 - Zinc White (30ml)
- Liquin
- Clear Gel Medium- Use your discretion when deciding mat or gloss
- Panel
- Brushes
 - Gesso Brush-
 - Large soft Hake brush- min. 3 inches
 - Flats/ Filberts -
 - Boar Hair Bristle, Synthetic for Oils, Natural Hair Bristle - sizes 6-12
 - Rounds-
 - Mixed Synthetic Bristle- sizes 6-10

*indicates a suggestion, use your discretion with this material. Is it appropriate for your project?

**indicates materials that are highly recommended but not mandatory

Course Projects & Activities

Projects

Project 1

- Seonna Hong- Paint chip paintings- (recycle, minimalism, series, memory)
- Due the 3rd week of class
- This project will be 20% of the student's final grade.

In this project students will be looking at the mixed media works of Seonna Hong. Seonna Hong uses materials, like paint chips, in her paintings. Students will utilize this as inspiration for their own works. They will go to thrift stores and stores in general and think about how to rework materials/supplies in a way that the material was not initially intended to be used. Paint chips, clothing, linens, books. This will be a work that will be created and displayed on a flat surface.

Project 2

- Helen Frankenthaler- Soak- Stain Project
- Due the 7th week of class
- This project will be 20% of the student's final grade.

In this project students will observe the works of Helen Frankenthaler. Students will experiment with the Helen Frankenthaler's iconic soak-stain technique. Students will consider the revolution that happened with painting when Frankenthaler's technique rocked the art world in the mid 20th century. Students will think about the methods of use for acrylic paints; new techniques and new modes of application. (Experimentation with tools for application: toothbrush, brush size, leaves, kitchen utensils, etc.)

Project 3

- Lisa Golightly- Memory, figure, foggy/dreamy abstraction, looking at LIGHT, nostalgia
- Due the 12th week of class
- This project will be 20% of the student's final grade.

In this project students will look at the subject matter that the artist Lisa Golightly uses and use it to inspire this project. Students will look at light in their environments and use that to inspire their work. Students will be directed to looking at the world around them and help them become attuned to sources of inspiration.

Project 4

- Mixed Media- Sewing- Louise Bourgeois and Eva Hesse
- Due the 15th week of class
- This project will be 20% of the student's final grade.

In this project student will observe the works of Louise Bourgeois and Eva Hesse. Looking at this two women artist from the 20th century, students will observe the mixed media and inventiveness. Students will use Louise and Eva as inspiration to reinvent the student's understanding of what art can be and then apply that to their painting practice. With this project students will take methods they have learned

in the semester along with their independent evolution to create a final work that is a culmination of the semester's learning.

Sketchbook

- Students will maintain sketchbooks throughout the semester.
- Students will maintain a sketchbook to document their research in reading, experimenting, and working out ideas.
- Sketchbooks will be turned in to be checked in week 5, 9, and 15.
- Sketchbooks will be 10% of the student's final grade.

Critiques

- Students will participate in 2 large class critiques:
 - Week 8 Critique (mid-term)
 - Week 15 Critique (Final)

Check-Ins

Students will have 3 small 30 min check-in sessions in order to express ideas, concerns, plans, etc. throughout the semester. Students will schedule these check-ins in a google document provided by the instructor. These check-ins count toward preparedness and participation.

Grading

Participation, preparedness, and attendance will be the parameters for grading. Participation, preparedness, and attendance will make up 10% of the student's final grade. Rubrics will be provided to students when each project is introduced.

Final Grade Breakdown

Project 1 -----20% \

Project 2 -----20% \

Project 3 -----20% \

Project 4 ----- 20% / Cumulative Grade-----100%

Sketchbook ---- 10% /

Critiques----- 10% /

Date	In- Class Work	What is Due
WEEK 1- Monday	-Introduction -Make Glass Palette -Recalibration- Talk about looking at things as things other	-Think about reinventing materials- what can you use?

	<p>than the purpose they have been assigned</p> <ul style="list-style-type: none"> -Introduce Seonna Hong inspired Project 	<p>Go out to stores, thrift stores, your house. How can you reinvent it's purpose?</p> <ul style="list-style-type: none"> -Work in sketchbook -Listen to Seonna Hong interview on <u>Art for you Ear</u> (-podcast) -Bring chosen materials to next class
WEEK 1- Wednesday	<ul style="list-style-type: none"> -Talk about materials explored -Talk about sources of inspiration -Sketch Ideas -Introduce google doc. to sign up for check-ins -Get started 	<ul style="list-style-type: none"> -Work on Project 1 -Work in sketchbook
WEEK 2- Monday	Work Day	<ul style="list-style-type: none"> -Work on Project 1 -Work in sketchbook
WEEK 2- Wednesday	Work Day	<ul style="list-style-type: none"> -Work on Project 1 -Work in sketchbook
WEEK 3- Monday	Work Day	<ul style="list-style-type: none"> -Work on Project 1 - due next class! -Work in sketchbook
WEEK 3- Wednesday	<p><u>Project 1 Due</u></p> <ul style="list-style-type: none"> -Introduce Project 2 -Demonstrate Construction of stretcher Bars for a canvas structure- -Wear closed toe shoes to class!!! 	<p><u>Project 1 Due</u></p> <ul style="list-style-type: none"> -Wear closed toe shoes to class!!!
WEEK 4- Monday	<ul style="list-style-type: none"> -Soak-stain workshop -Students will bring tools for mark-making to experiment with and bring 1 yd of canvas to class 	<ul style="list-style-type: none"> -Work in sketchbook
WEEK 4- Wednesday	<ul style="list-style-type: none"> -Have students sign-up for Sketchbook check-ins -Work Day 	<ul style="list-style-type: none"> -Work in sketchbook
WEEK 5- Monday	<ul style="list-style-type: none"> -Work Day 	<ul style="list-style-type: none"> -Work in sketchbook- Check-in next class!

WEEK 5- Wednesday	-Work Day	<u>Sketchbook Check-In</u>
WEEK 6- Monday	Pass back sketchbooks -Work Day Check in on progress for Project 2	-Work in sketchbook
WEEK 6- Wednesday	-Work Day	-Work in sketchbook
WEEK 7- Monday	-Work Day	-Work in sketchbook -Make sure you have signed up for 3 check-ins and have ideally already had 1!
WEEK 7- Wednesday	-Work Day	-Work in sketchbook -Project 2 due next class!
WEEK 8- Monday	<u>Project 2 Due</u> <u>Mid-term Critique- Looking at Projects 1 & 2</u> Students can begin independent research for the next project- looking at Eva Hesse and Louise Bourgeois. Students can exercise research and inspiration-finding abilities.	<u>Project 2 Due</u>
WEEK 8- Wednesday	-Introduce Project 3 -Work Day	-Work in sketchbook
WEEK 9- Monday	-Work Day	-Work in sketchbook -Sketchbook check-in next class!
WEEK 9- Wednesday	-Work Day	<u>Sketchbook check-in</u>
WEEK 10- Monday	-Pass back sketchbooks -Work Day	-Work in sketchbook
WEEK 10- Wednesday	-Work Day -Check in on progress for Project 3	-Work in sketchbook
WEEK 11- Monday	-Work Day	-Work in sketchbook
WEEK 11- Wednesday	-Work Day	-Work in sketchbook

		<i>-How are your check-ins going?</i>
WEEK 12- Monday	-Work Day	<i>-Work in sketchbook -Project 3 due next class!</i>
WEEK 12- Wednesday	<u>Project 3 Due</u> Introduce Project 4- Looking at Eva Hesse and Louise Bourgeois	<u>Project 3 Due</u> <i>-Work in sketchbook -Include, in sketchbook, independent research for innovative mixed media styles to inform Project 4</i>
WEEK 13- Monday	-Work Day	<i>-Work in sketchbook</i>
WEEK 13- Wednesday	-Work Day	<i>-Work in sketchbook</i>
WEEK 14- Monday	-Work Day -Check in on progress for Project 4	<i>-Work in sketchbook</i>
WEEK 14- Wednesday	-Work Day	<i>-Work in sketchbook</i>
WEEK 15- Monday	-Work Day	<i>-Work in sketchbook -Sketchbook due and Final Critique (Project 3 & 4) next class!</i>
WEEK 15- Wednesday	<u>Final Critique</u> <u>Project 4 due</u> Critique will look at Projects 3 and 4	<u>Sketchbook Due</u> <u>Project 4 due</u>

Assessments/Activities and Grading Policy

Students' grades will be determined based on effort, willingness to learn, engagement, comprehension, application of information and procedures demonstrated and presented in class, quality of work and participation in class activities and discussions.

Cumulative letter grades:

A +(100%-97%)

A (96% -93%)

A- (92%-90%)

B+ (89%-87%)

B (83%- 86%)

B- (82%-80%)

C+ (79%-77%)

C (76%- 73%)

C- (72%-70%)

D+ (69%-67%)

D (66%- 63%)

D- (62%-60%)

F- (Below 60%)

Attendance Policy

Student attendance is mandatory to succeed in this class. We work in class, have discussions in class, and learn together. 3 absences are allowed per semester. If more than 3 absences occur, the student's grade will be affected: a half-grade drop per additional absence.

Technology

All cell phones and communication devices will be tolerated solely for the purpose of art, artists and source image searches related to class and for the purpose of ability to listen to music while in the independent work part of classes. Cell phones and communication devices will otherwise not be permitted. Portable laptops may be used in class for the same ability: for the purpose of art, artists and source image searches related to class and for the purpose of ability to listen to music while in the independent work part of classes. At **NO** point will music be played on a speaker aloud. Emailing or surfing the web on these devices is strictly forbidden during class time. Misuse of technology will adversely affect student attendance/participation grade.

Technology Prerequisites

- Ability in negotiating the basic functions of Canvas.
- Comfortable competence sending email with attachments and downloading attachments.
- Competence using Microsoft Word.

Technology Assistance:

Problems with internet, software, etc.? Contact IT@UC Help desk at <https://www.uc.edu/about/ucit.html> (Links to an external site.)

or (513) 556-HELP.

Problems with Canvas? Click the **Help** link at the bottom left of any Canvas course page.

Communication Strategy

In person communication is the best mode of communication if a student has questions or comments for the professor. This communication can happen during office hours, during class time, or just before or after class. A student must make an appointment with the professor if the student cannot make it to set office hours.

Email is another acceptable mode communicate with the professor. Following is the email policy:

- Email can be used for time sensitive inquiries that cannot wait until the next class meeting or the next office hours.
- Inquiries or concerns about individual grades must be discussed in person.
- Please include your full name as well as the course and section number of the class in all emails.
- The professor will check email daily and respond to all emails within 24-48 hours. I am not able to check email on the weekends.
- The syllabus should be your first turn when having questions about course curriculum, expectations, or due dates. The professor will not answer questions via email whose answers can be found in the syllabus.

Accessibility Resources

Accessibility Resources leads the campus community in supporting students with disabilities by fostering an environment that places independence, inclusion and success at its core. Our Resources page contains a comprehensive collection of resources related to our office and accessibility for the UC Bearcat community. It is recommended that students initiate contact early in the semester to allow for adequate time for services to be arranged. Location: 210 University Pavilion, Telephone: 556-6823. These students should also notify me early in the semester that they will need extra aids. <https://www.uc.edu/campus-life/accessibility-resources.html> (Links to an external site.)

Academic Writing Center

Located on the fourth floor of Langsam Library in room 401N, the Academic Writing Center provides UC students with free writing assistance. If you would like a trained writing tutor to help you get started on your writing assignment or review your writing, make an appointment or stop in during our drop-in hours. The best way to meet with a tutor is to schedule an appointment. Doing so secures your time with a specific tutor of your choosing. Please schedule an appointment through their website: <https://www.uc.edu/aess/lac/writingcenter.html> (Links to an external site.) or by phone at 513-556-3912.

Counseling Services

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

Diversity and Inclusion Statement

Students in this class are encouraged to speak up and participate during classes. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Every student in this class will be honored and respected as an individual with distinct experiences, ideas, talents, and backgrounds. Students will be treated fairly, regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. The professor will make every effort to ensure that an inclusive environment exists for all students. If you have any concerns or suggestions for improving the classroom climate, please do not hesitate to speak with the course instructor. Please see the [University statement on diversity and inclusion for more details.](#)

Safe Zone Statement

As a Safe Zone Ally, the professor can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help students be successful and to maintain a safe and equitable campus and classroom.

Academic Integrity

Academic dishonesty of any sort undermines the very principles on which educational pursuits are founded, and if encountered, will be dealt with as the most serious of offenses. The ultimate penalty for cheating is expulsion from the college. If you have any question as to what constitutes cheating or plagiarism please see the following link or ask me directly:

http://www.uc.edu/conduct/Academic_Integrity.html (Links to an external site.).

I reserve the right to update this syllabus as class needs arise. This is a living document that takes into consideration the needs that arise in the classroom. Be assured that the instructor will communicate to you any changes to our schedule, syllabus or policies quickly and efficiently through **(Canvas and email)**.