ART 320 - BEGINNING AIRBRUSH PAINTING

Main Art Building, Rm. 202
6:00 P.M - 8:50 P.M.

Instructor: Gerard Huber
gerard.huber@tamuc.edu

Office Hours: 11:00AM to 2:00PM, Tuesday/Thursday, Room #211 in Art Building

CATALOGUE DESCRIPTION: Exploration of a variety of expressive possibilities using airbrush painting methods. May be repeated to a maximum of eight semester hours.

ADDITIONAL DESCRIPTION: Introduction to the airbrush as a painting tool. Basic manipulation techniques and rendering skills explored. Image selection, effective visual organization (composition), drawing and color sensitivity will be stressed. Additional emphasis will be placed on developing the ability to critically analyze works of art.

Course Purpose:
The purpose of Airbrush Painting I is to provide each student with knowledge and experience using the airbrush as a basic painting tool, with specific black/white and color assignments to build upon. The student will also gain basic knowledge of the various means of controlling and developing shapes with hand-held stencils, frisket paper, and liquid frisket.

Course Goals:
- Beginning Airbrush Painting is designed to build each student’s perceptual, compositional, expressive and media skills so that by the end of the semester he/she will:
  - learn to make an airbrush painting based on increased sensory perception as opposed to pre-conceived ideas of what the object should look like.
  - show an analytical understanding of the basic elements of art structure and how they interact within the picture plane. These elements are line, shape, value and texture which interact to affect space, design, and content in a painting.
  - paint objects in an accurate manner with expressive uses of the elements of art.
  - demonstrate successful compositions showing balance, unity and variety.
  - demonstrate the use of a variety of materials through traditional means and by experimentation. Flexibility of approach will be encouraged.
  - be able to verbalize compositional and spatial analyses of his/her paintings.
  - have executed a variety of airbrush projects in class, as assigned by the instructor.
  - have actively participated in individual and/or group critiques of class work.
  - have demonstrated self-confidence in the ability to airbrush by producing paintings that confirm eagerness to try new methods and materials, boldness in execution, continuous production, and concern for the presentation and protection of paintings.

Performance Objectives – Expected student outcomes by domain:
COGNITIVE: (Development of critical thinking skills, conceptual constructs, specialized vocabulary and art history)

- each student will demonstrate an understanding of positive/negative and figure/ground shape relationships with regard to realistic or abstract space.
- each student will demonstrate an understanding of planar analysis.
- each student will understand how to use painted value, color, line and texture to create a successful illusion of 3-D from.
- each student will understand how to render the still life utilizing a single light source with attached and cast shadows.
- each student will demonstrate understanding of linear and atmospheric perspective in a painting.
- each student will demonstrate understanding of the role of the support system as a painting surface.
- each student will execute airbrush paintings with a firm understanding of the principles of good design, such as understanding of unity, variety, and balance.
- each student will be able to offer an oral critique of their airbrush paintings.
- each student will be able to participate in group critiques.

PSYCHOMOTOR: (Development of manipulative, work-oriented skills; demonstration of specific process skills)

- each student will master both perceptual and conceptual skills.
- each student will demonstrate good craftsmanship in terms of use of airbrush painting media, techniques and presentation.
- each student will develop technical and craftsmanship skills through hands-on work with materials.
- each student will demonstrate flexibility and adaptability by using a variety of technical and conceptual strategies in resolving airbrush painting problems.
- each student will demonstrate a capacity for synthesis by making airbrush paintings which incorporate and unify disparate elements, processes, motifs and concepts.
- each student will be able to understand studio technology and safety.
- each student will be able to control form so that a finished presentation is accomplished.
- each student will be able to install paintings for ideal contextual viewing.
- each student will be able to orally critique two-dimensional painted form.
- each student will be able to create two-dimensional forms, which explore both perceptual and conceptual issues.
- each student will demonstrate respect for the discipline of airbrush painting by presenting neat, clean, well-crafted projects.

AFFECTIVE: (Development of behavioral skills which help the student acquire a positive attitude toward self, other students, faculty, facilities and equipment, housekeeping in the work are, and the ability to carry out directions, meet deadlines, meet attendance requirements, etc.)

- each student will demonstrate interest in airbrush painting by regular and punctual class attendance.
- each student will demonstrate the ability to follow assignment instructions as well as intrinsic motivation by persistence in staying on task and frequently exceeding the production requirements set by the instructor.
- each student will demonstrate courage and tenacity by persistence in resolving problems and completing assignments in a timely manner – by repeated attempts to resolve or improve upon solutions to airbrush painting problems, especially in the face of risk taking and failure.
- each student will demonstrate resistance to premature closure and openness to discovery by allowing technical and conceptual processes to evolve and by permitting
and even seeking a variety of sources and processes to generate painting ideas and products.

- each student will demonstrate awareness by producing paintings in which nuance is evident (nuance in form, nuance in content).
- each student will demonstrate independence of judgment (and resistance to peer sanctions) by producing airbrush paintings which are personally unique or unusual in character.
- each student will demonstrate confidence by his or her willingness to attempt difficult or complex airbrush painting problems.
- each student will demonstrate persistence in working on airbrush painting problems in which neither the problem or the solution is clearly evident or defined.
- each student will observe safe studio and shop practices.
- each student will demonstrate an ability to analyze by verbally identifying and articulating the salient elements in particular airbrush paintings.
- each student will demonstrate the ability to tolerate diverse views.
- each students will demonstrate the ability to participate in group or individual critiques, accepting and offering constructive criticism.
- each student will demonstrate the ability to participate in class discussion and demonstrate critical thinking skills.
- each student will demonstrate interest in airbrush painting by asking relevant questions and by participating, without prompting, in group and individual critiques.
- each student will demonstrate the ability to contribute to the studio working environment.
- each student will demonstrate the ability to complete tasks.
- each student will bring the proper airbrush painting materials to class to do class work.
- each student will demonstrate the ability to follow instructions in class.
- each student will perform outside airbrush painting projects as assigned.
- each student will demonstrate the ability to focus on personal and group objectives.
- each student will demonstrate the ability to prepare adequately for examinations.

REQUIREMENTS AND GRADING:

1. Attendance is required. You will be counted absent for the day if you are not present when the roll is taken.

   Department of Art Attendance Policy for 100 & 200 Level Classes

   All students are required to regularly attend class. Art is a practice-based discipline and the learning process requires active participation. Students will receive a failing grade upon their fourth absence. Being tardy for class equals ½ of an absence. Being unprepared for class by not having an assignment on critique day or not having the appropriate materials to perform in class assignments will count as an absence.

   Upon the first absence the faculty member will remind the student of the attendance policy. Upon the second absence, the student’s name and attendance record will be forwarded to the Head of the Department of Art and a letter will be mailed to the student’s permanent address. Upon the third absence, the student will be referred to the Head of the Department of Art for consultation.
Students participating in sports or other University activities can be excused from the Departmental policy if they have made arrangements with the instructor to address missed class-work BEFORE the scheduled event. A schedule of the days they are planning to perform or play must be provided at the beginning of the semester or at least a month before their first planned absence.

2. The student is responsible for **ALL MATERIALS** and **INFORMATION** presented in class whether or not the student is present during the class period. Get to know the names and telephone numbers/email addresses/texting addresses of other students in the class so you can contact them in advance of the next class.

3. According to the university catalog a minimum of 12 hours of work per week (6 hours in class and 6 hours outside of class) is expected for each class.

4. **Work must be completed by the due date.** When it is appropriate, paintings will be critiqued by the entire class. If an assignment is due on a day when the student is absent the work must be turned in on the day the student returns to class.

5. Participation in classroom critiques in terms of both submitting the assigned painting **and** sharing critical reactions is required of **all** students. Absence from critiques counts as two absences.

6. Three written essays on announced gallery exhibitions are required. The essays are graded, the grades are averaged together, and the resulting grade is equal in importance to one drawing grade. Essays will not be accepted after the due date.

7. Your grade will be determined by the following:
   - Attendance
   - Following directions in given assignments
   - Degree of involvement, contributions to class and oral critiques
   - Dedicated scholarship in class work and home work
   - Understanding of visual concepts
   - Professionalism. Come to class on time, come to class prepared.
   - Completion of assignments by the given deadline
   - Control and mastery of the media and techniques
   - Quality and improvement in your work
   - Craftsmanship and presentation

8. Students who answer their cell phones in the classroom, talk on their cell phones in the classroom, or text message in the classroom – even during breaks -- will be asked to leave the class and counted absent for the day, no matter how far advanced the class period.

9. Students may not listen to personal CD players during the class even if they are equipped with earphones.

10. No hats may be worn in class.

11. **Clean up after yourself.** The room should look better than it did when you arrived. You may bring food and beverages into the classroom as long as you are responsible for disposing of the empty containers and wrappers in the trash cans provided in the room.
12. Disciplined work habits are expected; erratic work patterns and bursts of frantic activity immediately prior to critique dates yield poor results.

13. Students are expected to work diligently during class time, and to keep “social chatter” to a minimum as it interrupts concentration and inhibits progressive development. If the class or individuals cannot be disciplined about this, then discipline will be imposed by the instructor.

14. All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. All students must show respect toward the instructor and the instructor’s syllabus, presentations, assignments, and point of view. Students should respect each others’ differences. If the instructor determines that a student is not being respectful toward other students or the instructor, it is the instructor’s prerogative to ask the student to leave, to refer the student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 – 46 of the Texas A&M University-commerce Student guidebook’s Codes of Conduct for details.

15. Students requesting accommodations for disabilities must go through the Office of Disability Resources and Services where they can fill out an application, attach recent documentation and apply for eligibility.

Statement on Accommodations for ADA eligible students:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University—Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

16. The Department of Art depends on student volunteer monitors to keep the University Gallery open for visitors. A total of five extra credit points for the semester can be earned for monitoring the gallery -- one extra credit point for one hour of gallery duty.

ASSIGNMENTS/LECTURES:
August 27 First Class Day Fall Semester.

August 28 (1/29) First day of class. 
Policies and procedures. Materials list.

**Reading assignment:**
*Chapter 13, pp. 130-132. Painting Media*
*Chapter 14, pp. 133-144. Equipment*

August 30 (2/29) Slides of airbrush paintings. 
Introduction to the airbrush -- operation, maintenance, clean-up.

**Reading assignment:**
*Chapter 16, pp. 154-160. Painting Surfaces and Supports.*

September 4 (3/29) Basic Techniques of Spraying
Assignment Demonstration:
Project 2. Flat Application - Exercise 2: transparent application, black (textbook p. 15)
Project 3. Gradated Application - Exercise 2: opaque gradations, black and white (textbook p. 15-17)

**Reading Assignment:**
*Chapter 3, pp.13-25. Basic Techniques of Spraying.*

**Gallery Exhibition: Kiera Faber: Solo Exhibition**
*September 4 – 27, 2012*
*University Gallery, Department of Art*
*Opening Reception: TBA*

Projects 2 and 3 continued.

September 11 (5/29) Projects 2 and 3 continued.

September 13 (6/29) Projects 2 and 3 due at beginning of class. Discussion of Projects 2 and 3.

Assignment: Project 6 -- Color (textbook pp. 45-49).
Acrylic on 8"x10" format

**Reading Assignment:**
*Chapter 5, pp.45-49. Color.*

September 18 (7/29) Project 6 – Color continued.

September 20 (8/30) Project 6 – Color continued.

September 25 (9/29) Project 6 due at beginning of class. 
Class Critique and Discussion of Project 6 -- Color.
Demonstration and Assignment: Movable Stencils.  
9”x12” picture plane or larger.
Create a realistic or abstract image using cut or torn paper,  
straightedge (ruler or T square), plastic triangle, French curves, ellipse  
guides, prepared acetate stencils.

The subject matter is to be of your own choosing.  
Experiment broadly and demonstrate skill, craft, and inventiveness  
within the given restrictions. This painting should include a black-to-  
white range of values.

**Reading Assignment:**  
*Chapter 4, pp. 26-43. Masking and Stenciling.*

September 27 (10/29) Movable Stencils continued.

October 2 (11/29) Movable Stencil assignment due at the beginning of class.  
Class critique of Movable Stencil assignment.

**Gallery Exhibition: Art Faculty Exhibition 2012**  
**October 2 – 25, 2012**  
**University Gallery, Department of Art**  
**Opening Reception: 5:00-7:00 P.M.**

Demonstration of freehand drawing with the airbrush.

Assignment: Freehand drawing.  
Using the airbrush as a “wet pencil” develop a “drawing” of a person (head  
and shoulders) placed against a medium toned background.

Begin drawing using Burnt Sienna. Correct the drawing and adjust the  
values with the additional spraying of Titan Buff for highlights and Burnt  
Umber for shadows. White and black may be used for final effects.  
9”x12” or larger picture plane on Illustration Board. Spray the final painted  
image with an isolation coat of soft gel and then gloss polymer varnish.

You may use movable stencils in the development of this drawing.  
This assignment will not be graded, so you are free to experiment  
without the pressure of a formally graded evaluation.

October 9 (13/29) Freehand drawing continued.

October 11 (14/29) Freehand drawing continued.

October 16 (15/29) Freehand drawing due at the beginning of class.  
Class Critique and Discussion of drawing experience.

Demonstration of use (application and removal) of liquid frisket.  
Adjust the values or the spatial location of the positive/negative  
shapes.
Assignment: Fully Developed Freehand Drawing.
Burnt Sienna, Titan Buff, Burnt Umber, Mars Black and Titanium White
acrylic on 9”x12” or larger picture plane on Gesso board.

Begin drawing using Burnt Sienna. Correct the drawing and adjust the
values with the additional spraying of Titan Buff for highlights and Burnt
Umber for shadows. White and black may be used for final effects.

Subject matter is the choice of the student.

You must use liquid frisket in the development of the image to make
adjustments or corrections.

This assignment will be graded.

October 18 (16/29) Freehand drawing continued.
October 19 Midterm Fall 2012.
October 23 (17/29) “In Progress” critique of Freehand drawing.
Freehand drawing continued.
October 25 (18/29) Freehand drawing due at beginning of class.

Class Critique and Discussion of Fully Developed Freehand Drawing.

*Reading Assignment:*
Chapter 6, pp. 50-57. Rendering Forms.


*Exhibition: Border Art*
October 30 – November 21, 2012
University Gallery, Department of Art
Opening Reception: 5:00-7:00 P.M.

November 1 (20/29) Gallery Visit/Free Writing/Discussion/Essay Assignment.
Practice using Frisket Paper to render Basic Geometric Forms in class.

On 9”x 12” or 11”x 14” Gesso board picture plane.

November 6 (21/29) “In Progress” critique of Rendering Basic Geometric Forms.

November 8 (22/29) Class Critique of Rendering Basic Geometric Forms.

Assignment: Final Project.
Full color painting on 11”x14” Gesso board picture plane.

You may want to follow the instructions for Project 8, Variation 3,
Rendering a Still Life on pages 65-68, or you may want to invent your
own picture, choosing your own subject matter for this final painting, or
you may want to select a photograph for a photorealistic image.
Which ever you choose to do, you must make a detailed preliminary drawing in continuous value that is the same size as the finished painting. Use a drawing medium, such as a no. 6B pencil, charcoal, black and white conte crayon, or rubbed graphite drawing that will allow you to achieve a broad range of values between black and the white on the drawing surface.

When you have completed the preliminary drawing begin work on the painting.

November 13\(^{(23/29)}\) Final Project continued.

November 15\(^{(24/29)}\) Final Project continued.

November 20\(^{(25/29)}\) Final Project continued.

November 22 Thanksgiving Break

November 27\(^{(26/29)}\) Final Project continued.

*Exhibition: Annual Holiday Art Sale*

*Work due: November 26 and 27, 2012*

*University Gallery, Department of Art*

*Opening Reception: Wednesday, November 28, 5:00-7:00 P.M.*

November 29\(^{(27/29)}\) “In progress” class critique.

Final Project continued.

December 3 – 6 *Graduate Final Critiques*

*Installation: December 3 – 6, 2012*

*Graduate Final Critique: Friday, December 7*

December 4\(^{(28/29)}\) Final Project continued.

December 6\(^{(29/29)}\) Final Project continued.

December 8-14 Final Exam week.

December 10 – 15 *MFA Thesis Exhibition*

*University Gallery, Department of Art*

*Opening Reception: TBA*

December 13 Final Exam, 6:00 – 8:00 P.M.

Class Critique and Discussion of the Final Project.

Be sure to bring the preliminary drawing to the critique.

Clean up the classroom.

December 15 Commencement.
ART 320: BEGINNING AIRBRUSH PAINTING MATERIALS LIST:

Textbook-Airbrush Painting, Technique and Projects, Norman Fullner

Paasche H-1 Airbrush
15 ft. Air Hose
Paasche H-1 Color Adjusting Assm. (cone and needle)
Liquid Friskit:
   Winsor&Newton Colorless Art Masking Fluid (2.5 fl.oz.)
   Grumbacher Miskit Liquid Frisket
French Curve Packet (contains 3 assorted French Curves)
X-acto Knife
1 Roll of Masking Tape

Golden Airbrush Colors:
Titan Buff, Airbrush Acrylic, 4 fl. oz
Burnt Sienna Hue, Airbrush Colors, 1 fl. oz
Burnt Umber Hue, Airbrush Colors, 1 fl. oz
Titanium White, Airbrush Colors, 1 fl. oz
Ultramarine Blue Hue, Airbrush Colors, 1 fl. oz
Bright Orange, Airbrush Colors, 1 fl. oz
Hansa Yellow Light, Airbrush Colors, 1 fl. oz
Naphthol Red Light, Airbrush Colors, 1 fl. oz
Quinacridone Magenta, Airbrush Colors, 1 fl. oz
Phthalocyanine Green, Airbrush Colors, 1 fl. oz
Carbon Black, Airbrush Colors, 1 fl. oz
Airbrush Transparent Extender, 4 fl. oz

Crescent Illustration Board, H.P., No.201, 20”x30”
Gesso board, 9”x12” or 11”x14”

OPTIONAL:
Colored Pencils:
a. Prismacolor 12 Set
b. Prismacolor 24 Set
Architect's Dry Cleaning Bag

1 Drawing Board (Masonite 1/4" thick)
1 pair of pliers
1 wrench
1 roll of Teflon Pipe Thread Tape
1 packet of white (smoker's) pipecleaners
1 small bar of hand soap
1 pail for cleaning airbrush
1 soft hair paintbrush (1/4” wide)
Paper towels and newspapers
BIBLIOGRAPHY


Caiati, Carl. *Airbrush Techniques for Custom Painting*, (Badger, Chicago, 1978)

Cempellin, Leda. *Conversations with Don Eddy*, (Cleup scarl, 2000)


