



ARTS 353: Color Theory

FALL '15

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I. COURSE DESCRIPTION

ARTS 353. Color Theory (2-4) credit 3. Introduction to various aspects of color, including optical phenomena, color psychology and perception, applications and principles with respect to art and design. Prerequisite: Upper level classification.

II. INTRODUCTION

The dimension of color is arguably the most powerful tool that the artist or designer possesses. Composition, perspective, subject matter, drawing quality, all contribute to any image or space's ability to move the spectator. But color is that quality which most singularly effects the emotions, let alone deeper parts of our being! In our study of color you will see how color is "tangled in the psyche" in such a way that its capacity for producing reaction is inevitable. As well as dealing with the physiological and psychological aspects of color, we will study how artists and designers use color. Though students can expect one or two tests touching on the high points of the lectures, the course is essentially project-centered, with many presentations and many visuals along the way.

III. LEARNING OUTCOMES

- 1) Demonstrate principles of subtractive color phenomena
- 2) Demonstrate principles of additive color phenomena
- 3) Design and solve a complex problem using the above principles
- 4) Experiment with a specific medium intrinsic to color expression
- 5) Introduce color in an art - historical context
- 6) Recognize color as a quality in the physical world, including natural phenomena.
- 7) Introduce color as a quality in the psychological world; the eye and brain, emotional power of color
- 8) Recognize a variety of uses of color, including architecture, sculpture, cinema, as well as practical applications.

- 9) Apply color principles to 3-Dimensional design problems
- 10) Analyze, evaluate and apply criticism as a means to develop creative works and personal expression.

Core Curriculum Learning Outcomes

	1	2	3	4	5	6	7	8	9	10
Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Weave Assessment Learning Objectives

	1	2	3	4	5	6	7	8	9	10
To Stimulate Visual Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Nurture Design Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Enhance a Multidisciplinary Focus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To Encourage Collaborative Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Strengthen Ethical Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To Improve Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

IV. COURSE SCHEDULE

The following schedule is subject to change at any time, though it is a reflection of the essential content of the course.

Week 1: Introduction; The nature of color; why study color phenomena, general overview in terms of art and design. Also, discussion of work by specific artists and architects, focusing on the extent of color thought. First projects dealing with tone and value.

Week 2: Color Interaction, 2D; Michael Chevrue, Owen Jones, Johannes Itten, Joseph Albers. Examples and exercises. Also, “color basics”: hue, value, chroma, compliments, etc. Emphasis on the range of theory within “subtractive color” phenomena.

Week 3: Color Interaction, 2D (cont.); Projects utilizing concepts from Albers, et al. Several media will be employed in exercises relation to two dimensional color juxtaposition. Also use of interactive color software.

Week 4: Color “Models”; additive, subtractive, and “partitive” color mixture, Runge/Munsell, and others, covering a range of theories from 17th through the early 20th century. Includes readings and exercises.

Week 5: Color Psychology; men and women, adults and children, architectural usages, applications in sculpture, industry, theater, etc. Readings, examples, surveys. Color physiology; the eye and brain.

Week 6: Creativity; compulsion, “divine calling”, and art. Readings from the German Expressionists, Kandinsky, and others. Focus on the relationship between color and the imagination.

Week 7: The history of color in painting and architecture; an overview focusing on significant shifts in thought with respect to color understanding and usage.

Week 8: Color Interaction, 3D; lights in architectural design, color in architecture; history and ramifications. “Additive” color in architectural settings. This section will include field trips to actual buildings and/or theatre sets to study lighting effects.

Week 9: Color in Theater; overview, experiments with set lighting. Projects employing color in natural and artificial lighting. Color in interior spaces.

Week 10: Projects utilizing 3D color concepts. These projects will involve models, which use existing and/or artificial light to reproduce lighting possibilities in 3D configurations.

Week 11: Practical applications: Color in architectural rendering and illustration. Color in graphics, comics graphics, computer influences in graphics.

Week 12: Advanced theories; “tristimulus” diagrams, Edwin Land; experiments in color vision, current color theory models and philosophical ramifications;.

Week 13: Final projects; both 2 and 3 dimensional situations.

Week 14: Working in class on projects, reviews/ test

V. PERFORMANCE EVALUATION (grading)

Throughout the course, different projects will be weighted differently; a journal of drawings and studies covering a range of out-of-class assignments will be kept throughout the semester. Grades are awarded by merit; “A”, “B”, “C”, etc. “C+”, “B-“, etc. are common and in borderline cases they can be significant.

Late work is counted off a single letter grade.

There are about 10 “weekly” grades (40%), three “major” grades (40%) and a final project, which will count as 20% of the semester grade.

Resubmittals can be made at any time throughout the semester. (A resubmittal does not insure a raised grade).

Semester grades can be reduced for “excessive absences”; 3 unexcused will usually cost a semester letter grade.

This is project-centered course. Projects will run throughout the semester, which relate to the topics below.

Expect one or two fairly comprehensive tests in the semester.

VI. REQUIRED MATERIALS

18 x 24 drawing paper

Smaller size drawing pad

Some traditional media (to be discussed)

Other materials (including acrylic paints) will be assigned as the semester unfolds.

Required Text: Long, *The New Munsell Student Color Set* (pref. newest Edition)

Recommended Text: Itten, *Elements of Color* (newest edition)
Josef Albers, *Interaction of Color*

Optional/Other texts: John Gage, *Color and Culture*

Franz Gerritsen, *Color*, VNR

Roy Osborne, *Lights and Pigments*, HR

Hazel Rossotti, *Colour: Why the World Isn't Grey*

Feisner, *Color Studies*

VII. COSTS

There will be additional materials that you will need as we move through the course as well as some optional equipment that you may be interested in acquiring.

This course should cost \$75 to \$150 depending on where you buy your materials, texts, and the particular brands you buy. We will discuss this in class.

VIII. DISABILITIES

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 believe you have a disability requiring accommodation,

please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845 1637.

IX. Aggie Honor Code -

"An Aggie does not lie, cheat, steal or tolerate those that do."
(next page)

Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
"On my honor, as an Aggie, I have neither given or received unauthorized aid on this academic work."

"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"