



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: ART

Course Title: Color Theory

Year: 2025

Course and Section 2620-001

Credits: 3

Course Description

Explores the principles of color theory as related to the visual arts. Introduces theories of color, color systems, and the psychology of color through a sequence of exercises and projects.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Amy Davis

Student Learning Outcomes

- 1 Demonstrate skill with a wide variety of traditional art materials and methods of creating
 - 2 Utilize appropriate terminology from Color Theory in classroom discussions, critiques and writings.
 - 3 Evaluate and create artistic works using knowledge of appropriate design and color elements.
 - 4 Draw on individual experiences, creativity and imagination to develop a personalized creative expression
 - 5 Articulate reasons for emotional reactions to artistic work.
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Course Materials and Texts

Acrylic paint for color theory. Cad. Red, Cad. Yellow, Phthalo Blue, Violet, Titanium White, Mars Black.

An assortment of Brushes A pallet and a pallet knife

We will be working on paper unless otherwise announced

Course Requirements

I will introduce new concepts, give presentations and demonstrations at the beginning of class. The remainder of class will be focused on a practical application of the concepts. Your being on time will ensure you receiving proper instruction to apply to in class drawing practices (drawing pad applications).

ATTENDANCE POLICY

Color Theory 2620 is a studio class meaning your attendance is required to receive a grade. A roll will be taken at the beginning of class. **Attendance will directly affect your grade.** Instruction and demonstrations will occur at the beginning of class, so it is very important you arrive on time and prepared to work. If you arrive late, it is **YOUR** responsibility to find the roll and sign it, otherwise you will be marked absent for that day (Only your signature will prove that you were present that day).

- You can have 3 unexcused absences before it affects your grade.
- Each unexcused absence after 3 is a grade drop.
- 3 Lates count as an absence.
- If you miss more than 50% of a class (1.25 hours), it is considered an absence.
- **If you miss more than 6 times (less than 75% attendance) you cannot get credit for this class.**

If you miss class, it is your responsibility, and it is expected, that you review the information introduced and assignments given.

HOMEWORK ASSIGNMENTS

All homework assignments will be an application of what was previously covered in that week's instruction.

The homework is to be hung on the crit board by at the beginning of class to be **on time**. When grades are posted, I will give feedback in the comments dialogue box or on your rubric (if deemed necessary beyond what was said in the critique). Any questions about the assignments can be addressed in class or you can email me through Canvas.

If you are unable to attend class on a day an assignment is due, email a picture of your completed assignment to me **before** the beginning of class for it be considered on time. I do not grade on emailed submissions. You will need to submit your actual assignment for grading upon return to class.

LATE AND REWORKED ASSIGNMENTS

I **DO** accept late and reworked assignments. You have **TWO WEEKS** from the original due date to submit a late assignment or until **April 16th** for reworked assignments.

If a project is turned in **on time** and the student received a less than favorable grade, the student has the option to re-work or re-do the assignment and resubmit for a better grade. If a project is turned in late without prior authorization by the instructor, the option to re-work or re-do is void and the grade they receive is final.

If an assignment is late, it will lose 25% of the points possible before grading and will **NOT** be eligible to be re-worked, but it is always better to submit late for some credit than not submit at all.

If submitting a reworked assignment, the grade will only be changed if the assignment was improved. If you have any questions about assignment requirements, size specifications, or what you can do to improve an assignment, please talk to me face-to-face or email me.

ASSIGNMENTS AND GRADING

Part of your grading will be based on participation **in class**. A portfolio will be due on the day of the Final consisting of your in-class drawing pad and all graded assignments. Adaptation of information in drawing exercises, and involvement in class critiques will demonstrate this participation, so it is to your advantage to be there every day.

Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
E	< 61.0 %	Below
UW	Unofficial withdrawal with last date attended.	

Required or Recommended Reading Assignments

N/A

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Introduction to Color Theory

- What is color theory and why is it important in art?
- The color wheel and primary, secondary, and tertiary colors.

- Color properties: hue, value, and saturation.
- Exploring color relationships: complementary, analogous, and triadic colors.

Module 2: Color Harmony and Psychology

- Creating visually harmonious color palettes.
- Exploring warm and cool color schemes.
- The psychological and emotional impact of colors in art.
- Color symbolism and cultural associations.

Module 3: Color Mixing and Application Techniques

- Understanding color mixing: additive and subtractive color models.
- Practical exercises in mixing and applying colors using various mediums.
- Techniques for achieving texture and layering in art.

Module 4: Using Color in Collage Composition

- Applying color theory to create balanced and dynamic compositions.
- Experimenting with color dominance and accents.
- Incorporating color transitions and gradients in collages.
- Guest artist lecture on using color in mixed-media artworks.

Module 5: Color and Meaning in Collage Art

- Exploring how color choices can convey meaning, mood, and narrative.
- Case studies of famous artworks showcasing effective use of color.
- Creating a thematic project using color to convey a specific emotion or concept.

Module 6: Historical and Cultural Perspectives on Color

- Survey of color usage in different artistic movements and periods.
- Cross-cultural perspectives on color symbolism and significance.
- Analyzing how artists from diverse backgrounds have used color in their work.

Module 7: Developing Personal Style and Expression

- Encouraging individual creativity and experimentation.
- Self-directed collage projects focusing on color exploration and personal expression.
- Peer critiques and discussions to provide constructive feedback on classmates' works.

Module 8: Final Exhibition and Reflection

- Preparation and presentation of final collage projects.
- Class exhibition to showcase students' artworks.
- Reflecting on the journey of learning color theory and applying it to collage art

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☐ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.