

## Course Outcomes Guide

**Course/Program Title:** Art 120 Beginning Ceramics

**Date:** 1/12/15

**Course/Program Team:** Joan Bontempo, Erica Kempler

### Expected Learning Outcomes

1. Student recognizes and applies the fundamental elements of art in visual assignments.
2. Student uses proper language, tools and techniques of the medium in visual assignments.
3. Student recognizes and differentiates the styles and techniques of various artists in the medium
4. Student experiences creative challenges that develop critical thinking and problem solving in visual assignments .

### Assessment –

- Students create projects that challenge them with design, technique, craftsmanship, content and fulfillment of the project objective
- Students are tasked with at least one written exam or term paper evaluates the students understanding of proper terms and techniques and concepts of the medium
- Students demonstrate analysis and critical ability in regular group and individual critiques
- An end of year Art exhibit for all students requires students to complete and present their works incorporating professional standards.

### Validation

1. Instructor evaluates each project with a standardized rubric that scores design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1, 2 & 3) **Grading Rubric Attached**
2. Conference between the instructor and the Department lead faculty are ongoing to determine success of assignments and students' progress **Studio Art Rubric attached**
3. Instructor assesses student's understanding of creative concepts and assesses technical ability in regular individual or group critiques. **Critique Guide attached**
4. Final Critique including the work presented at the Student Art Exhibit assesses the students development and success.
  - a. This will ultimately result in the student's progression to the program's Capstone Portfolio Review.

### Results

#### SP13 –

- Instructors are not “in sync” with the level of instruction regarding historical figures and styles on the medium and quizzing on more than technical terms.
- Students would benefit from basic instruction on concepts of design and composition prior to the development of surface technique.
- It would be helpful to have a standard list of assignments out of class to investigate priority artists and alternative techniques.

#### FA13

- Grading practices are not very rigorous in some sections. Classes are run very loose as “open studio” experiential learning approach, which does not prepare students for presentation at capstone review. Two students exhibited very low ability to address 3D compositional or historical analysis, and it had a very negative impact on their Capstone Review score.

#### SP14

- Practices in the classroom have not improved. Modifications to syllabus and instruction on Moodle, requirement of specific projects that tie closely in to SLOA are required.

FA14

- New course content shows structure in place for renewed instruction in both Art 120 and Art 220

**Follow-up**

SP 13

- Norming sessions, Moodle Instruction, project brainstorming,, and creating a common assessment tool has been worked on with team members.Target implementation SU 13

FA13

- Portfolio Review staffed by members of the HCC Arts Advisory Committee, the Coordinator/chair of the Art department, and another full time Arts department faculty member who will follow an assessment form that evaluates how well the students can create, present and critically analyze their own work appropriately demonstrating competency, visual arts literacy and craftsmanship in the techniques of art making
- Changes were made to instruction based on the low performance of two students.

SP14 –

- The target is increased numbers of students electing to transfer.
- Articulation agreement is being hammered out with Hood college, Shippensburg, Shepherd University to facilitate student transfer to these programs

FA14

- staffing changes are taking place to ensure content of beginning course is taught as a foundational course with transfer expectations to 4 year schools in 3D design.
- Detailed articulation agreement between Hood College and their BFA program in Ceramics was met course-by-course and credit-for -credit
- Heavy recruitment to the high schools is underway with a focus on the above articulation
- Quality of work out of both sections has visibly increased with changes implemented

# STUDIO ART CRITIQUE GUIDE

## STUDENT PERFORMANCE EVALUATION

Student \_\_\_\_\_ Critique Date: \_\_\_\_\_

This evaluation is to aid the student in perceiving his/her performance. Criteria for evaluation are extensions of the course objectives listed in the syllabus.

Mark the rating you perceive applicable to your performance. During the evaluation, this sheet will be returned with a rating from the instructor.

1. Intellectual Curiosity:  
superior  
good  
average  
needs improvement

6. Work Attitudes:  
superior  
good  
average  
needs improvement

2. Skills & Techniques:  
(media control)  
superior  
good  
average  
needs improvement

7. Synthesis  
(Overall evaluation)  
superior  
good  
average  
needs improvement

3 Application of Concepts:  
superior \_\_\_\_\_  
good \_\_\_\_\_  
  
needs improvement \_\_\_\_\_

average \_\_\_\_\_

4. Critical Ability:  
superior  
good  
average  
needs improvement

COMMENTS:

1. Attendance/Participation  
superior \_\_\_\_\_  
good \_\_\_\_\_  
average \_\_\_\_\_  
needs improvement \_\_\_\_\_

## PROJECT GRADING RUBRIC

ART DEPARTMENT GOALS: Students who complete an art course at Hagerstown Community College should be able to:

1. Demonstrate visual literacy.
2. Demonstrate critical thinking skills.
3. Demonstrate a working knowledge of the elements and principles of design.
4. Demonstrate skills in craftsmanship and presentation.

### Ceramics Rubric 1-5 (5 Being Excellent)

	1-2	3-4	5	Score
Aesthetic	Shows <b>little or no</b> awareness of the elements and principles of design	Exhibits a <b>beginning understanding</b> and use of the elements and principles of design	<b>Masterful</b> application of the elements and principles of design. The beginnings of a personal statement and style.	
Work Habits	Required elements of the project were submitted after a deadline. Project was off topic of the particular assignment being evaluated.	Required elements of project were completed on time but <b>execution was haphazard and below the individual students abilities.</b>	<b>Outstanding</b> project. Submitted on time and exhibiting efforts to produce a product of professional quality.	
Craftsmanship	Workmanship is of <b>poor quality.</b> Little evidence of care being taken in the execution of project. A great deal <b>more practice and commitment required.</b>	Falls <b>just short of perfection</b> but shows a strong concern for execution appropriate for the project. <b>More practice required</b>	Craftsmanship is of <b>high quality</b> and appropriate for the concept being presented.	
Concept	Little evidence of mastery of concept being taught, off-topic, haphazard and careless execution.	Beginning evidence shown of <b>movement toward mastery</b> of the concept being taught.	<b>Mastery</b> of the concept being taught, ready to move on to the next level.	
Scores: 18 – 20      A 15 – 17      B 12 – 14      C 9 – 11        D 0 – 9         F				

Studio Art Course Assessment Rubric – Spring 15 Joan Bontempo

	Excellent Work (A)	Better than Average Work (B)	Average Work ©	Below Average Work (D)	Failing (F)
RE: Class Work	Student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with <i>exceptional</i> creativity	Student demonstrates moderate skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is good, and it is integrated with some creativity	Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of the work is modest, and it is moderately integrated.	Student demonstrates lack of skill, discernment and understanding of the visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated	Student fails to demonstrate skill or understanding of the issues involved. Quality of work submitted is insufficient and poorly integrated.
RE: Participation	Student demonstrates through class discussion, critique, and studio interaction <i>outstanding</i> ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline.	Student demonstrates through discussion, critique, and studio interaction <i>solid ability</i> to discuss and assess work; communicating how visual elements and strategies are used. The student demonstrates competent use and understanding of concepts and terminology used in the discipline.	Student demonstrates through discussion, critique, and studio interaction an <i>average</i> ability to discuss and assess work; Though the discussion and assessment of work is substantially complete, communication of some visual elements and strategies are incomplete or missing. The student demonstrates superficial rather than thorough understanding of concepts and terminology used in the discipline.	Student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work; while communicating at a minimal or perfunctory level how visual elements and strategies are used. Poor effort is made to relate understanding of concepts and terminology used in the discipline.	Through discussion, critique, and studio interaction the student states an opinion vaguely or does not assess the work and shows little to no evidence of an understanding how visual elements and strategies are used. No effort is made to relate an understanding of concepts and terminology used in the discipline.
RE: Studio assignments	Student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments.	Student completes the assignment and fulfills more than the minimal requirements. The work demonstrates some skill, judgment and application of principles	Student completes most of the assignment and fulfills the minimal requirements. The work demonstrates modest skill, some judgment and in parts, application of principles	Student does not complete the assignment and fulfills only the minimal requirements or submits work LATE. The work demonstrates lack of skill, weak judgment and little application of principles	Student does not complete the assignment and does not fulfill requirements