

Course Outcomes Guide

Course/Program Title: ART- 220 – *Advanced Ceramics* **Date:** 1/12/15

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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

1. Students create projects that challenge them with design, technique, craftsmanship, content and fulfillment of the project objective (**grading rubric attached**)
2. 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 (**attached**)
3. Students demonstrate analysis and critical ability in regular group and individual critiques (**guide attached**)
4. An end of year Art exhibit for all students requires students to complete and present their works incorporating professional standards.(**studio rubric attached**)

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.

Follow-up

SP13 - The target is increased numbers of students electing to transfer.

FA13 - We are working on "closing the loop" by having a 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

SP14 – 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.

- Articulation agreement is being hammered out with Hood college, Shippensburg, Shepherd University to facilitate student transfer to these programs
- Heavy recruitment to the highschoools is underway with a focus on the above articulation

FA 14:

- Syllabus, projects and term paper was revamped to be similar in both sections and challenge advanced students at a level that would satisfy transfer schools
 - **RESULT** was a close articulation agreement with HOOD COLLEGE for direct transfer from HCC ceramic program to Hood College BFA in Ceramics program
- “Success in a studio art course” cannot be standardized, and individual talent and development varies from student to student and as a class from term to term.
 - Data collected is subjective, as the instructor’s evaluation includes variables such as innate ability and individual measures of development
 - The Course Outcomes Assessment tool collects the data on the number of students who exhibit exposure to the elements and principles of design, techniques, history of the medium and being able to express an analysis of their own work.
 - It does not measure quality of work, or even how *well* they understand the concepts.
 - We use it and the results tell us we are doing well in instruction, student’s growth and the development of the program

Budget Justification

- To increase attractiveness of the course to the students that are coming out of the Barbara Ingram School of the Fine Arts and area professionals
 - To that end we need to provide a first rate course with improvements to the facility we work in – we do not have adequate air circulation or exhaust, we are providing bare essentials as far as work space and it is crowded.
 - This course is not offered in the area and we draw from two counties.
- To increase the numbers of graduates by attracting them to HCC to get an AA degree and more importantly transfer to one of our quality 4 year transfer schools

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 little or no awareness of the elements and principles of design	Exhibits a beginning understanding and use of the elements and principles of design	Masterful 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 execution was haphazard and below the individual students abilities.	Outstanding project. Submitted on time and exhibiting efforts to produce a product of professional quality.	
Craftsmanship	Workmanship is of poor quality . Little evidence of care being taken in the execution of project. A great deal more practice and commitment required.	Falls just short of perfection but shows a strong concern for execution appropriate for the project. More practice required	Craftsmanship is of high quality 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 movement toward mastery of the concept being taught.	Mastery 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	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.

and terminology used in the discipline.

**RE:
Studio
assignment
s**

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

ART 220 Term Paper and major project

Written Assignment and "Influence" Piece. This is a major project.:

Part 1: Each Advanced Ceramics student will be required to research the artists below and choose three clay artists whose work are of interest or inspiration to YOUR work. Students must provide at least 10 images (total, not of each) as examples and be able to compare and contrast significant qualities in these masterworks. This will be due by midterm.

Bernard Leach
Rudy Autio
Jun Kaneko
Stephen De Staebler
Jennifer McCurdy

Paul Soldner
Toshiko Takaezu
Robert Arneson
Eva Hild

Shoji Hamada
Peter Voulkos
Michael Cardew
Hans Coper

Part 2: Identify one artist from the three you selected for a research/critique paper, and**create a work in their style**. Regard will be given to challenges of scale, surface, technique and level of difficulty. This is to address aesthetic issues of a master in the field as applied to your own aesthetic, not a recreation of their work.

This will be a tandem piece with your paper. The paper will be a critique of the masters work, tell how it has influenced you, and explain the work you have created. These will both be completed by the final critique.