

Program Outcomes Guide SP16

Program Title: AA.VAR

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EXPECTED LEARNING OUTCOMES FOR PROGRAM:

STUDIO

1. Student recognizes and applies the fundamental elements of art in visual assignments.
2. Student uses proper language, tools and techniques of the medium.
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 .
5. Correlate artistic content with historical context of works of art.

ART HISTORY

1. Students study vocabulary and terms unique to 2- and 3-dimensional artforms
2. Students will study the works of notable artists, and cultural styles in specific historical eras
3. Students analyze, discuss and develop writing skills that present universal human traits independent of advances in technical and scientific knowledge as expressed in works of art.
4. Students will define and correctly use terms that reference styles, materials and processes of making art

ASSESSMENT

1. In each course are assignments that task each course outcome , which correlates to each Program outcome. (SLO 1, 2, 3, 4, & 5)
2. Instructorevaluates each project with a standardized rubric that scores design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1, 2 & 4) GRADING RUBRIC ATTACHED
3. At least one written exam, weekly quizzes and one major term paper in several classes all evaluate the students understanding of proper terms and techniques and concepts of the various media (SLO 1, 2, 3, 4 & 5) MUSEUM VISIT AND ANALYSIS MASTER ATTACHED
4. Instructorevaluates the students critical ability in regular group and individual critiques using the Critique/ Assessment guide (SLO 1, 2, 4, 5) CRITIQUE GUIDE ATTACHED
5. **Capstone Course/Portfolio review** for majors and end of year Art exhibit for all students requires students to complete and present their works incorporating professional standards. (SLO 1, 2, 3, 4, 5). PORTFOLIO ASSESSMENT RUBRIC ATTACHED

Validation

1. Instructorevaluates each **project** with a standardized HCC Studio Art rubric that scores design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1, 2 & 4)
2. Instructorevaluates the students **critical ability** in regular group and individual critiques using the Critique/ Assessment guide (SLO 1, 2, 4, 5)
3. Students work will be on display for the Student Art Show – their work is judged throughout the course to show **development** of craftsmanship, personal style, depth of understanding of historical context (ascertained through group and individual critiques) and craftsmanship (SLO 1, 2, 3, 4, & 5)
4. Students **portfolio** will be presented in an Exit Review, in front of a panel of artists and instructors drawn from a list of instructors and members of the HCC Arts Advisory Board. The work will be judged from a rubric of assessments on form and content. . (SLO 1, 2, 4, 5)
 - FA13: The Exit Review is scored on a rubric and points system by the Lead Faculty, an alternative faculty member of the students choice, and beginning next year, a member of the Arts Advisory board who is NOT a faculty member.

Results : The artwork in the Student Art show has consistently shown technical achievement and increased professionalism in a public art exhibit. It is clear that the instructors take care to instruct students on standards of craftsmanship and technique, while supporting personal development appropriate to each student's experience and ability. (SLO 1,2,4, 5)

SP13:

- There were 4 portfolio exit review in SP 13. The Portfolio Review grading rubric (attached) was used in evaluating the Graduating student's work by three instructors – the lead full-time faculty member, the Graphic Design lead faculty member, an outside assessor and an instructor of the student's choice, designed to address the strength of the student's preferred medium.
- Results of this exercise showed that in *particular* media courses, students lacked depth in their understanding of Historical context, analysis and references/traditions or vocabulary, and achieved only basic technical ability. (SLO 1,3)
- Course assessments in Art 101 showed a significant number of students struggled with the historical timeline (SLO3), As we changed texts to “*Exploring Art: A Global, Thematic Approach*” in an effort to address global diversity issues (the course is a gen ed class)
- **TRANSFERS:** In SP13 HCC sent one student to MICA and three to Shepherd University for further study.
- **Recruits** to the program: BISFA sent three students to HCC in FA 13

FA13

- So far, the students who have completed their studies and have undergone the Portfolio Review (4) have been fairly assessed, and evaluated. We have found strong skills in aesthetic awareness, technical ability and critical analysis. One student has transferred to MICA for FA 13, another is transferring to Shepherd U, and a third is applying his Degree education in combination with a AA.GDT degree and beginning his own commercial business.
- SP13 and FA 13 Portfolio Review showed us that students were weak in the 3D design area, which includes Art 122/222, ART 108 and Art 120/22.
- Staff instruction and norming sessions were implemented, followed by staff changes in FA 14

SP14

- This year (SP14) and last semester (FA 13) we saw additional avenues for students to make work with the introduction of metal work and welding. The sophistication level of these works was impressive, and a focal point of the exhibit. (SLO1,2,4,5) It is our hope that this kind of work will resonate with parents and future students and help in recruitment efforts.
- With further training and instructional focus, it has become clear that a staffing change in one of the studio courses is required. Students have been consistently weak in this area of study and content and grading has been irregular and undirected (SLO 1,2,3,4)
- **TRANSFERS:** one student was accepted at MICA and 2 are applying to VCU
- **RECRUITS:** BISFA has 4 students going on to undergraduate study, and 2 of those are coming to HCC.
 - Coordinator has scheduled visits to 5 area high schools by the end of May '14

FA14 – We had no Portfolio Reviews this fall, no graduating seniors. The student Art Exhibit is testament to the Fine instruction the students receive – work exhibit has a high professional quality and shows significant ability and innovation.

- **New Articulation agreements** with Hood College and MICA (Maryland Institute College of ART) shown in both cases, an acceptance course-for-course and credit-for-credit, **validates our curriculum and instruction ..**

SP15: Expected that 4 students will graduate and finish the Portfolio Review.

- One student is applying to Laguna College of Art and Design, at this time the others are undecided but hope to continue studies at 4 year schools, one student went on to study at UMBC, two were accepted to MICA

FA 15 –

- We had no Portfolio Reviews this fall, no graduating seniors. The student Art Exhibit is testament to the Fine instruction the students receive – work exhibit has a high professional quality and shows significant ability and innovation.
- Have asked for help from the HCC Web designers for a more prominent presence on the website and have asked for a clear format for the Division Web page

- Hoping to separate Music, Theater , Dance and Visual Arts,
- Want to link faculty with each discipline instead of in one giant three-column list
- Hope to include faculty Bio, photograph and in the case of Visual Art, short list of exhibit and work samples

SP16 – three Graduates in the AA.VAR degree

- One student has been accepted to Pratt Institute in NYC, one will continue on at Shippensburg and the last will continue study at Howard University
- Not seeing much change in the HCC WEB re: Humanities Division page and I believe this hurts our enrollment
 - The Visual Arts Can survive with the creation of a public “face” to the division.
 - We need help in recruitment and marketing – Not only for our activities but for our classes – enrollment relies heavily on the personality of the studio classes And advertisement in the community media
- Faculty creates fliers, places them around town - we need a more professional marketing strategy and have Hopes this can come from the college and not the faculty
- The division needs recruitment video in hand to send or take to marketing opportunities that take place at Various arts activities, and of course to take to the Highschools to compete with other institutions who do the same.

Follow-up :

In SP14 the department has elected to change texts to “*The Power of Art*” which is more historically linear in its approach, and it is hoped that the students will grasp the historical context more readily.

- There will be a staffing change in the ceramics department and interviews for a more academically strong Instructor is underway

SP14 – No exit reviews

- Two students from the FY11 catalog, who did not need exit reviews as per their program were accepted to MICA

FA 14 – The change in textbook was a good move, and grades and quality of written assessment were improved.

- Staff change has shown promise. It may take a semester or two to have a following for the new instructor.

SP15 –

- the ceramics department is making a strong show with full classes and high quality work
- The painting and drawing department likewise, although we are loosing at the number of sections we offer and the enrollment of each

FA15 – Continuing to look at enrollment, having cut sections and changed schedule in search of best time to capture\ Students

SP 16 –

- we have three students this year declare as Majors from BISFA – I would like that number to go up.
- I am eager for real help and leadership in marketing our program – I have asked for assistance with the HCC WEB re: Humanities Division page

Budget Justification: TBD

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.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Intellectual Curiosity:
superior _____
good _____
average _____
needs improvement _____</p> <p>2. Skills & Techniques:
(media control)
superior _____
good _____
average _____
needs improvement _____</p> <p>3. Application of Concepts:
superior _____
good _____

needs improvement _____</p> <p>4. Critical Ability:
superior _____
good _____
average _____
needs improvement _____</p> <p>1. Attendance/Participation
superior _____
good _____
average _____
needs improvement _____</p> | <p>6. Work Attitudes:
superior _____
good _____
average _____
needs improvement _____</p> <p>7. Synthesis
(Overall evaluation)
superior _____
good _____
average _____
needs improvement _____</p> <p style="text-align: right;">average _____</p> <p>COMMENTS:</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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				

Written Assignment and Museum Visit

One of the objectives of this course is to gain the ability to view, analyze and critique a work of art. The others are to be able to use the proper terms in describing techniques, recognizing major styles and artists and being able to write about it. This is not a “book report” style paper, and I do not want lengthy passages about the artist’s life

The assignment is:

- A. **Visit** one of the exhibits at the Washington County Museum of Fine arts in Hagerstown MD, or the Washington County Arts Council and select a work of art from the exhibits listed below.
 - a. OR (Exhibits recommended or limited to:_____)
- B. **Write** an analysis and critique of the work of art using your assessment of the form and content of the work addressing both the visual presentation of the artist (form) and your personal judgment on the content, context and your experience in the museum.
- C. **In writing your analysis and critique, please follow the “Mittler-Feldman Criticism Process”, described below**

If you do not live locally, you may critique a work from the National Gallery in DC, or another art museum or gallery with permission in advance. **No works may be chosen from an online source.** This is a Museum Visit. 50 Points

<h3>EXHIBITS:</h3>

TITLE:

At the Washington County Museum of Fine Arts
401 Museum Drive – In City Park. 301.739.5727
Hours: Tuesday through Friday - 9:00 a.m. - 5:00 p.m.,
Saturday, 9:00 a.m. - 4:00 p.m., Sunday - 1:00 - 5:00 p.m., **Closed Monday**

TITLE:

At the Washington County Arts Council:
34-36 South Potomac Street, Hagerstown, MD 21740; Phone (301) 791-3132 - **Hours:** Tuesday-Friday: 11am-5pm; Saturday: 10am-4pm & By Appt- **Closed Sunday & Monday**

Paper Requirements –

- 1) Select a work of art from the exhibit, (noting your instructors requirements.)
 - a. **Do Not photograph the work of art – the Museum must abide by copyright laws, and you do not have permission to copy someone else’s work.**
 - b. **Take notes on the description of the work in detail, and make notes of your understanding of the work, after reading the 5 steps, below.**


Feldman-Mittler Art Criticism Process

1. DESCRIPTION	What can be seen in the artwork? – this means elements such as repetition, color, line, contrast, figures....
2. ANALYSIS	What elemental design relationships exist with what is seen?
3. INTERPRETATION	What is the content or meaning, based on steps 1 and 2?
4. JUDGMENT	What is your evaluation of the work, based on steps 1,2 & 3?

By following the Feldman Method the critical process is not passive, but active and exploratory.

Notice that the process moves from strictly objective statements in step 1 to a subjective response in step 4 (or from specific to general).

- 1. Description** – Descriptive words about an artwork are like pointers; they draw attention to something worth seeing - so remember that the words that you use must be NEUTRAL. *Do not use terms that denote value judgments*, such as beautiful, disorderly, funny looking, harmonious, etc. Instead make an inventory of subject matter or recognizable objects, shapes, forms (e.g. people, vehicles, fields).
 - Also, discover evidence of elements of art in the work and try to describe the way the art object seems to have been made (is it a painting, drawing, sculpture, photograph, etc). Is scale an important factor in the work? Do not try to draw any conclusions about the excellence or effectiveness of the work. Remain neutral and simply describe.
- 2. Analysis**– Use information gathered in the description phase and look for ways the artist has integrated these (how the different subject matter and/or elements are related –how have the elements been *used to create the principles of art/design*). Look for ways elements have been controlled by design principles. In this phase, one might ask, “How are *colors* used to create *movement*?”, “What happens when curved *shapes* are arranged next to each other?” and “Is there a *variation* in size of *shapes*?” Analysis is not about “what you think it means” It means analyze how the artists uses composition to present a design and composition, and what are those qualities.
- 3. Interpretation** – **Interpretation is the meaning** of the work based on the information in steps 1 and 2. Interpretation is about ideas (not description) or sensation or feelings. Don’t be afraid of revising your interpretation when new facts are discovered (such as the date of the artwork, or the personal history of the artist, etc.) Conversely, don’t be reluctant to make an interpretation from your analysis of only the visual information. What reactions does it invoke? What is the meaning of this work?
- 4. Judgment**– Based on the three preceding phases, try to make an informed critique on the effectiveness or success of the artwork. (whether or not you actually like the work – is it still successful in the way it is put together and in conveying the artist’s message?)
 - *5. There is a 5th part of this assignment: We have studied artists this term who have been examples of various movements and styles of art/art history - *Ancient, Classical, Middle Ages, Renaissance, Surreal, Impressionist, Modern, Expressionist and Post Modern to name a few*. **In your analysis and interpretation, see if you can connect something from the work you are critiquing that might accurately reflect a former style of art , or reminds you of a work of art or artist we have studied. Explain the connection you might see** – perhaps it is in the content, or the way the work looks.
 - Include in your judgment a description of your experience at the Museum – how did you like it, what else interested you there?



NOTE: The staff at the Museum of Fine Arts is happy to have you visit the exhibit. They will be helpful, but be mindful that they are not responsible for your paper. They will not give you a critique of the work or otherwise help you write your assignment. Do not call the museum looking for information on the art or the artists.

And NEVER touch a work of art.

Note II: No downloaded images are appropriate for this assignment. Not visiting the museum = F