

COURSE OUTCOME GUIDE

Course/Program Title: Art 101 – Art Appreciation

Date: 5/6/16

Course/Program Team: Joan Bontempo, lead; Robert Rock, Jennie Avila, Jennifer Thomas, James Craig, Kate Keely

Expected Learning Outcomes

1. Recognize and differentiate the fundamental elements, principles, styles and media of the visual arts
2. Demonstrate knowledge of diverse motivations, functions, and cultural roles of art and artists.
3. Critically examine a representative work, determining historical periods, cultural, political, and economic contexts, form and content in a written analysis.

Arts/Humanities General Education Outcomes:

1. Evaluate important artistic, cultural, and philosophical mechanism of cultural transmission.
2. Understand the impact of historical movements in and on the arts and humanities.

Assessment

1. Quizzes, essays, creative projects and exams throughout the course
2. One Paper reporting on a Museum Visit assignment that evaluates the students analysis of a work of art and ability to discuss the concepts of the elements of art, the principles of design, techniques and media, an understanding of major movements in art history and understanding theme and content.

Validation

1. The experiential paper is self-validating. If students can successfully relate an identified theory/practice/method to their classroom observations (i.e., the paper meets the requirement of internal consistency), they have acquired the ability to apply, analyze, synthesize, and evaluate compositional, conceptual and historical content in a work of art.
2. Norming sessions are held each term to determine success of assignments, quizzes and tests in leading students to successful written assessment.
3. All faculty uses a standard rubric on Written Papers for this course. Comparison of returned exercises to get class level of understanding – instructors share innovations, websites and course support materials as they become discovered. These are again evaluated as a group at the next session.

Results

1. Based on this analysis, course content, chapters assigned and assessment tools are evaluated, updated or amended as needed.

SP 13:

- The team felt the Assessment Tool (museum paper) as utilized by individual members did not accurately reflect outcome success as collected by the Outcome Assessment chart. The data that is supposed to be collected and analyzed is subjective and flawed.
- Although the data collected showed consistent high rates of success, quality of the returns on the Museum paper vary, and individual instructors' requirements for the Museum paper also varied.

FA13:

- The assessment analysis showed a need for more standardization and consistency among instructors.
- Team discussed text presentation of material and assessed how it impacted student success.

SP14

- Continued collection of data (subjective and flawed, as stated) still shows high rate (above 85%) of success although quality of written submissions varies from poor to excellent.

FA14

- Continued collection of data (subjective and flawed, as stated) still shows high rate (above 85%) of success although quality of written submissions is higher overall

Follow-up

FA13

- All instructors give exams on text material.
- A Paper Guidelines document was created to assist adjunct faculty in assessing student term papers and the Museum visit paper.

SP13

- The Museum Paper assignment needs to be corrected to draw data on Outcome #3 with more success, and the *Feldman –Mittler Critical Art Criticism Process* was adopted as the standard for the assignment department wide.

SP14

- The department was asked to change outcomes for the course, and the changes made it easier to assess via Museum paper. Data show improvements on assessments, along with the previous uniformity of the utilization of the assessment tool.
- New texts reviewed and one adopted to solve content confusion problem. Went with text that is more linear than thematic.

FA14

- Continued evaluation of similar returns

SP15 – No changes to this course

FA15 – No changes to this course

SP 16 – No changes to this course

Budget Justification

1. Improvement of video/DVD Library to increase understanding of historical figures and movements.
- SP16 – the projection screen in KEP 117 and 209 are inadequate to properly display fine art examples of material, and either bulbs need to be replaced or projection units might need to be upgraded.

Written Assignment and Museum Visit (Master copy)

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

EXHIBITS:

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

Paper Standards – Visual Arts/Art History

A Papers demonstrate an excellent understanding of the theme and critical issues in the assignment or readings. The paper also provides strong evidence of critical thinking and original, creative insights. “A” papers also indicate familiarity and understanding of art terms in an analysis of the topic. The paper has a well developed introduction and organized ending with an appropriate conclusion. The paper presents evidence to support pertinent points with material quoted from research sources in a correctly attributed and punctuated method. The paper has few if any grammatical, punctuation or mechanical errors and appropriately addresses the assignment.

B Papers demonstrate good understanding of the subject and critical issues in the assignment of readings. There is some critical art analysis expressed in the paper, and it shows a good familiarity and understanding of art terms in an analysis of the topic. The paper is well organized and uses support from research sources in a correctly attributed and punctuated method. There are few errors in grammar, punctuation and mechanics, but they do not impede the meaning or understanding of the written project.

C Papers show a competent understanding of the assignment and critical issues in the assignment or readings. There is little critical thinking or originality, and the insights are standard. The paper shows some understanding and proper use of artistic terms. The organization is acceptable, but there may be lapses in content development. Artistic analysis is present, but may be lacking in appropriate attribution of supporting research sources (if applicable). There may be problems with grammar, punctuation, and mechanics, but overall the paper is readable.

D Papers demonstrate a below average understanding of the assignment or readings. There is no critical thinking or originality, and few if any insights into the artistic issue or theme assigned. The paper is disorganized and shows poor paragraph development, introduction, transitions and conclusion. There is little or no supporting research evidence (if applicable), but it is poorly presented. Grammatical, punctuation and mechanical errors seriously impede understanding and meaning.

F Papers show no understanding of the assignment. There is little or no discernable organization. The paper provides no critical thinking and may be simply a summary of the assignment. Errors are pervasive and intrusive. Outside sources for opinion or facts are not properly credited or punctuated. Any plagiarized papers or portions of the papers are automatically Fs or Os according to the instructor’s prerogative.