

AR 101-Introduction to Art

Course title and number: Introduction to Art/AR 101	Division: Education Division	Initiator: Karen Simion	Date initiated: March 2014
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Suggested revision(s) and justification(s) for each:

- The course description was changed because exposure to different genres and styles of art are now included in the course. Before, the course consisted of only elements and principles of art. The author reviewed introductory art course outlines at other colleges for consistency in content.
- General student learning outcomes were written to reflect art elements, art principles, exposure to art styles, and synthesis of what was learned in the class.
- Specific student learning outcomes were written to provide the detail of each area along with appropriate assessment strategies and criteria for success on student learning outcome.
- Materials were added so students could explore different mediums. The course is introduction to art, not introduction to drawing.
- Reference materials were updated.

Summary of consultation within the division:

Course outline was reviewed by previous and current part time art instructors - Joey Oducado, Rafael Pulmano, Christine Madison, and Mary Sigrah in Kosrae. Christine helped with the initial draft of the revised outline.

Joey and Rafael commented on the content of the revised outline. Neither suggested any changes.

Summary of consultation with other campuses where this course is taught:

Mary Sigrah is currently teaching art in Kosrae. She has a master's of fine arts in art history with multiple courses in drawing and painting. She was provided both the old outline as well as the revised outline. Ms. Sigrah felt the revised outline was an improvement.

GENERAL INFORMATION:

Course title: Introduction to Art

Campus: National	Initiator: Karen Simion	Date: March, 2014
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Course description:

This is a basic course designed to help students understand the elements and principles of art as well as explore a variety of media and techniques to develop creativity in the students. Students will also explore different periods in art history and develop terminology to discuss and evaluate works of art.

COURSE HOURS/CREDITS:

	Hours per Week	No.of Weeks	Total Hours	Semester Credits
Lecture	3	16	48	3
Laboratory				
Workshop				

Total Semester Credit 3

PURPOSE OF COURSE:

- ☒ Degree Requirement
- ☒ Degree Elective
- ☐ Certificate
- ☐ Other

PREREQUISITES: None

PSLOS OF THE OTHER PROGRAMS THIS COURSE MEETS:

	PSLO#	Program
2.1		General Education
4.2		General Education

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES (Check all that apply)

- ☐ 1. Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- ☐ 2. Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
- ☒ 3. Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- ☒ 4. Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
- ☐ 5. Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- ☐ 6. Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- ☐ 7. Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
- ☐ 8. Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Demonstrate basic knowledge of the foundations and concepts related to elementary education.
2. Demonstrate familiarity with a variety of instruction strategies for elementary school students.
3. Demonstrate basic knowledge in the following areas: art, communication, humanities, language, literature, science, and social sciences.

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Illustrate each of the following elements of art in a physical/visual format: line, shape, color value, space, form, and texture.
2. Compose a work of art using balance, proportion, unity, harmony, variety, emphasis, rhythm, and movement.
3. Articulate and evaluate the quality and success of a work of art, including the self-critical evaluation of their own work, work done by another student, and work done during one particular period of art.
4. Experiment with a variety of materials and apply problem-solving skills

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Illustrate each of the following elements of art in a physical/visual format: line, shape, color value, space, form, and texture.

Student Learning Outcome (specific) ISLO PSLO Assessment Strategies

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| 1.1 Sketch using a variety of lines. | 3 | Student will sketch examples of different types of lines graded with a rubric focused on lines. |
| 1.2 Compose a drawing using different types of lines. | 3 | Student will compose a drawing using at least 3 different types of lines graded with a rubric focused on line variety. |
| 1.3 Draw sketches with geometric and non-geometric shapes | 3 | Student will sketch examples of geometric and non-geometric shapes found in the environment graded with a rubric focused on shape. |
| 1.4 Illustrate primary colors, and create secondary and tertiary colors | 3 | Student will mix primary colors to create a color wheel graded with a rubric focused on color. |

1.5 Illustrate the use of color schemes in a work of art

1.6 Diagram the values of a color

1.7 Manipulate positive and negative space in a work of art

1.8 Use perspective to create the illusion of 3 dimensional space.

1.9 Construct a geometrical form

1.10 Create tactile and/or visual texture in a work of art.

3 Student will

compose drawings or take photographs identifying specific color scheme(s).

3 Student produces a value scale - grey or color graded with a rubric focused on value scales.

3 Student will compose a drawing highlighting negative space graded with a rubric focused on use of space.

3 Student will complete a 1 point or 2 point perspective drawing graded with a rubric focused on perspective.

3 Student will construct a 3 dimensional projected with a rubric focused on geometrical form.

3 Student will complete a project illustrating texture (rubblings, collage, or layers of paint) graded with a rubric focused on texture.

CSLO (General) 2: Compose a work of art using balance, proportion, unity, harmony, variety, emphasis, rhythm, and movement.

Student Learning Outcomes (specific) ISLO PSLO Assessment Strategies

2.1 Illustrate symmetrical and asymmetrical balance.

3 Student will take photographs or produce sketches illustrating each type of balance.

2.2 Manipulate proportion in a drawing.

3 Student will design a drawing that is "in-proportion" or purposely "out-of-proportion" graded with a rubric focused on proportion

2.3 Create unity in a work of art using harmony, movement, emphasis, rhythm,

3 Student will complete a drawing designed with unity and critique the drawing discussing unity and the elements used to create unity graded with a rubric focused on unity.

2.4 Produce sketches illustrating different types of rhythm - progressive, alternating, repetitive, flowing

3 Student will produce sketches emphasizing each type of rhythm graded with a rubric identifying criteria for each type of rhythm.

CSLO (General) 3: Articulate and evaluate the quality and success of a work of art, including the self-critical evaluation of their own work, work done by another student, and work done during one particular period of art.

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| 3.1 Evaluate his/her own work of art. | 3 | Student will complete the student section on each rubric for this course. |
| 3.2 Critique a classmate's work of art | 3 | Students will work in pairs to prepare an oral or written critique of their partner's work of art. The critique is graded with a rubric |
| 3.3 Discuss a work of art using terminology found in the elements and principles of art. | 3 | Student will write a report or give an oral presentation discussing the elements and principles used in one piece of artwork graded with a rubric. |

CSLO (General) 4: Experiment with a variety of materials and apply problem-solving skills

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| 4.1 Produce a final piece of artwork selecting the appropriate medium and composition for the project. | 4 | 3 Student will display final project and provide either written or oral explanation of how the work was completed and why the medium for the project was chosen graded with a rubric focused on all art elements and principles. |
| 4.2 Critique the final project discussing choice of materials, composition, and technique as well as the elements and principles of art in writing and/or oral presentation. | 3 | Student will write a critique written in an approved format of the final project OR student presents an oral critique of the final project, graded with a rubric. |

5) COURSE CONTENT:

- Elements of Art- line, shape, color value, space, form and texture.
- Principles of Art- balance, proportion, unity, harmony, variety, emphasis, rhythm and movement.
- Critique of art and exposure to different styles of art and artists.
- How to use variety of materials: charcoal, pencil, colored pencil, water color (acrylic paint), ink, linoleum block prints, etc.

6) METHOD(S) OF INSTRUCTION:

[X] Lecture

[X] Cooperative learning groups

[X] Laboratory

[X] In-class exercises

[X] Audio visual

[X] Demonstrations

[X] Other

7) REQUIRED TEXT(S) AND COURSE MATERIALS:

- Drawing paper
- Watercolor paper
- Watercolor paints/acrylic
- Linoleum blocks
- Carving tools
- Paint brushes
- Charcoal
- Canvas board

8) REFERENCE MATERIALS:

Janson, H.W. *History of Art*, 6th ed. Harry N. Abrams, Inc., (2001)
Artist Daily, Interweave. March 12, 2014. Retrieved from:
<http://www.artisdaily.com/content/Free-eBooks.aspx>

9) INSTRUCTIONAL COSTS: None

10) EVALUATION: None

11) CREDIT BY EXAMINATION: None