Course: Art-001-01 Studio Foundations 1

1. Date of Application: 11/29/201
2. Name, Dept of Proposer: Nyame Brown, Art/ Art History
3. Name of Dept/Program housing course: Art/Art History
4. Name of Chair/PD: Anna Novic
5. How often is the course taught: semesterly
6. Course Prerequisites: "Requirement may be satisfied by having taken either: _ART 20 Beginning Painting _ART 30 Beginning Drawing"
7. Unit value of course: 1
8. Normal Class Size: 18
9. Number of sections expected Fall 2012: 1
10. Number of sections expected Spring 2013: 1
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s): Artistic Understanding
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: "The first learning outcome will be met by in class powerpoint presentations of works art from Art history. The historical works serve as reference material that helps reinforce techniques and materials being introduced and used in class. Field trips to museums like the Hearst, and deYoung allow students to examine and scrutinize artifacts up close, and take note of the technique and connect there in class practice to the grander scale of the finished work they discover in the museums and gallery's.

Learning outcome 1b) Analyze/interpret form and meaning will be met by: In class critiques create a environment where students are expected and encouraged to use discipline based vocabulary to discuss the works of there peers in the context of the parameters of various materials and techniques. Extended use of the discipline based vocabulary helps reinforce meaning and allow for more at ease critiquing the works of their peers.
Learning outcome goal 1c) apply discipline based vocabulary will be t met by: In class critiques create a environment where students are expected and encouraged to use discipline based vocabulary to discuss the works of their peers in the context of the parameters of various materials and techniques. Extended use of the discipline based vocabulary helps reinforce meaning and allow for more at ease critiquing the works of their peers.

The students are shown examples from art history help support in class demonstrations of materials and techniques by the instructor. In class discussions about how artist make formal decisions help students stay focused and mindful of certain criteria. Art history sets the context for levels of skill, quality, and excellence to strive for through the copy of practice or reproduction of the old and young masters of art history.

Students are challenged to problem solve visually. The have to consider the transformative nature of art as it relates to materials. Introducing art making as a process that has various systems like perspective and composition that allow the artist to make informed decisions in there studio practice that gleans reference material achieved through a structured process. For Example students work from a photograph to create a self-portrait. The students have to trace the photograph and reduce its information into a graphic visual language. The newly reformatted tracing is then made into a copy using a Xerox machine. The students color the small copy using water-based media to get familiar and comfortable with the media before using the original tracing on a opaque projector to increase the scale of the students drawing and prepare it to be transferred to canvas or paper. These stages reinforce the concept of studio practice the process orientated nature of creating a piece of art."
16. Learning: "The structure of the class is to present evidence from art historical references that illustrate how particular materials and techniques are used in the artist art making process. The art historical references are reinforced by in class demonstrations of the materials on techniques by the instructor. The demonstrations create a atmosphere where students can ask questions about specifics with details with a technique or ask for more in depth explanation of the criteria that govern decision making while engaging particular media and techniques. Students are then given assignments in class and outside that have them create a piece of work with specific parameters. During the art making process I have students participate in two types of critiques. One "in progress" critique and one and the completion of the work. The critiques are a group situation that creates a atmosphere of where students are expected and encouraged to discipline based vocabulary. The consistant practice of critiques throughout the semester helps reinforce meaning and the practice becomes more natural. The students participation in class critiques and the production of artwork show a students understanding of a particular media and techniques with a focus on criteria provided by art historical reference materials presented in class.

The work is graded based on numeric rubric. The rubric has five skills Skill /Technique, Control/Focus, Line Quality, Speed, and Proportion. Each of these skills has a maximum numeric value a student can get in each of the category. The maximum is ten point and the minimum 1. I grade all assignments using the rubric and at the end of the semester I total the students points and find the numeric category that is the letter grade equivalent. I also take into account students participation in critiques and tardy's and absences to come up with a final grade and assessment of the students knowledge and understanding of the course."