

PROGRAM COMPETENCIES	OBJECTIVE LINKED TO PROGRAM COMPETENCY	WHAT IS THE ASSESSMENT ACTIVITY?	EXPECTATION FOR SATISFACTORY PERFORMANCE BY INDIVIDUALS	EXPECTATION FOR SATISFACTORY PERFORMANCE BY THE CLASS	OUTCOMES OF THE ACTIVITY	ACTION AS A RESULT OF OUTCOMES
1a Analyze works of art and design perceptively and evaluate them critically employing the professional vocabulary of art and design	To survey art from prehistory through the early second millennium CE, considering the creation of artifacts and works of art within social, religious, political, and historical contexts	Survey packet on a single work of art at the Metropolitan Museum of Art	Student to accurately and fully answer 32 questions about a single work of art in the Metropolitan Museum of Art—using the terminology taught in class—and to identify three defining characteristics of the work and five formal elements that exemplify each characteristic	90% of students to complete the assignment satisfactorily	81% of students completed the survey questions satisfactorily, but only 52% completed the characteristics satisfactorily	Review more students' work in the museum so they can improve it before leaving
1b Analyze works of art and design perceptively and evaluate them critically recognizing the common elements of art and design and the interaction of those elements	To survey art from prehistory through the early second millennium CE, considering their artistic styles and formal elements	Self-guided tour at the Metropolitan Museum of Art	Students to find, observe, and comment on (briefly, in writing) 52 works in the Metropolitan Museum of Art	100% of students to complete the assignment	100% of students completed the assignment	Maintain the assignment as is
1c & d Analyze works of art and design perceptively and evaluate them critically respecting and evaluating work in a variety of disciplines and mediums and placing works of art and design in historical, cultural, and stylistic contexts	To survey art from prehistory through the early second millennium CE, considering their meaning within those contexts and our own	Term paper: Formal analysis of one work at the Metropolitan Museum of Art	In one page, distill a clear description and analytical interpretation of the form of one work of art in the Metropolitan Museum of Art	50% of students to complete the assignment successfully on the first attempt; 75% to do so successfully on the second attempt	43% of students completed the assignment successfully on the first attempt; 77% did so successfully on the second attempt	Proposed the establishment of a writing lab accessible to all students
2 Understand culture and history from a variety of perspectives	To introduce students to the conventions and methodologies of the discipline of art history	Write a thesis statement and layout notes on supporting evidence in chart form	Succinctly state the three main categories of analysis of the similarities or differences of two works of art—using correct art historical terminology	40% of students to complete the assignment successfully on the first attempt	34% of students completed the assignment successfully on the first attempt	Repeat the assignment with different examples so students can practice again after receiving feedback on the first assignment
3 Explain and defend views rationally and effectively	To refine students' skills in observation and critical thinking	Write a comparison and contrast essay	Write a well-organized and well reasoned analysis of the similarities and differences of two works of art	35% of students to complete the assignment successfully on the first attempt	31% of students completed the assignment successfully on the first attempt	Repeat the preparatory assignment as above
4 Think, speak, and write clearly and effectively	To improve students' verbal expression—oral and written	Write a comparison and contrast essay	Improve argument and content of a subsequent essay	50% of students to improve on the second attempt	36% of students improved on the second attempt	Proposed the establishment of a writing lab accessible to all students

PROGRAM COMPETENCIES	OUTCOME OBJECTIVE	WHAT IS THE ASSESSMENT ACTIVITY?	EXPECTATION FOR SATISFACTORY PERFORMANCE BY INDIVIDUALS	EXPECTATION FOR SATISFACTORY PERFORMANCE BY THE CLASS	OUTCOMES OF THE ACTIVITY	ACTION AS A RESULT OF OUTCOMES
1. Basic design principles	page layout, scaling in models and drawings	Final presentation page layouts for each project. Proper use of scale in drawings and models	a clear, readable, well organized page layout. Proper use of scaling and proportion in drawings and models	-85% student achievement	-basic design principles were clearly and adequately understood by students	-No action required. Students adequately prepared for second year ID studies
2. formal analysis	Develop a conceptual strategy for an interior design using formal analysis	Retail Chair project: chair analysis. Chair Project Restaurant project: concept drawing	Strong conception of space as demonstrated through drawings prior to implementation of design. Appropriate response to program.	-85% student achievement	Analysis of chairs was well developed by 50% of students. Concept drawing for restaurant was useful tool for 75% of students	Create more strictly defined parameters for drawing including larger scale. Create concept drawing for several design projects
3. Space planning	Space usage: functionality, efficiency, accessibility	Restaurant project: uage diagrams, circulation studies, final plan	Efficient, socially responsible space	-85% student achievement	Students able to accomplish this task successfully 85% of time	No action required
4. Color and lighting	Ability to apply color and lighting techniques to design projects	Reflected ceiling plan with lighting scheme in capstone project. Rendered plan and perspectives in capstone project. Material board in capstone project	Harmonious color scheme and lighting design should support design concept and be clearly presented.	-85% student achievement	Lighting schemes need more detailed information for 50% of students. Material boards were successful 85% of time	More specific checklist for lighting scheme including cut sheet for fixtures

5. Basic building systems and ID business practices	Application of building systems to design projects. Code applications for egress and accessibility	Floor plans with building systems and egress and accessibility correctly drawn.	All spaces to be handicap accessible as per building codes. All building systems to be appropriate to usage. Meet egress requirements for projects.	-85% student achievement	Outcomes 85% successful. Bathrooms not fully rendered for 25% of students	Require all bathrooms to be layed out for all projects
6. Oral and visual presentation techniques	Correct and expressive use visual presentation techniques. Clear and articulate oral presentation of project.	Plans, sections renderings, perspectives, models, material boards for design projects. Oral presentation at critiques.	Technical competency and expressiveness in all methods of representation. Articulate presentation of project	-85% student achievement	Outcomes 85% successful overall. Some drawing conventions not strictly adhered to for all students.	Require drawing conventions to be adhered to as part of checklist for all projects
7. History of design	-contextualization for projects. Analysis of historical precedents	-field trip documentation. -Historical chair analysis	-students should be able to produce visual analysis of historical elements -students should be able to link projects to site context	-85% student achievement	-Historical context for sit appropriate for all students -field trip documentation inadequate for 75% students	-create more detailed checklist of requirements for field trip documentation

<b>PROGRAM COMPETENCIES</b>	<b>OUTCOMES/ OBJECTIVES</b>	<b>WHAT IS THE ASSESSMENT ACTIVITY?</b>	<b>EXPECTATION FOR SATISFACTORY PERFORMANCE BY INDIVIDUALS</b>	<b>EXPECTATION FOR SATISFACTORY PERFORMANCE BY THE CLASS</b>	<b>OUTCOMES OF THE ACTIVITY</b>	<b>ACTION AS A RESULT OF OUTCOMES</b>
Abilities to address narrative and conceptual projects  Process from research to finished image	To develop and apply conceptual skills as they relate to image making.	Preparing of variety of conceptual sketches that are discussed and reviewed individually and with a group	Research relevant materials and create a meaningful image after a given text	Expect 90% to have a satisfactory result in a B & W preparatory drawing. 60% to complete successfully the assignment in final technique (traditional or digital) and presentation	70% of the students met the expectations	Provide supplementary research and sketchbook practice for the class, plus individual feedback
Application of variety of illustrative techniques, traditional and digital B&W and Color	To develop working familiarity with a variety of illustrative techniques and to apply them to specific illustrative projects	Class demos and practices. Homework assignments. Class discussion of student research of inspirational work/artists	Student to use at least three different drawing and painting techniques( wet, dry) and possible combined approaches	Expect 90 % should have a working familiarity with basic wet, dry drawing and painting techniques. Expect 50% to master to some degree one of their favorite approaches	70% of the students met the expectations. More success in working with color is needed.	Additional teacher demonstration and additional homework primarily color-related work.
.Working in series of images, maintaining a cohesive approach  Implementing Design principles as integral part of process	Demonstrate expression, individuality and consistency in the work.	Multi-panel assignments, serial art formats.	Develop a more personal visual vocabulary. Student maintain the stylistic approach through a series of two images in consistent style	Expect 75% to be able to create a series of images with a cohesive concept and technical execution	75% of the students met the expectations.	Continue with current projects and assignments.
All competencies combined	To prepare a strong body of work, suitable for a portfolio.	Book illustration project – capstone project for the course.	Series of internal and cover art from a selected book, in a consistent style and technique,.	80% will complete the book illustration project meeting all the criteria for the assignment.	100% completed the project. 80% met all criteria.	Continue with current project

Course: FN132 - 2D Design II: Color, Prepared by: Connie Simon: AC Foundations

<b>Program Competencies</b>	<b>COURSE OBJECTIVES</b>	<b>WHAT IS THE ASSESSMENT ACTIVITY?</b>	<b>EXPECTATION FOR SATISFACTORY PERFORMANCE BY INDIVIDUALS</b>	<b>EXPECTATION FOR SATISFACTORY PERFORMANCE BY THE CLASS</b>	<b>OUTCOMES OF THE ACTIVITY</b>	<b>ACTION AS A RESULT OF OUTCOMES</b>
1. Understanding basic color theory.	Color Interaction Effects of colors on each other.	Joseph Albers color relativity studies, color interaction Color-Aid paper.	80% effective color interaction studies.	75% effective color studies. Understanding of color interaction.	80% good understanding of color interaction, color relativity.	Find a way to make the experience more visual, less intellectual.
2. Understanding basic color theory, Creative problem solving, careful craftsmanship.	Physics of color perception. Effects of colors on each other, color interaction.	Color-Aid invented Op Art design creating effects of vibration and glow with complementary colors.	75% creation of color effects. 80% creative, imaginative design.	75% effective creation of vibration and glow. Creative design, careful craft.	80% successful creation of effects of vibration and glow. 80% appealing design and craft.	Look for interactive website to vividly demonstrate role that value plays in creating these effects.
3. Understanding basic color theory. Personal expression. Attractive craftsmanship.	Expressive use of color: to express emotion and mood.	2 designs using same analogous colors but using different parts of the analogous spectrum for different moods.	80% control of colors more expressive of quiet calm mood and active lively mood.	80% control of color to express different moods or emotions.	95% good understanding and control of use of color to express mood, emotion.	Satisfied with result.
4. Understanding basic color theory. Creative problem solving. Attractive craft.	Structural use of color. Use of color to describe 3D space. Spatial structure.	Color-Aid collage. Invented, deep space design based on observation of how colors alter as they recede into space.	80% understanding of using color to describe deep 3D space. Imaginative deep space design.	75% good grasp of structural use of hue, value, saturation to describe 3D space.	90% good understanding of spatial use of color. Creative designs.	Satisfied with result.
5. Understanding basic color theory. Creative problem solving. Attractive craftsmanship.	Additive color. Physics of color perception. Study of the effects of light on color.	Invented Color-Aid image. Invent a room with 3 or more colors in it and a light source. Imagine how the light would alter the colors.	90% good understanding of how light effects the colors.	90% good understanding and portrayal of how different light sources effect colors.	90% good understanding, 80% imaginative design with attractive craftsmanship.	Show more examples of masterworks illustrating effects of different kinds of light on colors.
6. Understanding basic color theory. Attractive painting craft.	Study of color schemes, color unity. Subtractive color mixing concepts. Practice painting technique.	Painted still-life made up of 2 complementary colors and their mixtures.	90% understanding of color unity and color scheme. 75% appealing paint application.	90% understanding of color scheme, color unity, Specific color mixing concept. 75% appealing handling of paint.	95 % good understanding of color mixing concept. 75% attractive paint application.	Satisfied with results.

7. Understanding basic color theory. Attractive painting craft.	Basic concepts of subtractive color mixing. Color unity. Practice painting technique.	Painted still-life made up of many different kinds of greens: warm/cool, dull/bright, dark/light. (students have no green paint in their palettes)	85% understanding of mixing concepts to achieve accurate greens. 75% attractive paint application.	85% understanding of color mixing concepts. 75% attractive paint handling.	90% good understanding of color mixing concept. 80% attractive paint handling.	Satisfied with results.
8. Application of principles of 2D visual organization. Creative problem Solving. Attractive craftsmanship.	Reinforce basic 2D design concepts: Static/active design, symmetry/asymmetry Attractive collage craft.	2 analogous color collage designs, one static and one active.	80% understanding and control of the elements of 2D design to create static and active design.	80% good understanding of creating static and active design.	90% good understanding of concept. 80% attractive collage craftsmanship.	Show fewer student examples in order to let students discover <i>for themselves</i> good solutions to the assignment rather than follow formula.

### **Foundation Competencies:**

The Foundation Program provides an underpinning in the language and grammar of the visual arts.

Irrespective of major, all students are expected to:

- 1.) investigate the basic elements of visual art through manipulating the language of drawing, applying knowledge of color theory, and applying concepts of space and time.
- 2.) apply the elements and principles of 2-dimensional and 3-dimensional visual organization.
- 3.) examine every major that is open to them in the program to gain insight into the characteristics of each discipline.
- 4.) practice careful craftsmanship and attractive presentation.
- 5.) demonstrate creative problem solving, personal expression, and critical ability.

**2D Design II: Color, Course Objectives:** The general goal of this course is to introduce the fundamental vocabulary and grammar of color and design which can be applied to all the visual arts. Application of competencies #4 and #5 is encouraged and assessed at all times. The more specific course objectives are:

- 1.) examination and application of color theory. (competency #1). Color will be studied in these ways:
  - a. the analysis of the physics of color perception.
  - b. the analysis and application of basic color mixing concepts.
  - c. the examination of color interaction, the effects of colors on each other. Albers studies.
  - d. the analysis of the perception of color from observation of the visual world, the study of effects of light on color.
  - e. the examination of the use of color for emotional, subjective, expressive goals. Investigate psychological, emotional effects of color. (competency #5)
  - f. the examination of color to illustrate spatial and plastic structure.
  - g. the analysis of formal color schemes, color unity and the use of limited palettes.

- 2.) further investigation and application of 2D Design I issues such as figure / ground relationships, symmetry and asymmetry, scale, proportion, static and active design. (competency #2.)
- 3.) employment of careful, attractive craftsmanship and presentation. (competency #4.)
- 4.) practice of technical facility in painting and collage media. (competency #4.)
- 5.) analysis of works of art by contemporary and historical artists in terms of the above goals. (competencies #1, #2)

**Course Outcomes**

Spring Semester 2011/ Program: Graphic Design / Course Title : Typography 2 / Course Number: GD 222 / Prepared by: John Breakey / March 16, 2011 Revised: May 25, 2011 Final: 08.01.2011

Graphic Design Competencies	Course Objective Addressing GD Objective	Define the Assessment Activity	Individual Expectation for Satisfactory Performance	Studio Expectation for Satisfactory Performance	Outcomes of the Activity	Actions Taken from Outcomes Result
1 Possess a design problem-solving skillset	Ability to strike a balance between legibility and creativity	In-class drills, emulation examples critique, phase by phase evaluation	Semester long documentation, testing outcomes & increased interest and commitment	Peer to peer exchange of information and commentary within critiques & tests	80 - 85% can make clear distinction of levels of importance of typographic legibility and creativity	Ongoing evaluation of the evaluation criteria: changing class dynamic from year-to-year may affect success rate
2 Ideation ability through hand drawn process and conceptual techniques	Skill in presenting that creativity within the design context	Does the student make new & creative type solutions that are clear & legible?	Solutions from student's process shows fresh growth, possesses type foundation confidence, openness to experiment	Wide variety of creative approach shown with an equal display of common application of good technique	Experimentation will be used by appx. 90%, success of experiments within technique varies via approach	Monitor as a year-end against previous class examples: comparative expressions based on presentation sets
3 Possess an information gathering, R & D and planning process	Understanding the audience needs for differing levels of creativity	Review the process, defend the approach, test the response through recall of information shown	The requirement for multiple solutions is within the student's grasp and are provided as evidence	Outcomes group wide provide peer to peer inspiration and example of difference in making creative solutions	85% understand how to relate project typography to the design solution	Review how designers relate core typography principles to a project's design solution from collected examples
4 Building visual communication competence	Possessing an end-user awareness of the information	Is the design solution easily understood by the reader without being visible to the end-user / reader?	Possesses ability to frame the information within personal style without disruption to the content	Unbiased sharing of positive components & awareness of issues within typographic levels of experience	80 - 85% can make effective display and body text applications of the information to end-user	Improve to a higher percentage: that the student has the means to make display coincide successfully with text
5 Ability to apply growing understanding of professional practice.	Contribute in a meaningful way to the evolving typographic dynamic within mass communication	Does the student make new & creative type solutions that are clear & legible?	Evidence of a successful emergence of an individual's typographic voice & a desire to speak with it	Positive sharing by designers of typographic idiosyncrasy, subtleties, approach, resources, and inner workings	80 - 90% view type, typography and letter forms as an art element with potential to impact society	Develop a means to document the work students create beyond DCAD; should exhibit exponential growth

PROGRAM COMPETENCIES	STUDENT LARNING OUTCOMES	WHAT WILL BE THE ASSESSMENT ACTIVITY?	INDIVIDUAL/ EXPECTATIONS FOR SATISFACTORY PERFORMANCE	CLASSROOM EXPECTATIONS FOR SATISFACTORY PERFORMANCE	OUTCOMES OF THE ACTIVITY	ACTIONS TAKEN (TO BE TAKEN) AS A RESULT OF OUTCOMES
2. Students should learn to create believable motion.	Ability to create belivable timing and spacing in animation.	An animation of figures moving different rates to create lifelike movement.	Student should create believable emotion and motion through variation of timing.	Expect 90% to understand basic timing techniques. 50% to understand more complex subtleties of spacing in animation.	95% were able to understand the basics of timing. Yet only around 40% understood more advanced concepts	The level of discourse needed to be more advanced. More time was spent on analyzing master animation.
2. Students should learn to create believable motion.	Demonstrate understanding of balance and the effect of gravity on characters and objects	Students make an animation based on motion studies of various falling objects.	Objects should fall appropriately based on the materials wind resistance and recoil..	Expect 90% to be able to create a general sense of gravity. Expect 50% to be able to create more subtle effects.	95% were able to create a sense of gravity. 60 % were able to differentiate between subtle materials	There were generally strong results in this area. Adding more momentum exercises might strengthen this assignment
2. Students should learn to create believable motion.	Ability to use action analysis :frame by frame observation of live action and animated films	Students film actions to use as reference for animations.	Students animations are made more believable through observation of actual motion	Expect 85% to be able adapt observations from live action footage into their animations .	90% were able to use this concept to help their animation	Students did this assignment when asked yet many did not continue on future assignment. Having action analysis as a homework requirement will help.

1.To gain knowledge of the visual communication aspects of animation.	Create individuality and personality in a character through their posture and motion	Students use mirrors to study their body positions and facial expressions for animated films.	Students should be able to communicate with effective animation of gestures and facial expression.	Expect 90% to understand techniques. 50% to understand more complex subtleties.	80% were able to communicate effectively with facial expression and body language . Many students did not focus enough on body language.	A Full length mirror kept in the class room will remind students to focus on gesture as a means to communicate
2. Students should learn to create believable motion.	Create believable and specific walk cycles	Students break down a walk into its components to understand the mechanics and complexities	Students must be able to animate a believable walk cycle with regard to balance and gravity. Students must be able to create emotion by varying elements of the cycle.	Expect 90% to create a classic simple walk. 75% to create more complex cycles.	98 % were able to create a basic walk Yet only 50% could convey subtle emotion.	Need to spend less time on the basics and more on advanced issues.
2. Students should learn to create believable motion.  4. Students should gain knowledge of basic animation technology	Sync sound and dialogue to animation	Students read a sound track frame by frame, log audio on exposure sheets and carefully animate following the exposure sheets.	Prerecorded dialog should match lip movements of their finished animation.	Lip movements must be accurate about 75% of the time	Students were accurate about 75% of the time	More time could be focused on full animation and inbetweening. Better software options to help read the soundtrack more quickly and accurately should be researched
6. Students should learn to work as part of a production team.  7.Students should learn to bring together all phases of a production	Work as part of a production team.	The entire class works together to create a short animated segment	Students drawings should match the standard on the model sheet.	Expect 80% to draw accurately enough to be considered “ON MODEL”	75% were able to draw on model.	More practice time drawing the characters before should help starting the animation.

SEMESTER Spring YEAR 2011

COURSE/PROGRAM: FA151 - Drawing I Section 15 students

Prepared by: Catherine Drabkin

Program Competencies	STUDENT LEARNING OUTCOMES	WHAT WILL BE THE ASSESSMENT ACTIVITY?	INDIVIDUAL/ EXPECTATIONS FOR SATISFACTORY PERFORMANCE	CLASSROOM EXPECTATIONS FOR SATISFACTORY PERFORMANCE	OUTCOMES OF THE ACTIVITY	ACTIONS TAKEN AS A RESULT OF OUTCOMES
<p>ability to apply basic drawing and design principles, for problem solving and personal expression.</p> <p>understanding of working processes, ability to use them to create works in a variety of media</p> <p>Develop awareness and understanding of approaches through direct experiences with media and works of art. Ability to compare media .</p>	<p>Understand and use a variety of drawing languages available as analogies for visual experience. (competency a, c and d)</p>	<p>Week 1 Open assignment begins course to evaluate student experience level followed by homework on volume and organization of format</p>	<p>Students should be able to compose a page, and create the sense of volume</p>	<p>Expect 90% to understand effective organization of page. begin to create space and volume. 50% to create complex and ambitious visual statements in black and white from observation.</p>	<p>70% of students demonstrated understanding of composition, 70% of students created volume, 40% of students created complex and ambitious organizations</p>	<p>Plan to commit more time when assignment is given to demonstrating techniques to create volume. Place greater emphasis in introduction on organizing the page and opportunities for creativity</p>
<p>Understanding of and ability to apply basic drawing and design principles, concepts, media, and formats for creative problem solving and expression.</p>	<p>Accurately see and reproduce proportion. (competency a)</p>	<p>Week 2-5 Students draw still life and the figure using sighting techniques to create proportional relationships</p>	<p>Drawings should create believable proportional structures and meaningful organizations of the page.</p>	<p>Expect 90% to use tools effectively to reproduce observed shapes. Expect 50% to be able to develop drawings into meaningful complex organizations</p>	<p>85% demonstrated ability to observe shape and proportion accurately. Approx 45% created meaningful complex organizations</p>	<p>Develop more tools to convey basic concept of shape and give more opportunities for complexity to more advanced students</p>
<p>Understanding of and ability to apply basic drawing and design principles, concepts, media, and formats for creative problem solving and expression.</p>	<p>Use black and white media as expressive tools. (competency a and c)</p>	<p>Students use lines and marks week 6-8 and tone week 12-14 to recreate what they see</p>	<p>Students should be able to identify and use specific drawing languages to compose a page, create space, volume</p>	<p>Expect 85% to be able to articulate and demonstrate the particular qualities of shape, interval and overlap, etc. to create volume and space in their drawings</p>	<p>Approx 70% used proportional markers and tonalities effectively to create volume and space</p>	<p>Plan more interactive activities for the critique to reinforce concept</p>
<p>Understanding of and ability to apply basic drawing and design principles, concepts, media, for problem solving and expression.</p>	<p>Use line, shape, and composition to respond to what they see. (competency a and c).</p>	<p>Week 2-15 all homework assignments in course support development :final project in-class and homework drawings</p>	<p>Students should be able to understand and reproduce observed forms to create meaningful compositions</p>	<p>Expect 90% to reproduce shapes accurately 50% to undertake ambitious complex organizations</p>	<p>85% used line, shape and composition to recreate observed forms. 40% undertook ambitious, complex organizations in the capstone assignment</p>	<p>Develop more incentives to help students take advantage of office hours for extra help</p>

Understanding of and ability to apply basic drawing and design principles, concepts, media, and formats for problem solving and expression.	Create the third dimension using a variety of means including contour lines, gesture and value. (competency a and c)	weeks 12-14 students develop planar analyses to create volume	Students should be able to create a sense of volume	Expect 80% to turn form. 50% to create illusion of complex three-dimensional forms in light	66% turned forms, Approx 45% created illusion of three-dimensional forms in light	Either allow more time for concepts or adjust assignments for greater opportunities to create volume
Understanding of and ability to apply basic drawing and design principles, concepts, media, and formats for problem solving and expression.	Draw the forms of the human figure. (competency a)	Week 4,5 7,8, 12 and 15 students use shape, plane and light to create figures in space	Figure drawings should create a sense of space, volume and movement .	70% should reproduce forms of figure in relation to the environment.	Approx 66% reproduced the forms of the figure in relation to the environment	Create assignment using drawing marathon or DCAD evening open figure drawing sessions
Basic understanding of working processes and the ability to use them to conceive and execute works in variety of media.	Make believable spatial structures and demonstrate an understanding of spatial strategies in drawings from the past. (competency a, e and f)	Week 6-8 Ingres drawings of Rome are used as inspiration for spatial awareness. Students observe and mark intervals and overlaps to create space. Week 9-11 linear perspective	Students should be able to create space in the rectangle marked by the edges of their paper	Expect 80% to create depth through overlaps, 50% to create complex spatial environments and compositions	Approx 70% created depth through overlaps. 33% created complex spatial environments and compositions	Either allow more time for concepts or adjust assignments for greater opportunities to create space
Develop critical awareness and qualitative analytic skills.  Develop general visual and verbal literacy	Demonstrate critical facility and evaluate their work and the work of others through short writing assignments, critiques and discussion. (competency e and f)	Week 2-15 Writing and speaking during critique of each assignment and question and answer session when homework is given	Students should be able to use vocabulary effectively to demonstrate awareness and understanding of concepts. This should be shared with the group to enhance learning dynamic	Expect 80% to be able articulate concepts and apply them to examples of student work and demonstration examples	85% able to participate and contribute to the assessment of work completed for class	Continue to expand student understanding and use of rubrics and competencies. Develop simple format for analysis and feedback

SEMESTER SPRING YEAR 2011

COURSE PH 231 - COLOR PHOTO

PREPARED BY RON BRIGNAC

PROGRAM COMPETENCIES	LEARNING OUTCOME LINKED TO PROGRAM COMPETENCY	WHAT IS THE ASSESSMENT ACTIVITY?	EXPECTATION FOR SATISFACTORY PERFORMANCE BY INDIVIDUALS	EXPECTATION FOR SATISFACTORY PERFORMANCE BY THE CLASS	OUTCOMES OF THE ACTIVITY	ACTION AS A RESULT OF OUTCOMES
PC-1. Demonstrate an understanding of a range of analog and digital equipment skills and techniques.	Learning Outcome LO – a) using ICC profiles on a large format ink jet printer	Weekly assignment rubric	Achievement level of 75 % or higher based on rubric requirements	90% perform at or above 75% based on rubric requirements	100% who completed the class performed above 75% based on rubric requirements.	Continue process
PC-1 Demonstrate an understanding of a range of analog and digital equipment skills and techniques.	LO - b) manipulate color still images in the digital environment to produce color inkjet photographs.	Weekly assignment rubric	Achievement level of 75 % or higher based on rubric requirements	90% perform at or above 75% based on rubric requirements	100% who completed the class performed above 75% based on rubric requirements.	Continue with this process.

<p><b>Competencies</b> <b>1-2-4-5</b></p>	<p>LO - c) create a portfolio/project of 15 to 20 color photographs that demonstrate a cohesive theme and personal vision</p>	<p>Book and Final portfolio project</p>	<p>Achievement level of 75 % or higher based on rubric requirements</p>	<p>90% perform at or above 75% based on rubric requirements</p>	<p>100% who completed class performed above 75% based on rubric requirements</p>	<p>Continue with this process. Consider digital portfolio in addition to current projects.</p>
<p>PC-1 Demonstrate an understanding of a range of analog and digital equipment skills and techniques.</p>	<p>LO - d) use a variety of light sources in color photographs.</p>	<p>Part of weekly assignment rubric</p>	<p>Achievement level of 75 % or higher based on rubric requirements</p>	<p>90% perform at or above 75% based on rubric requirements</p>	<p>100% who completed the class performed above 75% based on rubric requirements.</p>	<p>Continue with this process.</p>
<p>PC-1 Demonstrate an understanding of a range of analog and digital equipment skills and techniques.</p>	<p>LO - e) use saturated and muted colors in photographs.</p>	<p>Part of weekly assignment rubric</p>	<p>Achievement level of 75 % or higher based on rubric requirements</p>	<p>90% perform at or above 75% based on rubric requirements</p>	<p>100% who completed the class performed above 75% based on rubric requirements.</p>	<p>Continue with this process.</p>
<p>PC5. knowledge of history, theory and relationship of photography to other visual disciplines in both written assignments and photographic works</p>	<p>LO - f) demonstrate the ability to express ideas in writing about other's color photographs in a personal blog.</p>	<p>Part of weekly assignment rubric</p>	<p>Achievement level of 75 % or higher based on rubric requirements</p>	<p>90% perform at or above 75% based on rubric requirements</p>	<p>Positive verbal response in class. Increased assignment completion. Students liked the blogs and participated more when the assignment was given in blog form. Solved our desire for an archive of these assignments. 100% who completed class performed above 75% on rubrics.</p>	<p>Continue weekly written assignments in blog form. Consider how internet use and posting can be used effectively for more assignments</p>

<b>Competencies 1-2-4-5</b>	LO - g) Research and emulate a photographer's work using color photography, write a two page paper about the chosen photographer and give an oral presentation with projected visual images to the class about chosen photographer.	emulation assignment rubric	Achievement level of 75 % or higher based on rubric requirements	90% perform at or above 75% based on rubric requirements	Positive verbal student response to project and improvement in quality of student work in this assignment.	Continue with this assignment. Consider having it done online for archive and future research by students.
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### **Photography Program Competencies**

- 1) Students demonstrate an understanding of a range of analog and digital equipment skills and techniques.
- 2) Students demonstrate the ability to work with still images in both darkroom and digital settings sufficient to initiate and complete an extended project.
- 3) Students demonstrate the ability to work within the digital environment with moving images sufficient to complete a video project.
- 4) Students produce a portfolio suitable for application to a four-year school
- 5) Students are expected to express themselves by demonstrating knowledge of history, theory and the relationship of photography to other visual disciplines in both written assignments and photographic works.

### **LEARNING OUTCOMES**

The student will...

- a) make color photographs using ICC profiles on a large format ink jet printer.  
(competencies, 1, 2 , 4)

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- b) manipulate color still images in the digital environment to produce color inkjet photographs. (competencies, 1, 2, 4)
- c) create a portfolio/project of 15 to 20 color photographs that demonstrate a cohesive theme and personal vision. (competencies, 1, 2, 4, 5)
- d) use a variety of light sources in color photographs. (competencies, 1, 2, 4, 5)
- e) use saturated and muted colors in photographs. (competencies, 1, 2, 4, 5)
- f) demonstrate the ability to express ideas in writing about other's color photographs in a personal blog. (competencies, 5)
- g) Research and emulate a photographer's work using color photography, write a two page paper about the chosen photographer and give an oral presentation with projected visual images to the class about chosen photographer. (competencies, 5)