



COURSE OUTLINE

Course Number:
ART 232

Course Title:
Advanced Drawing and Painting

Credits:
3

Hours:
lecture/Lab/Other
4/1

Co- or Pre-requisite
ART230

Implementation
sem/year

Catalog description (2006-2009 Catalog): [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Is course New, Revised, or Modified?

Required texts/other materials: discretion of the instructor

Revision date: 2012

Course coordinator: Mel Leipzig ext. 3353

Information resources: discretion of the instructor

Other learning resources: N/A

Course Competencies/Goals

The student will be able to:

1. Demonstrate safe, competent usage of materials and skill in drawing and painting
2. Exhibit painting techniques and the vocabulary to articulate them.
3. Examine the various purposes of 2D media and apply appropriate evaluation criteria
4. Utilize various methods of paint application for technical and expressive purposes.
5. Develop, defend and explore a variety of drawing and painting genres
6. Investigate historical and contemporary approaches to drawing and painting and research at least one contemporary painter.
7. Synthesize personal ideas and skills into conceptually developed work.
8. Critique, with appropriate vocabulary, the student's own work and the work of peers.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Units of study in detail

Unit I: Materials, Safety, and Paint handling

Learning Objectives

The student will be able to . . .

- List and describe the purposes of various media and the safety precautions of each (Core Competencies 1 & 2)
- Exhibit the ability to successfully handle media (Core Competencies 1 & 2)
- Identify and demonstrate a variety of direct and indirect drawings and painting approaches (Core Competencies 2 & 4)
- Experiment with various supports for drawings and painting (Core Competencies 1 & 2)
- Create drawings and paintings that explore surface, paint texture and utilize various methods of paint application for technical and expressive purposes (Core Competencies 1, 4 & 6)
- Critique, in terms of materials and media handling, the student's own work and the work of peers. (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 & 7, Core skills A, B & F)

Unit II: Examining Realistic Criteria

Learning Objectives

The student will be able to...

- Create drawings and paintings using observational approaches to painting (Core Competencies 1, 2, 3, 4, 7)
- Examine criteria devised throughout Art History to evaluate realist drawings and painting (Core Competencies 3, 6, 8, Gen Ed Goals 4, 6, 7 Core Skills B, D)
- Evaluate own work using traditional criteria for judging realist drawings and painting (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Critique the work of student peers using traditional realist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Research and discuss the work of realist painters of the Art Historical Canon (Core Competency 6, Gen Ed Goals 1, 4, & 6, Core skills A, D, E, F)

Unit III: Examining Expressionist Criteria

Learning Objectives

The student will be able to...

- Create drawings and painting(s) using approaches designed to evoke emotional response(Core Competencies 1, 2, 3, 4, 7)
- Assess sources of emotional response in existing drawings and paintings (Core Competencies 2, 3, 5, 6, 7, 8, Gen Ed Goals 1, 6, 7, 9, Core Skills B, D)
- Analyze the relationship between naturalism and expressionism (Core Competencies 2, 3, 5, 6, 7, 8, Gen Ed Goals 1, 6, 7, 9, Core Skills B, D)
- Examine and analyze criteria to evaluate Expressionist drawings and painting(Core Competencies 3, 6, 8, Gen Ed Goals 4, 6, 7 Core Skills B, D)
- Evaluate own work and work of peers using expressionist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Research and discuss the work of Expressionist artists of the Art Historical Canon (Core Competency 6, Gen Ed Goals 1, 4, & 6, Core skills A, D, E, F)

Unit IV: Examining Formalist Criteria

Learning Objectives

The student will be able to...

- Create drawings and painting(s) using formal approaches to painting(Core Competencies 1, 2, 3, 4, 7)
- Analyze the relationship between abstraction and non-objectivity (Core Competencies 2, 3, 5, 6, 7, 8, Gen Ed Goals 1, 6, 7, 9, Core Skills B, D)
- Examine criteria devised throughout the Modern Period to evaluate Formalist drawings and painting(Core Competencies 3, 6, 8, Gen Ed Goals 4, 6, 7 Core Skills B, D)
- Evaluate own work using formalist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Critique the work of student peers using formalist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Research and discuss the work of formalist artists of the Art Historical Canon (Core Competency 6, Gen Ed Goals 1, 4, & 6, Core skills A, D, E, F)

Unit V: Examining Instrumentalist Criteria

Learning Objectives

The student will be able to...

- Create drawings and painting(s) designed to evoke the viewer to action (Core Competencies 1, 2, 3, 4, 7)
- Examine socio/political movements/causes appropriate for Instrumentalist work (Core Competencies 3, 6, 8, Gen Ed Goals 4, 6, 7 Core Skills B, D)

- Evaluate own work using Instrumentalist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Critique the work of student peers using Instrumentalist criteria (Core Competencies 5, 7 & 8, Gen Ed Goals 1, 6 &7, Core skills A, B & F)
- Research and discuss the work of Instrumentalist artists of the Art Historical Canon (Core Competency 6, Gen Ed Goals 1, 4, & 6, Core skills A, D, E, F)

Unit VI: Historical and Contemporary Artists

Learning Objectives

The student will be able to . . .

- Identify and describe important artists from past and present(Core Competency 6, Gen Ed Goal 7, Core Skills A, E)
- Investigate, through research and presentations, the work of past and contemporary artists (Core Competency 6, Gen Ed Goals 1, 4, & 6, Core skills A, D, E, F)
- Discuss the movements, contexts, and techniques associated with these artists (Core Competencies 6, 8, Gen Ed Goals 7, Core Skills A)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

- The bulk of material graded for each class will consist of a series of assigned painting projects. These projects are designed to force the student to work in a variety of artistic approaches. For each assigned painting project, the student will be graded by these factors:
 Demonstrating the skills corresponding to the current unit
 Exhibiting conceptual thinking when appropriate
 Meeting the project requirements
 Creating overall aesthetic quality of craft and professional presentation
 (Core Competencies 1-5 & 7, Gen Ed Goals 1 & 6, Core skills B, C & F)
- In the assigned research project(s), the student will research (an) historical and/or contemporary artist(s) and investigate the movement, theories, techniques, and cultural context of their work. The research will culminate into a short class digital presentation (Core Competencies 6 & 7, Gen Ed Goals 1, 4, 6, 7 & 8, Core skills A, B, D, E & F)
- For the final project, the student will design and create an expansive project that integrates previously explored ideas/techniques and successfully expresses the student's conceptual idea. This final project culminates in a final critique, which is mandatory in order to pass the class (Core Competencies 1-8)
- Quizzes, exercises, written and oral critiques will assess the student's knowledge and participation (Core Competencies 8, Gen Ed Goal 1 & 6, Core Skills A, B, D & F)

Research Project	5%
Painting projects, at least 6	80%
Final project	10%
Exercises, Quizzes, attendance	5%

Academic Integrity Statement: [

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit

of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and/or receiving excessive help from another individual will qualify as a violation of Academic Integrity, requiring the necessary steps for reporting such violations. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

Course Competencies/Goals:

The student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

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Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit IV: The Renaissance

The student will be able to

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of classical models on Renaissance art, and what was “new” about Renaissance art. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective (“New Monarchies”; “Renaissance states”). **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s *The Prince*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**