

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: Central New Mexico Community College
Department: School of Communications, Humanities & Social Science
Course Number, Title, Credits: ARTS 1240, Design I, 3 credits
Co-requisite Course Number and Title, if any: None
Is this application for your system (ENMU, NMSU, & UNM)? N/A
Name and Title of Contact Person (Faculty Content Expert): Cheryl Dietz, Creative & Fine Arts chair
Email and Phone Number of Contact Person: cdietz@cnm.edu, 505-224-4000, Ext 50049

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTS 1240, Design I

List all learning outcomes that are shared between course sections at your institution.

1. Produce art works that apply and organize the elements of two-dimensional form (line, shape, value, texture, color and space).
2. Produce artworks that apply the principles of two-dimensional design (harmony, variety, repetition, balance, rhythm, proportion, dominance, movement, and economy).
3. Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation.
4. Use visual art vocabulary in the development and critique of work
5. Explore concepts and ideas: from conceptual, realistic/referential to non-representation.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the beginning of the course, instructors present two-dimensional visual examples of historical and/or contemporary art works to create students' genre and medium awareness. Students then create visual art works that apply the principles of organization and elements of design, demonstrating a versatility with media awareness (paint, collage, drawing, etc.) in order to communicate to the viewer specific visual experiences. Students then evaluate other students' art works. Student critiques evaluate the visual communication of other students' visual messages, while producing arguments to defend their critiques of the technical skills in the art works presented. Student learning will be assessed with post-test of the elements and principles of design and shape; production of line, shape, texture and color paint projects; compositions with painted color schemes, collages, abstractions, and/or portraits; critiques of other students' color scheme, abstractions, portrait and collage projects.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will apply problem solving as the critique presentations of two-dimensional student artworks. Students will acquire evidence for their critique by analyzing other students' color scheme painted projects, collages, abstractions, and/or portraits, evaluate that acquired evidence, and orally present, defend and evaluate their reasoning and conclusions about the conceptual and visual attributes of other students' projects based on conceptual, realistic or non-representational problems proposed in the color scheme paint projects, collages, abstractions, and/or portrait assignments. Student learning will be assessed with a grading rubric that evaluates their oral critiques of other students' artwork.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

By apply responsible and ethical use of two-dimensional art-making materials, students will demonstrate an understanding of sustainability. Students will evaluate materials (i.e. cadmium vs non-cadmium paint) for their personal, social and global health and environmental impact. Students will collaborate in studio clean up practices as well as identify, select, and ethically use and dispose of art materials. A materials worksheet will assess students' understanding of personal and social responsibility of using environmentally sound art-making materials.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached


F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/genedassessmentplan>

G. Relationship between Institutional Assessment Plan and this Course

CNM's Student Academic Assessment Committee (SAAC) requires annual reporting for all general education content areas. Each of the essential skills associated with a content area must be assessed at least twice during a six-year cycle, and at least one essential skill must be assessed each year. In accordance with this policy, the assessment will rotate through the three essential skills associated with ARTS 1240 with one of these essential skills being assessed each year. In addition, SAAC's policy states that departments and faculty content experts should determine the mechanism by which assessment takes place as well as the actual assessment. Accordingly, while sample assessments have been provided with this certification document, the actual assessments will be developed by a committee of art studio faculty. See ARTS 1240 Assessment Rubric.

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on 9/20/2018
Date

Approved Denied

If denied, rationale:

Institution Notified on 9/26/2018
Date

ARTS 1240, Design I

Analogous and Monochromatic Portrait Project

Objectives:

- Base a color schemes painting project on the cultural significant work of Andy Warhol
- Explore monochromatic and analogous color schemes while painting two versions of the same portrait one realistically and the other graphically.
- Use two techniques one using closed values and one using open values.
- Incorporate acrylic medium in the painting process in order to blend values to create volume.
- Practice sustainable use and clean up of acrylic paints
- Analyze and discuss how color creates content including cultural social bias or affirmation
- Develop paint handling skills
- Break down an image into visual components and then render it in two distinct ways.

Materials You Need to Bring:

- A head shot photo of a person and a black and white photo-copy of that photo enlarged to fit into an 13"x18" area (the bigger the image the easier to paint. The head should fill the space as much as possible with very little amount of shoulders or space in-between the top of the head and the edge of the format).
- The first day bring pencil, black marker, ruler, acrylic paints, brushes & transfer paper (optional).

The Materials provided: Acrylic paint, acrylic medium, white paper.

The Format dimensions: 13" x 18" (horizontal or vertical)

Instructions: Set up your composition (See Sample Project and Demostration)

- Use a black marker to trace your portrait onto tracing paper. Make sure to mark "front" on your tracing paper before you remove it from your photocopy. When tracing, be sure to capture all of the major and the minor value shapes as possible; both dark and light and everything in-between. You will use this like a "paint-by-number" so the more detailed you make it the better.
- Transfer your portrait twice onto your 13" x 18" format either next to each other horizontally or stacked on top of each other vertically.
- Next choose three analogous manufactured colors from your color wheel. These are colors that are next to each other on the color wheel, are closely related and are usually experienced as warm or cool. Example: yellow, orange & red or yellow green, green & blue/green, the three violets, etc...

Portrait #1: Closed Value Portrait / Monochromatic Color

Paint this portrait first using one of your chosen colors with the addition of black, white and gray. Note: you are using black, white and gray to "mix in" with that color, creating tints, shades and neutralized colors. Do not use black, white and gray independently. In this portrait you are basically working in a process similar to a "paint-by-number". Each value shape of the portrait should be painted flat, be a closed value and should correspond with the value shifts in your original image.

Portrait #2: Open Value Portrait / Monochromatic Color

Choose one of your remaining colors from the three you initially selected and paint this portrait with the addition of black, white and gray. Note: you are using black, white and gray to "mix in" with that color, creating tints, shades and neutralized colors. Do not use black, white and gray independently. In this portrait you are working in a process where all of the values are blended. Mix a little bit of acrylic medium with your paint as you are painting. This will extend the drying time of the paint and will help you be able to blend values together. Paint

this portrait as realistic as possible making smooth transitions between one area and another. This painting should correspond as close as possible to the value shifts of your original.

The Background

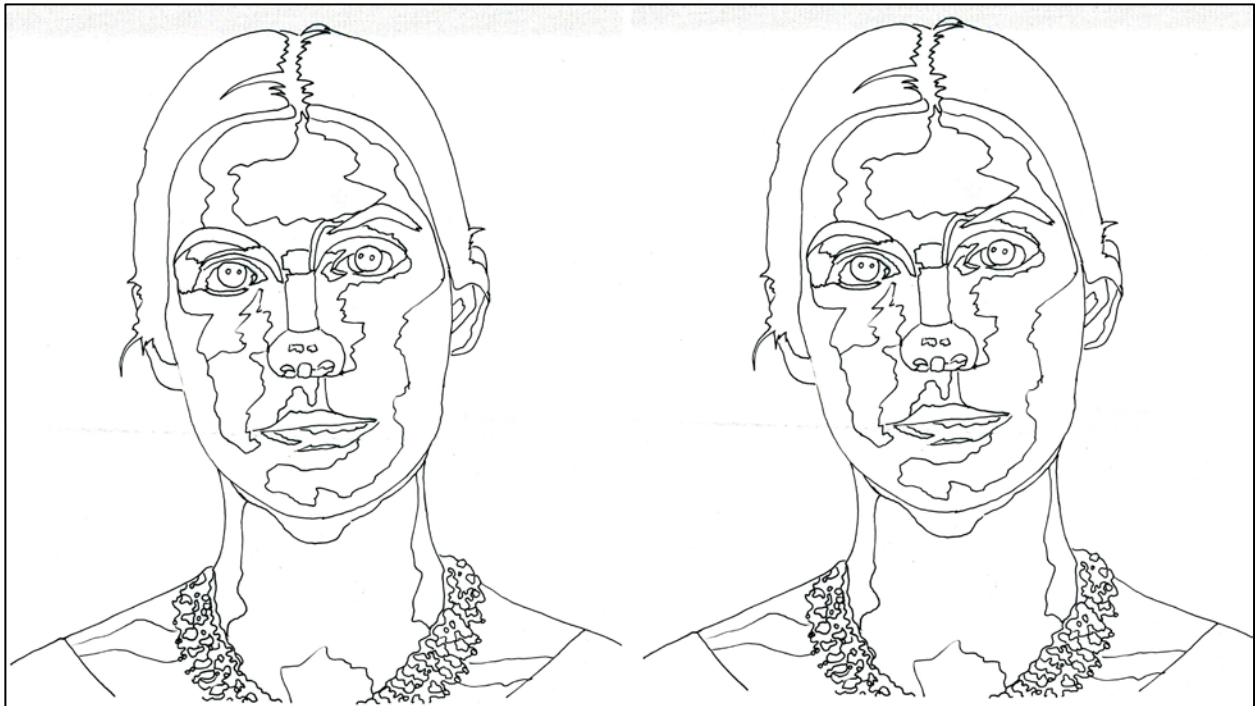
In the background use shapes (organic, rectilinear, or curvilinear) to create a design. Use the remaining color of your original analogous group to paint the background. If you would like to use all three colors in the background that is OK.

Criteria for grading:

- The use of the correct color combinations.
- The complexity of closed value shapes in the closed value portrait
- The complexity of value ranges used in both portraits
- Evidence of smooth value transitions in the open values portrait
- Background design
- Craftsmanship (brushwork, opacity, blending)
- Craftsmanship (presentation)

Present Portrait for Critique and address the following:

- How your portrait expresses the elements and principles of design.
- How your portraits addresses concepts of cultural color bias and experience



Central New Mexico Community College
 School of Communications, Humanities and Social Sciences
 Fall 2018 Student Learning Assessment: ARTS 1240

Assessment Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Two-dimensional work is appropriate for audience, purpose and context.				
Critical Thinking				
Relevant problem/question clearly stated				
Relevant problem/question appropriately described/explained				
Response contains a relevant and logically sound argument				
Personal and Social Responsibility				
Response contains at least one social justice and/or sustainability issue in scenario				
Response explains at least one social justice and/or sustainability issue in scenario				
Response uses aesthetic theory to support or help explain the impact of scenario on social justice and/or sustainability issue				
Response demonstrates the ability to participate in respectful civic dialogue				