SLOAT Summary 05/17/2011 Prof. Barbara Pogue

ART APPRECIATION – ART 100 – 3.0 credit hours

ART 100 B01 was chosen for analysis; at semester’s end (Spring 2011) there were 30 students evaluated.

The above course is both an AA and AS degree program additional requirement under the General Education category of Humanistic Perspective. The purpose of Art Appreciation is to give students an introduction to great works of world art as well as to encourage them to question the nature and relevance of art to daily life. Students are also introduced to the elements and principles of design and asked to demonstrate comprehension of the principles of design by constructing a Principles of Design booklet.

For SLOAT, I decided to focus attention on the Principles of Design booklet, as it required a wide variety of educational behaviors in comprehension, knowledge, evaluation, analysis and application: distinguishing, comparing, interpreting, identifying, deciding, classifying and explaining the various principles of design: *variety and unity, symmetrical and asymmetrical balance, rhythm, scale, proportion, emphasis and subordination.* Students choose two examples of each principle from popular magazines, carefully place them in a booklet, and type an explanation of why each example was chosen.

The Principles of Design booklet relates to Course Goal number 4: “prepare and present information using a computer by creating a Principles of Design booklet” (see ART 100 Course Outline) and to the related Measurable Performance Objectives (MPOs): “use magazines to gather examples of each of the principles of design; use computers to type up explanations of why each illustration fits the criteria for the principles; and assemble images, titles and explanations, along with a cover sheet, into a booklet.” (see ART 100 Course Outline)

I prepare and distribute to all students a handout of instructions (see ART 100 – Appendix A) on how to do the booklet, as well as speak extensively on the subject in classes and show examples of previously submitted booklets. Students read the relevant chapter in their textbooks to further enhance their knowledge of the principles. Finally, there is one day solely devoted to working on the booklets in class, and then the students are required to complete the project on their own time.

When completing the ART 100 Fall 2010 SLOAT assessment, I realized that my checklist of how I would evaluate the booklets (see ART 100 – Appendix B) was simply not a good enough assessment instrument. The booklets, by their nature, take a long time to complete, so I give the instructions about two months before the due date, which is the last week of class. I decided, as a result of my experiences last semester, to spend more time in class on the project.

The last week, I collected the booklets and determined what grade the student would receive for his/her booklet. I then sat down with each one and gave a detailed explanation of the correct and the less correct illustrations and explanations in each booklet. This was much more satisfactory than last semester. The students immediately understood why they got the grade they did.

As a check on the rationale for doing the booklet, one of my final exam questions was: “On the back of this paper, evaluate the course. What worked? What didn’t? What did you like the most and the least? What did you learn the most from doing? What could I do better in the future? This question is worth 10 points…and …, you don’t have to be positive. Negative comments are also helpful.”

Out of a total of 20 responses (students who had an A average weren’t required to take the final), 15 commented that they learned a lot from either the lectures or the in-class projects such as the color wheel, the collages and the masks. Sixteen (80%) reported that the single thing they learned the most from doing was the Principles of Design booklet. Not one student reported he/she didn’t like or didn’t learn from doing the booklet. Not one chose it as something he/she learned the least from doing.

Therefore, I have learned that spending more time in class working on the booklet, and that sitting down with each student to explain the grades, while **extremely** (!) time-consuming, insured understanding and created no untoward consequences in the final evaluations.

**Appendix A – Principles of Design Booklet Handout**

**Due date**: **Wednesday, April 20, 2011**

**Hints for doing the booklet**:

It should be on plain white typing paper, standard sized – 8 x 11”.

It should have a cover page containing the following information: PRINCIPLES OF DESIGN BOOKLET and your name. That’s all.

The booklet **must** be put in a binder or a loose-leaf notebook. The pages should not be loose. You can buy various binders in the Bookstore.

It should have at least 14 pages. It must include at least **2** examples of each of the following principles of design:

**1) Unity and Variety**

**2) Proportion**

**3) Scale**

**4) Emphasis and Subordination**

**5) Rhythm**

**6) Asymmetrical Balance**

**7) Symmetrical Balance**

Get lots of colorful magazines; your illustrations will come from them.

1. Carefully cut out and paste examples of each of the 7 principles of design from magazines. Please try to cut out all the words from the picture. Sometimes you’re not able to do this without destroying the image, so I do understand if a few words are present.

2. Glue the magazine pictures to the white typing paper.

3. **Type the principle of design on the top of the page.**

4. Still on the same page, **but on the bottom**, type an explanation of why this is a good example of that particular principle.

5. Be careful not to misspell any of the principles of design! I take points off for spelling mistakes. Watch your grammar, too. Write in complete sentences.

6. **Be neat when you cut and paste.** **Neatness definitely counts.**

7. Choose **big** rather than small illustrations from magazines. Small is not good when it comes to the booklet.

I will **not** accept printed or handwritten booklets, so make sure you allow yourself plenty of time to do all the necessary typing. You may show me your explanations beforehand, to check on whether they are acceptably written. You may also show me your pictures beforehand, to check on whether they are correct. You can always come to my office and sit down and we’ll go over what you have. I am happy to do that.

**Any booklets that are handed in late will be marked down one full grade.**

**Appendix B – Principles of Design Booklet Assessment Sheet for SLOAT**

**Criteria Checklist:**

Plain white typing paper

Cover page

Binder or a loose-leaf notebook

14 pages minimum

2 examples of each of the following principles of design:

1) Unity and Variety

2) Emphasis and Subordination

3) Symmetrical Balance

4) Asymmetrical Balance

5) Proportion

6) Scale

7) Rhythm

All words cut out

Principle of design on the top of the page

Explanation on the bottom

Misspellings

Grammar

Complete sentences

Neatness

On time