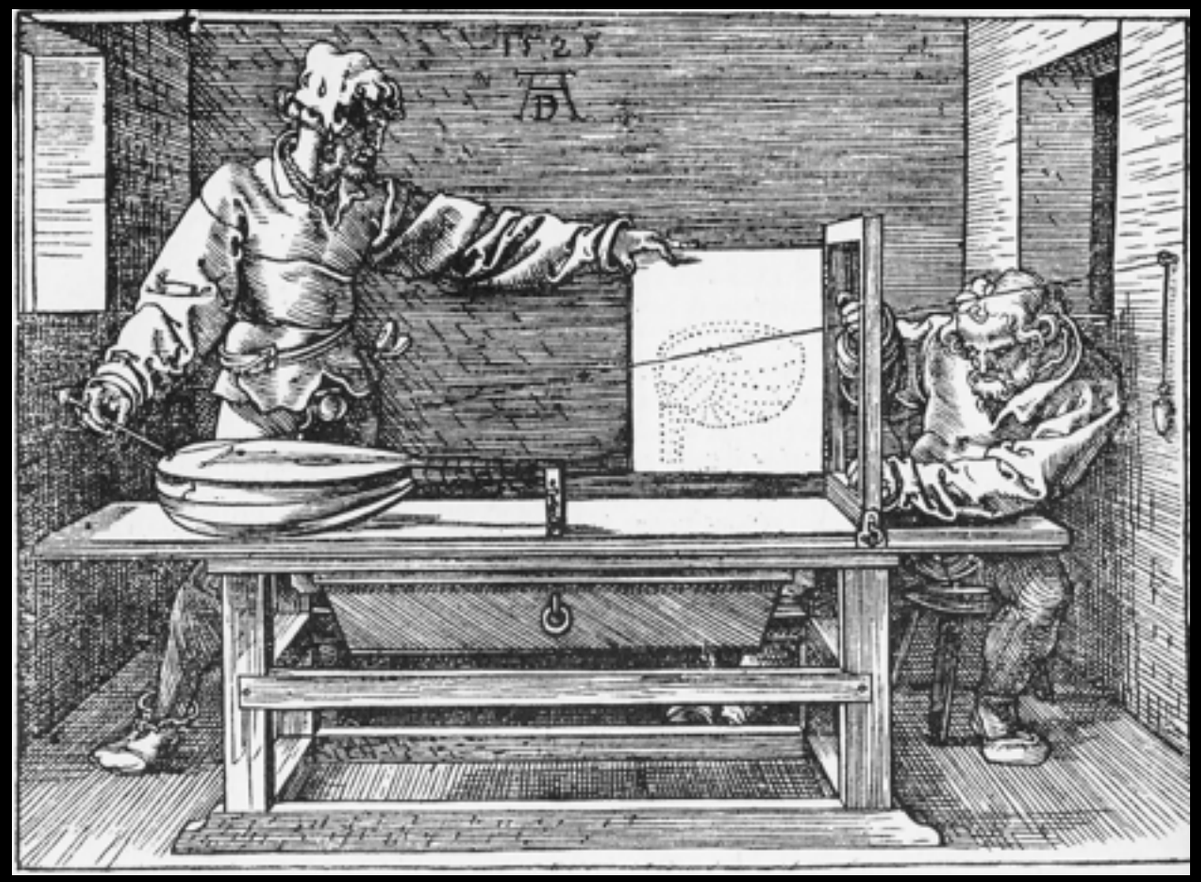
# Department of Art & Arch.
# Unit Level Assessment
# Spring 2015

Prof. Paul Wandless
Assessment Liaison

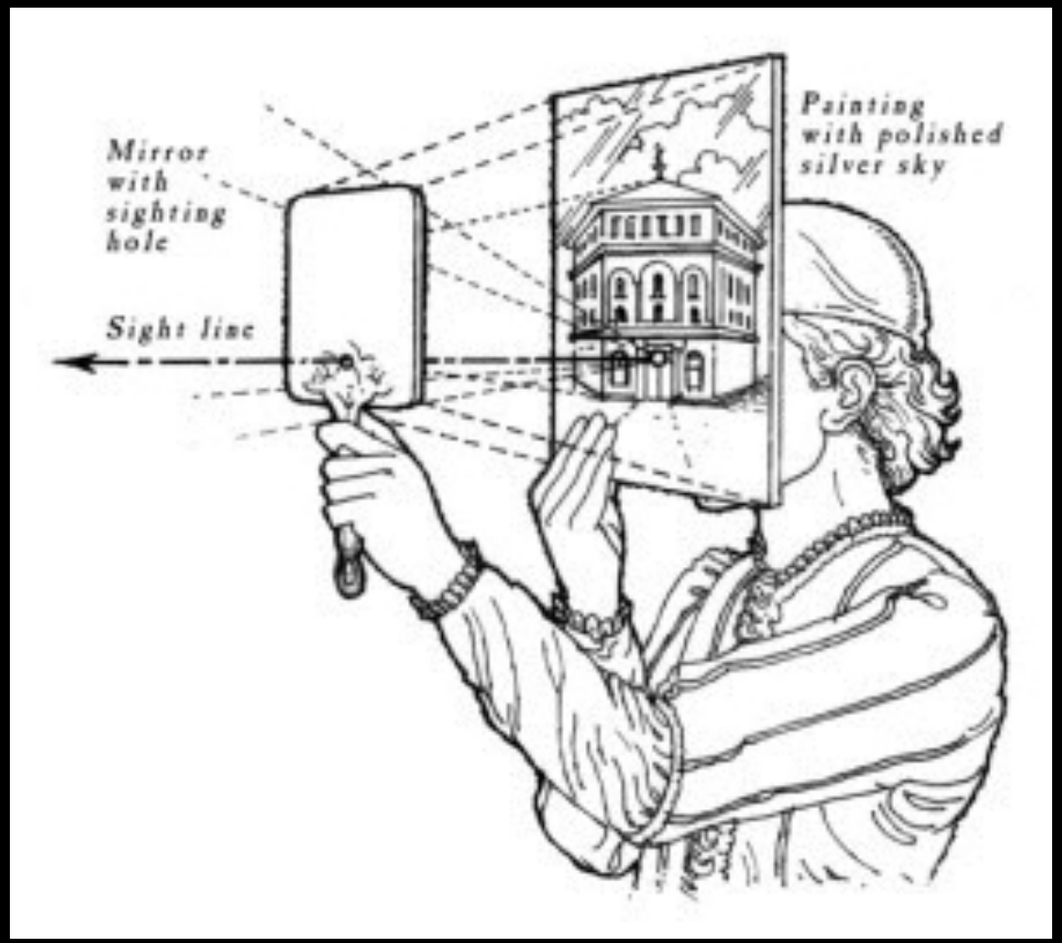


# Art 144

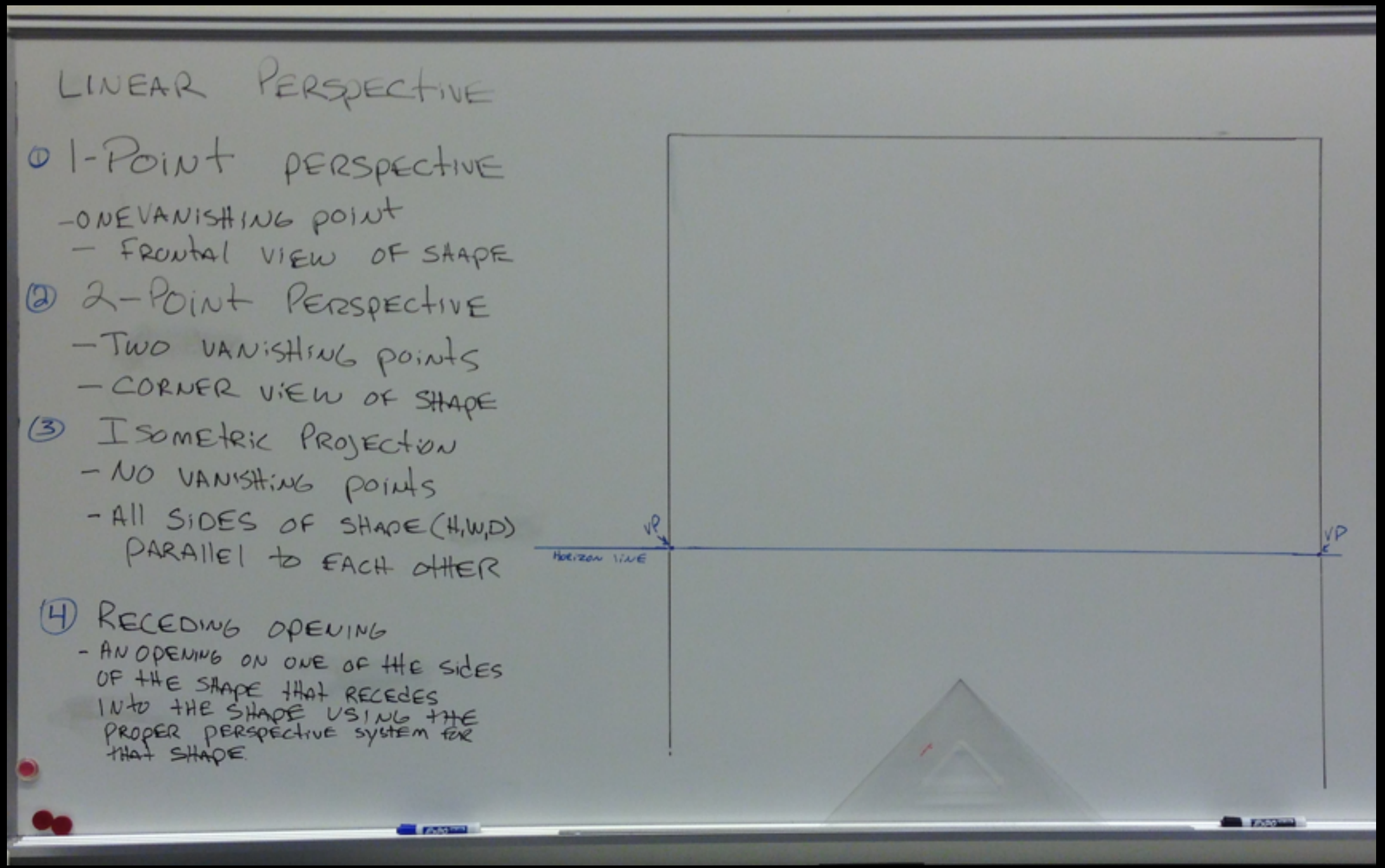
## Two Dimensional Design
## Perspective & Value Assessment

### Comparative Data

SP13, FA13, SP14, FA14, SP15



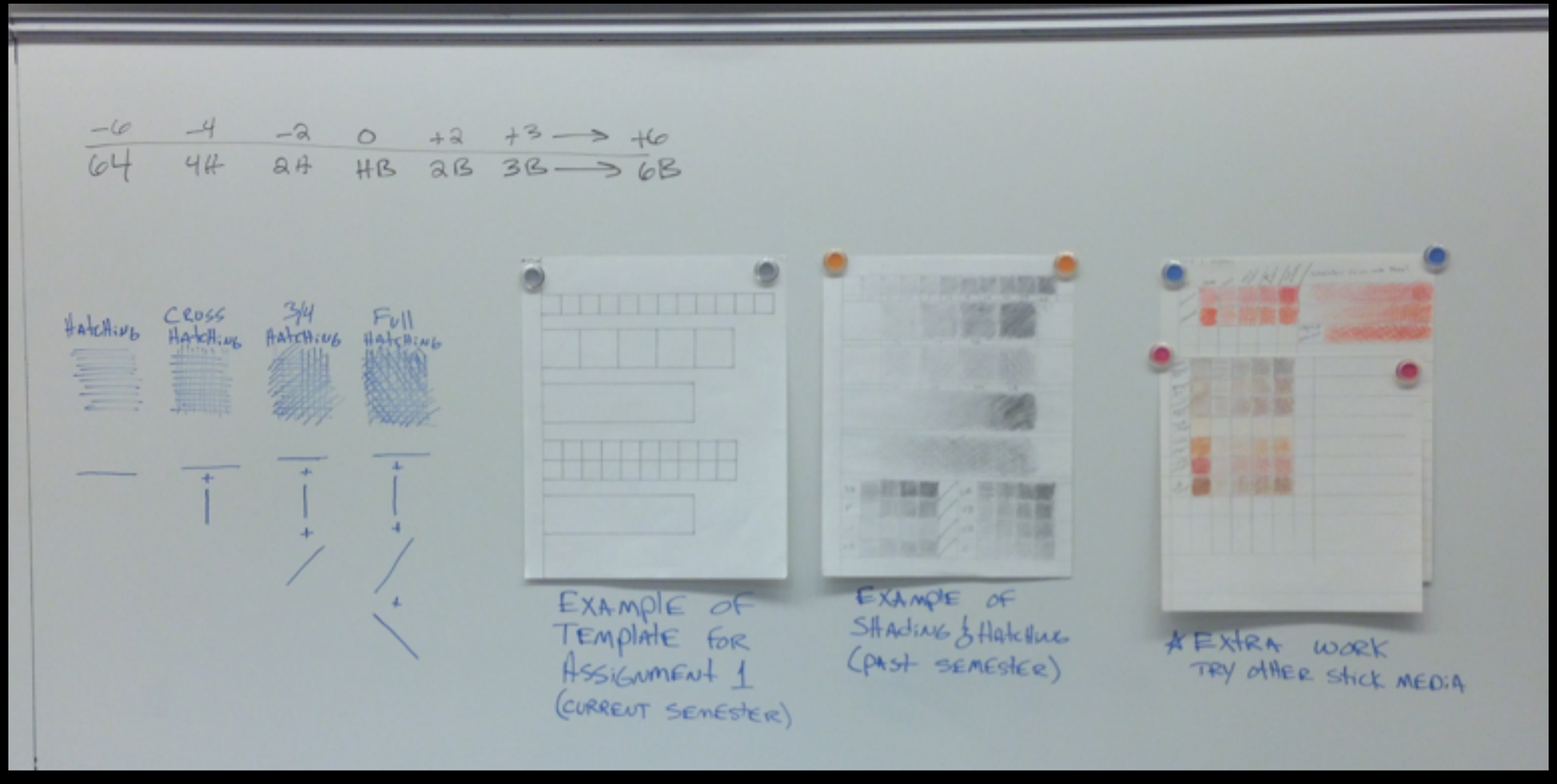
A hands-on assessment tool is used to evaluate the technical skills introduced in Art 144, Two-Dimensional design. The purpose of the tool is to measure the level of command a student has with specific technical skills introduced during the semester.  The level of command demonstrated with the tools and materials to complete the assessment is measured as well.



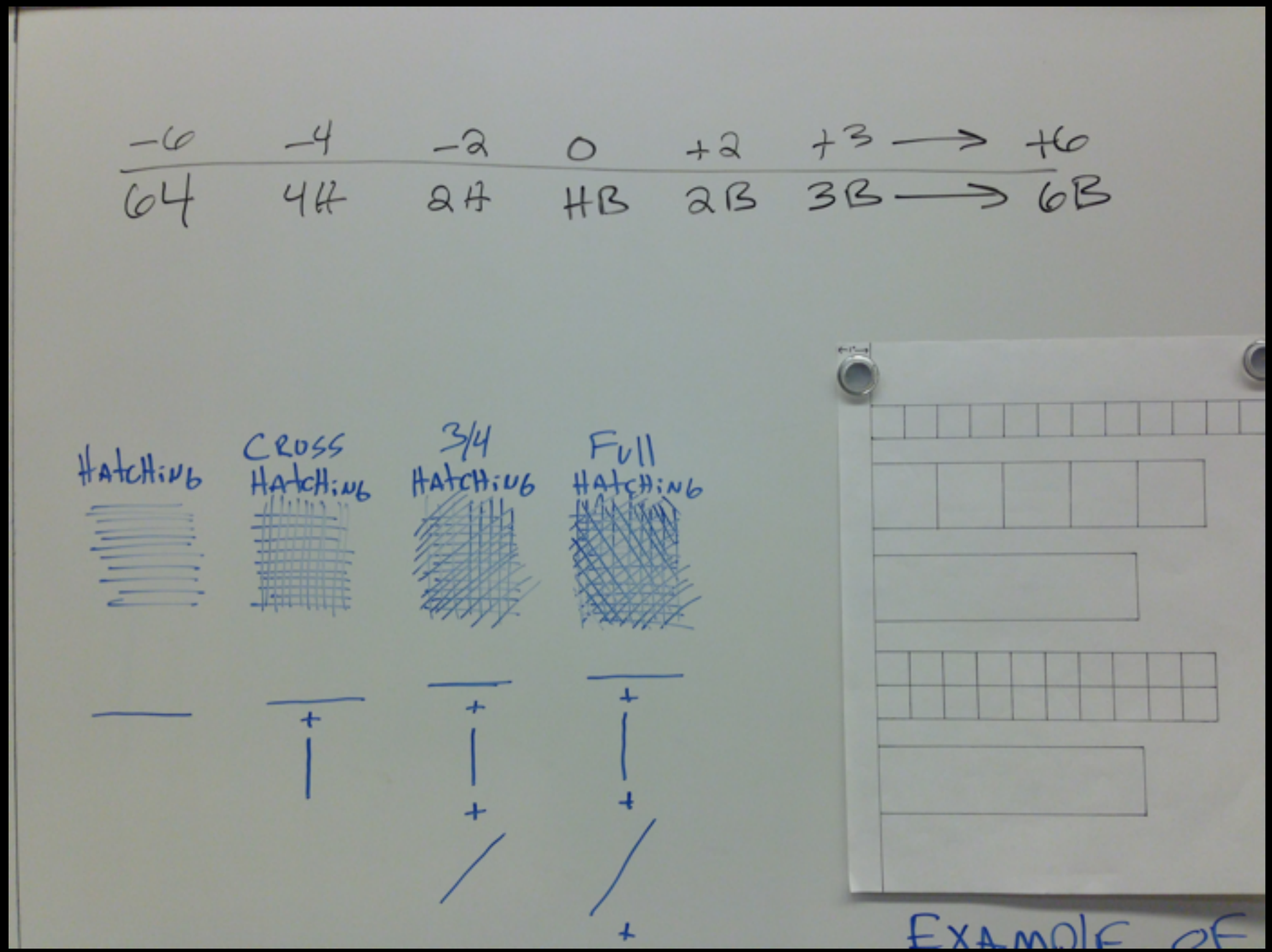
These measurable skills are found within the technical competency SLOs for the A.F.A Studio Degree and Art 144 course syllabus.

**AFA Degree level Student Learning Outcome (technical)**
Demonstrate competence in the application of a broad range of technical skills for the fine arts disciplines with appropriate tools, materials and mediums.

**Course level Student Learning Outcome (technical)**
Demonstrate an understanding and knowledge of technical skills within the elements and principles of two-dimensional design through use of appropriate tools and materials.



These individual technical skills are introduced in class through exercises to build command and understanding of that particular skill. Once the exercises are completed, the application of skills are incorporated into projects along with additional aesthetic, conceptual and compositional considerations. If a student hasn't developed a command of these technical skill first, they will be unable to successfully apply them in their artwork creatively.



# Technical Skills Assessed for Linear Perspective

**Perspective Systems**
All student should understand and be able to use the following:
- 1-Point Perspective
- 2-Point Perspective
- Isometric Projection

**Perspective Systems Outcomes**
All student should be able to do the following:
- Correctly place a horizon line based on the point of view the shape needs to be seen for 1-point and 2-point perspective.
- Correctly place vanishing points on a horizon line based on the system and what sides should be visible.
- Correctly draw a rectilinear shape applying all these three systems.
- Correctly create a receding opening on any of the faces of a rectilinear shape for 1-point and 2-point perspective.

# 1 Point Perspective - Raw Data

| Drawing the Shape | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 17 | 0 | 4 | 6 |
| Fall 2014 | 14 | 4 | 4 | 2 |
| Spring 2014 | 31 | 2 | 7 | 4 |
| Fall 2013 | 21 | 4 | 10 | 11 |
| Spring 2013 | 23 | 6 | 10 | 8 |

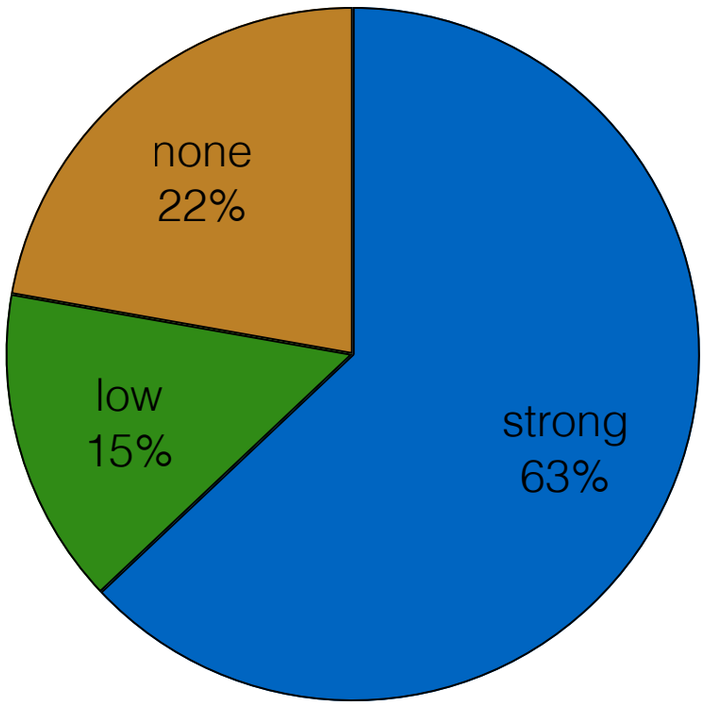
| Receding Opening | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 13 | 0 | 2 | 12 |
| Fall 2014 | 3 | 0 | 1 | 20 |
| Spring 2014 | 15 | 1 | 5 | 23 |
| Fall 2013 | 13 | 3 | 12 | 18 |
| Spring 2013 | 15 | 6 | 1 | 25 |

| Craftsmanship | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 12 | 9 | 3 | 3 |
| Fall 2014 | 15 | 5 | 3 | 1 |
| Spring 2014 | 32 | 6 | 5 | 1 |
| Fall 2013 | 13 | 20 | 8 | 5 |
| Spring 2013 | 17 | 16 | 14 | 0 |

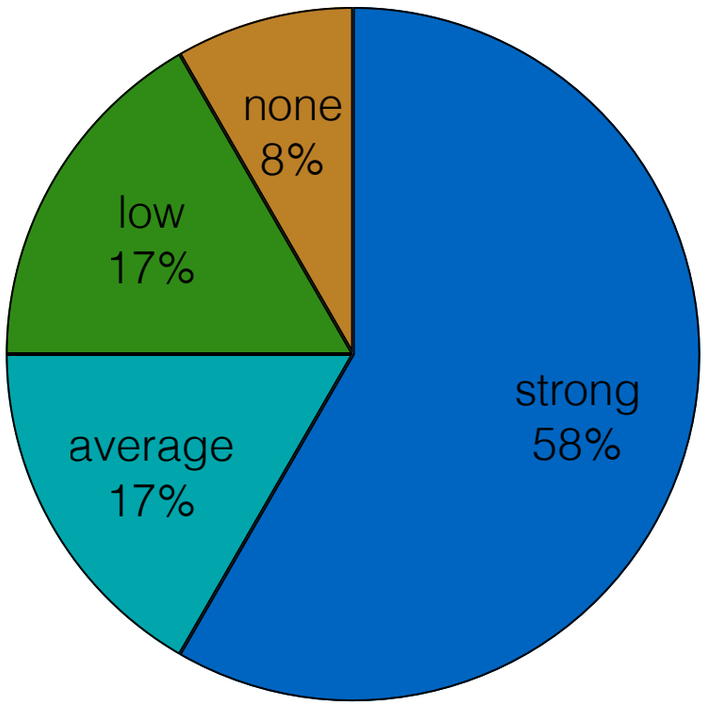
Key

3 = Strong Command
2 = Average Command
1 = Low Command
0 = No Command

# 1 Point Perspective - Comparative Data




Spring 2015

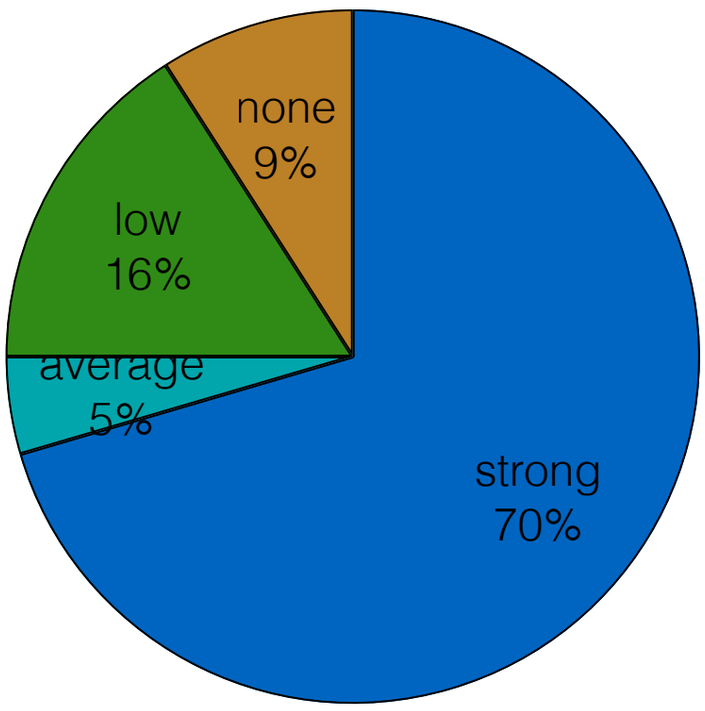



Fall 2014

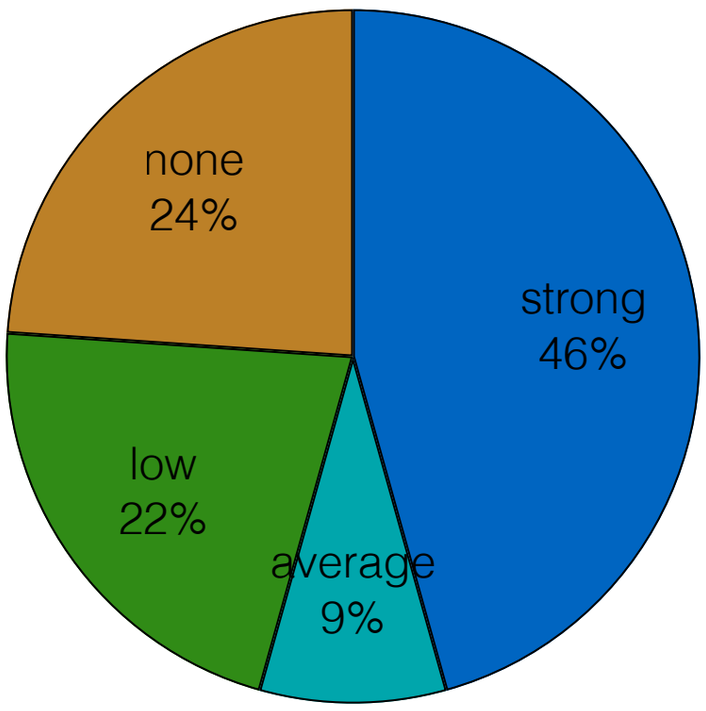
**Draw a rectilinear shape with lines converging to the appropriate vanishing points.**

## Finding

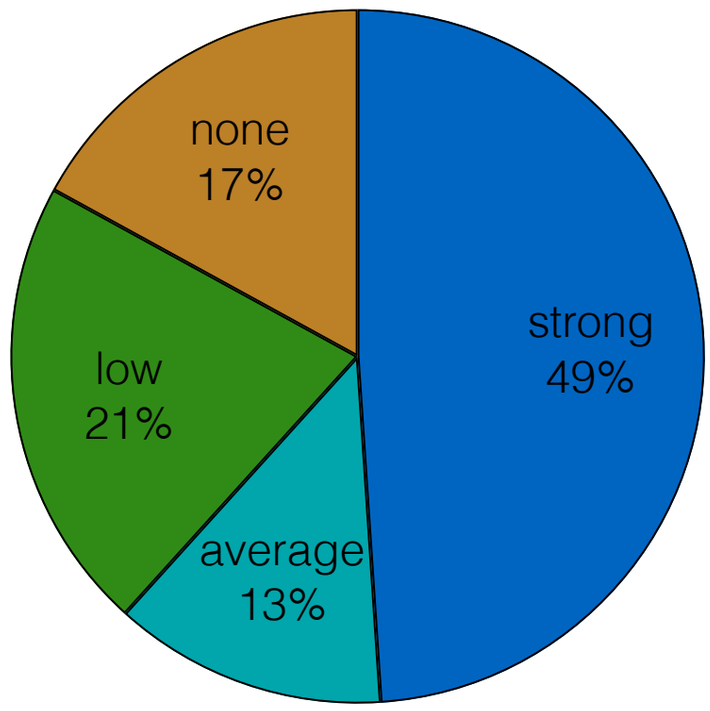
**This has been an area of strength historically and continues to be the case.**




Spring 2014

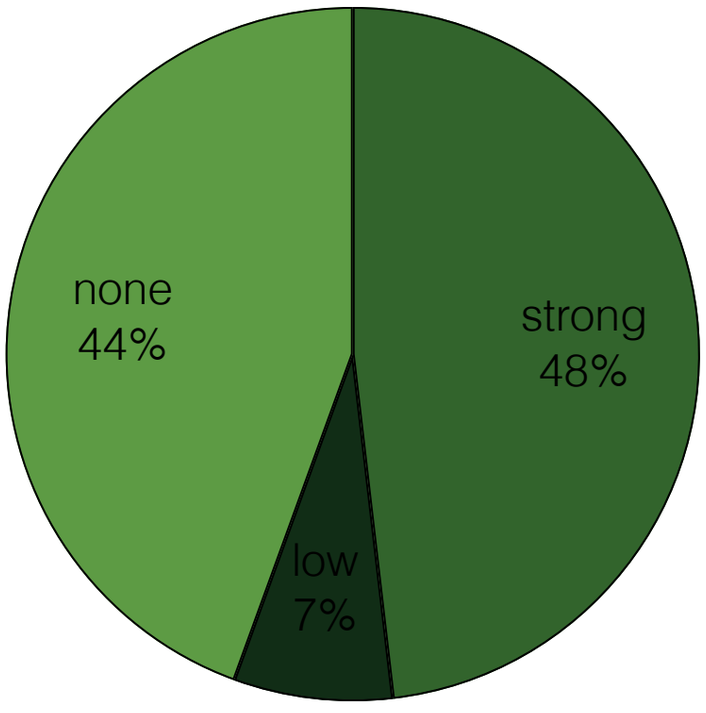



Fall 2013

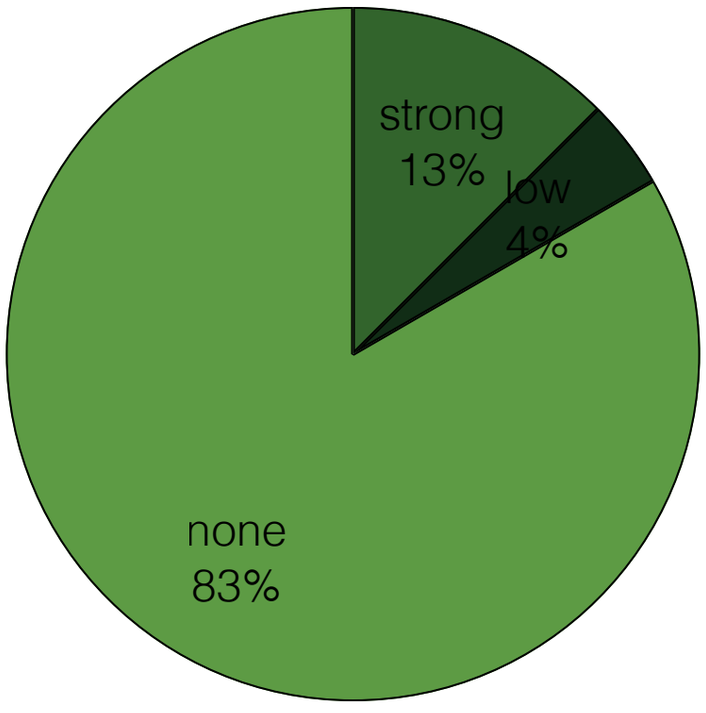



Spring 2013

# 1 Point Perspective - Comparative Data




Spring 2015

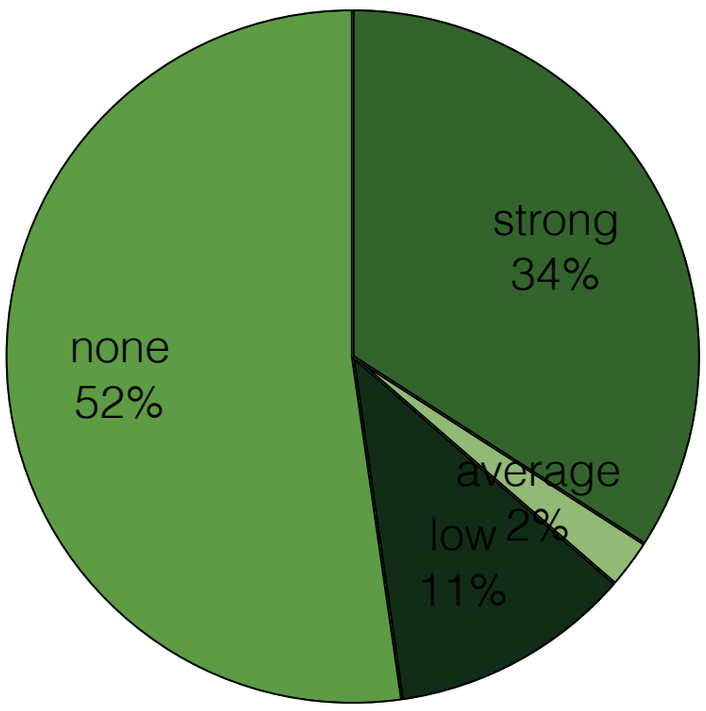



Fall 2014

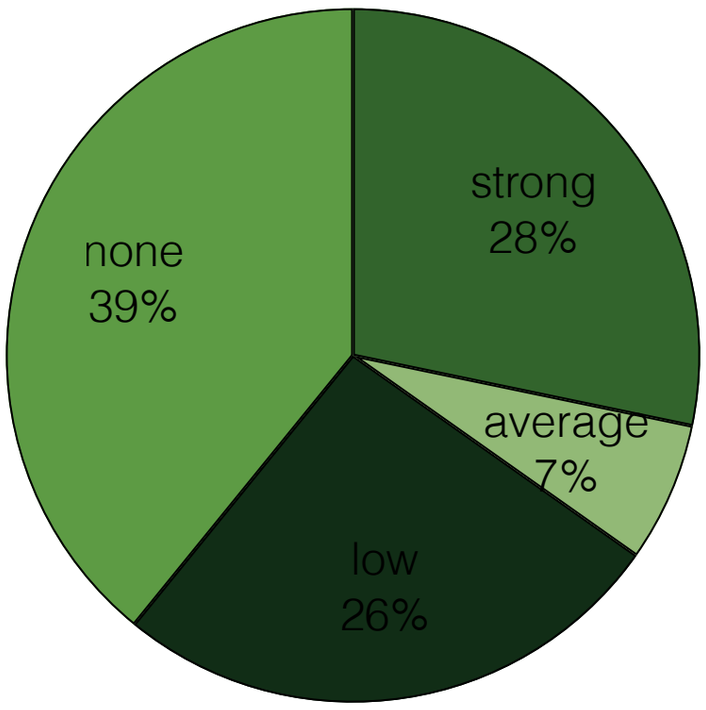
**Draw a receding opening on one side of the rectilinear shape.**

**Finding**

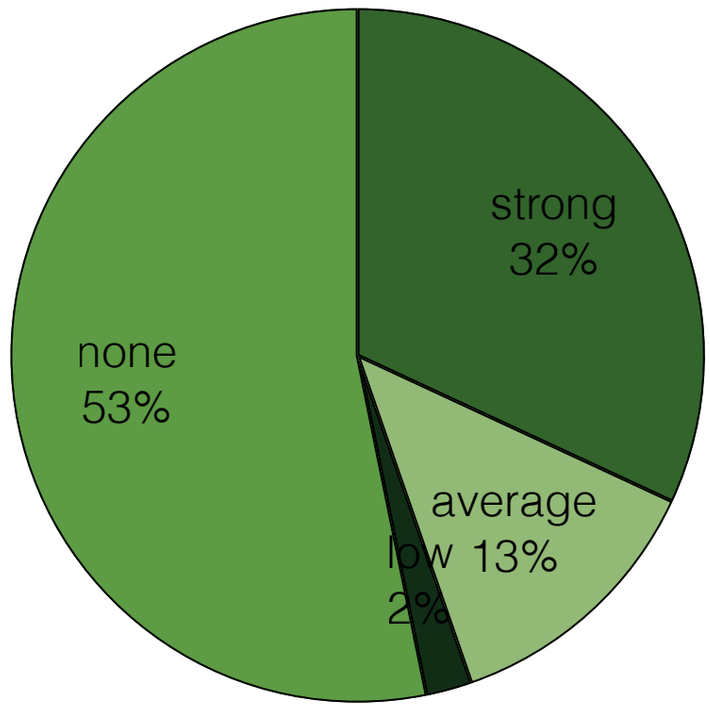
**This has been an area for growth historically and continues to be the case.**




Spring 2014

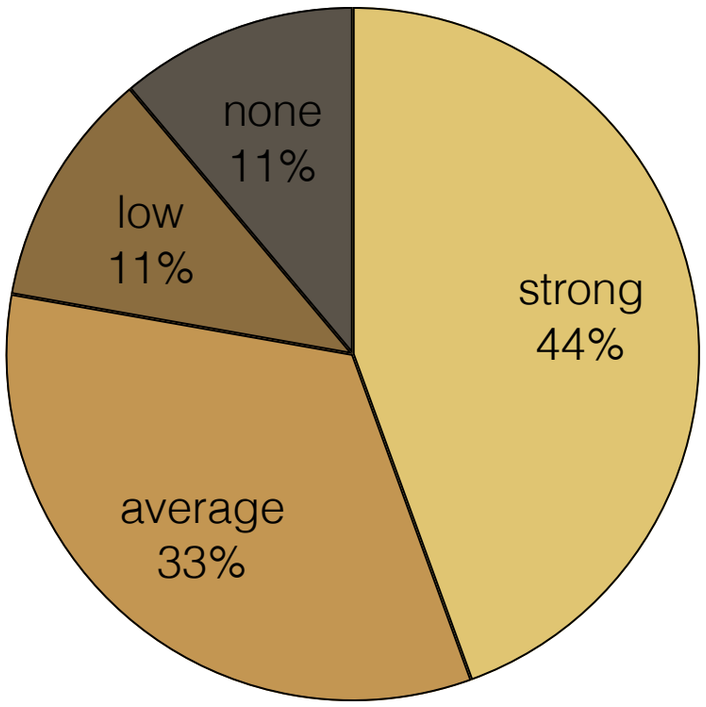



Fall 2013

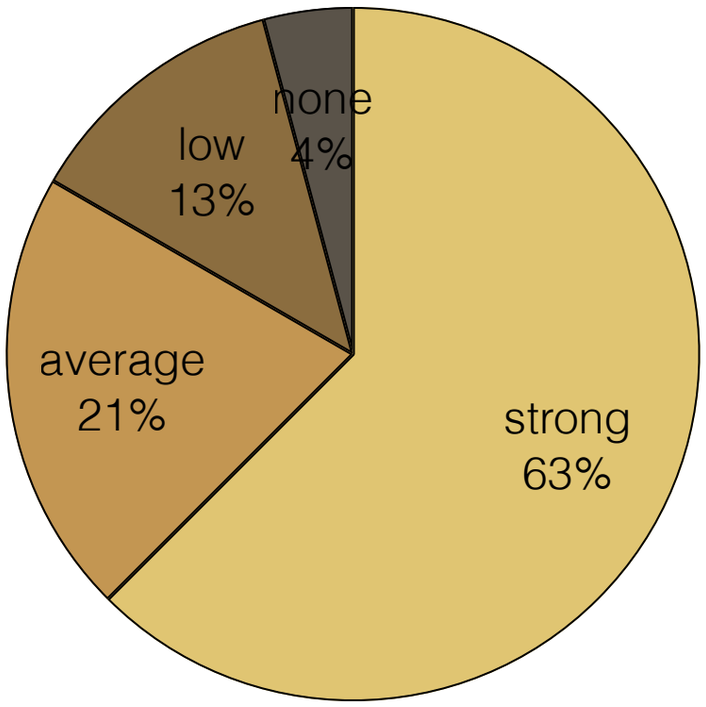



Spring 2013

# 1 Point Perspective - Comparative Data




Spring 2015

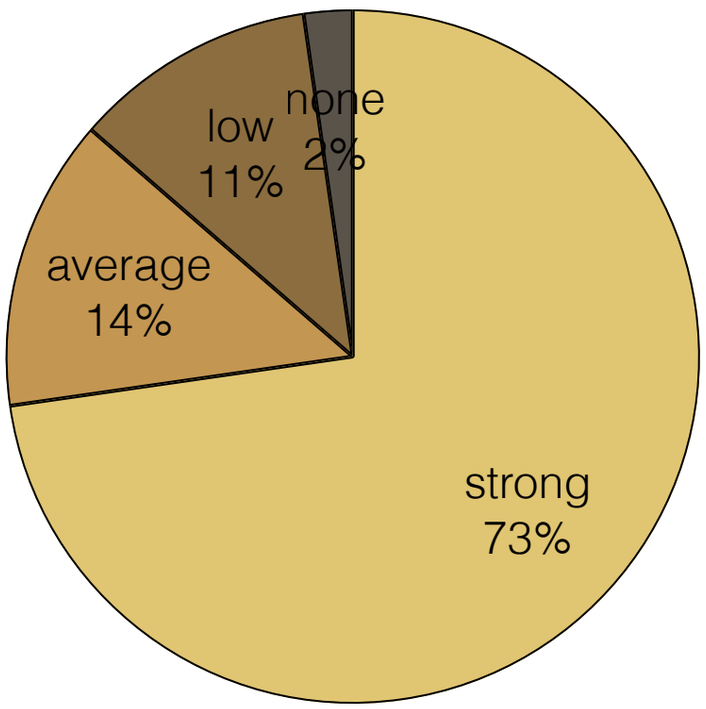



Fall 2014

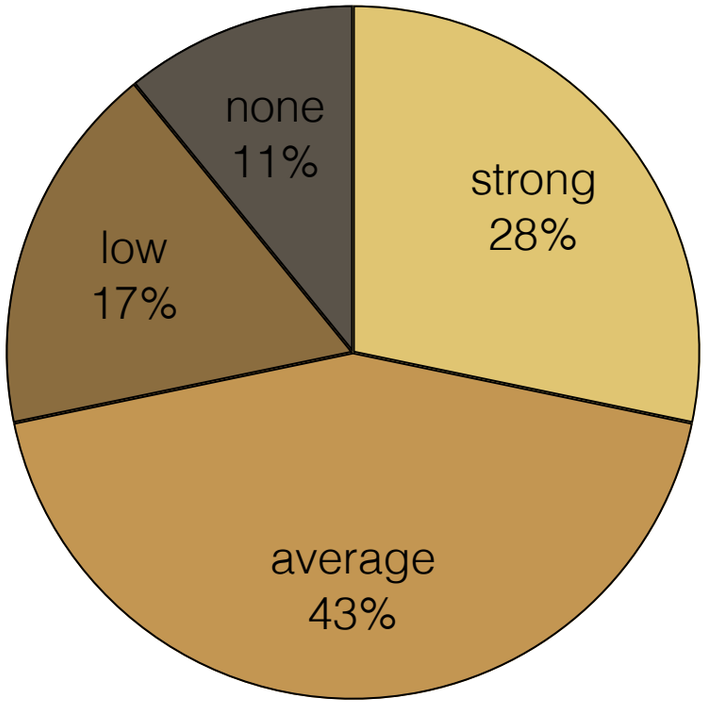
**Craftsmanship**
**All lines are drawn straight and clearly.**

**Finding**

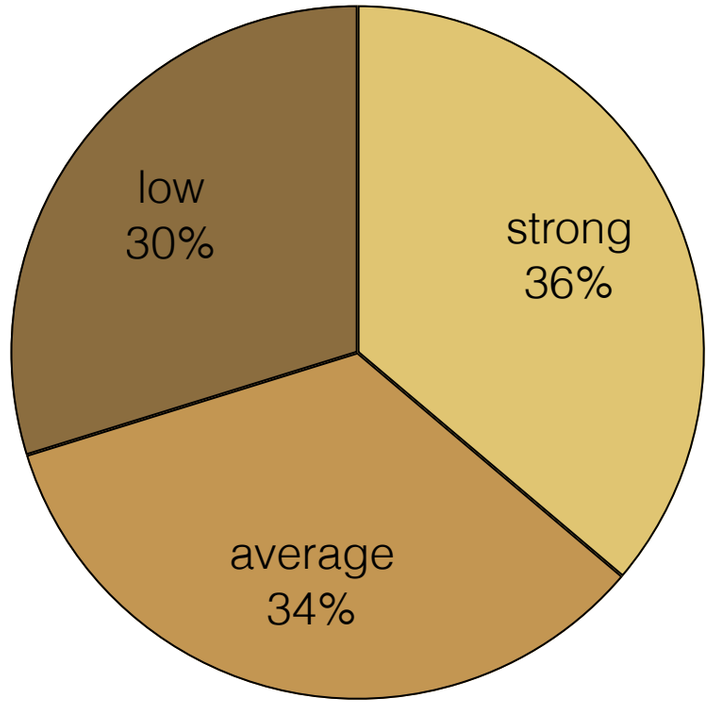
**This has been an area of strength historically and continues to be the case.**




Spring 2014




Fall 2013



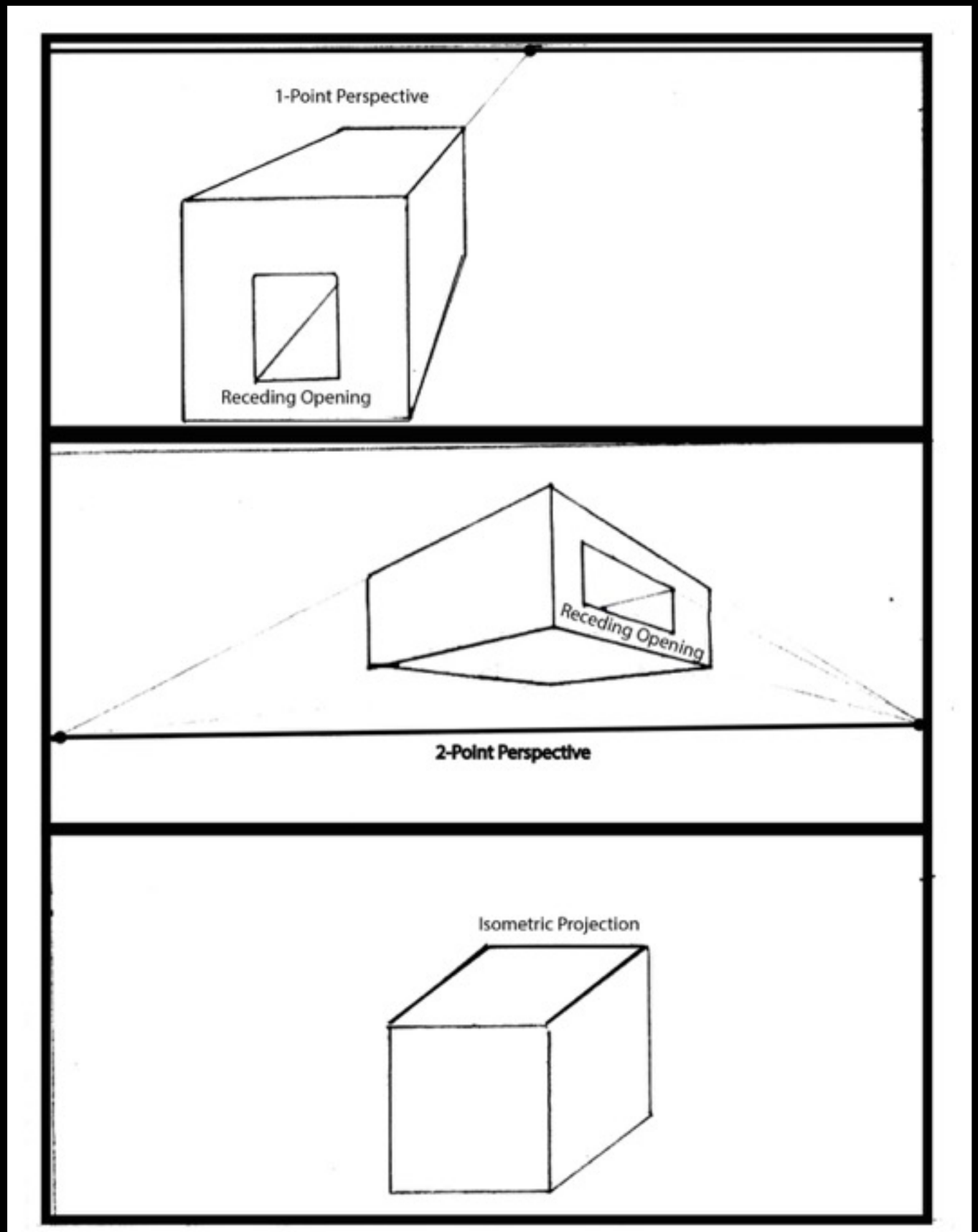

Spring 2013

# Perspective findings summary

These are examples of how the competencies would be successful completed.

Historically, drawing the rectilinear shapes using perspective and craftsmanship are areas of strength.

Creating the receding opening has been an area for growth.  This is also the most challenging concept of the three that are assessed.



# 2 Point Perspective - Raw Data

| Drawing the Shape | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | **12** | **0** | **6** | **9** |
| Fall 2014 | **15** | **0** | **3** | **6** |
| Spring 2014 | 31 | 2 | 7 | 4 |
| Fall 2013 | 21 | 4 | 10 | 11 |
| Spring 2013 | 23 | 6 | 10 | 8 |

| Receding Opening | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 9 | 1 | 2 | 15 |
| Fall 2014 | 3 | 0 | 2 | 19 |
| Spring 2014 | 15 | 1 | 5 | 23 |
| Fall 2013 | 13 | 3 | 12 | 18 |
| Spring 2013 | 15 | 6 | 1 | 25 |

| Craftsmanship | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 11 | 7 | 8 | 1 |
| Fall 2014 | 15 | 5 | 3 | 1 |
| Spring 2014 | 32 | 6 | 5 | 1 |
| Fall 2013 | 13 | 20 | 8 | 5 |
| Spring 2013 | 17 | 16 | 14 | 0 |

Key

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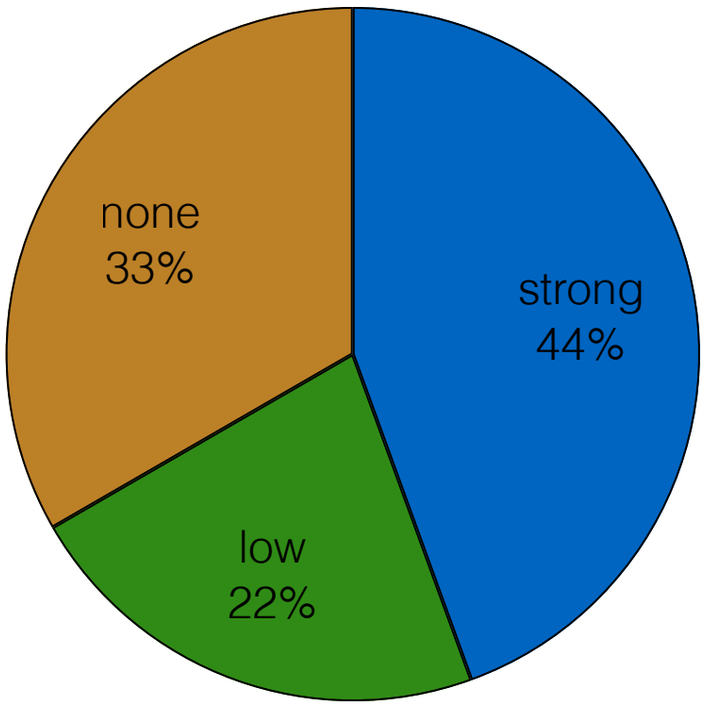
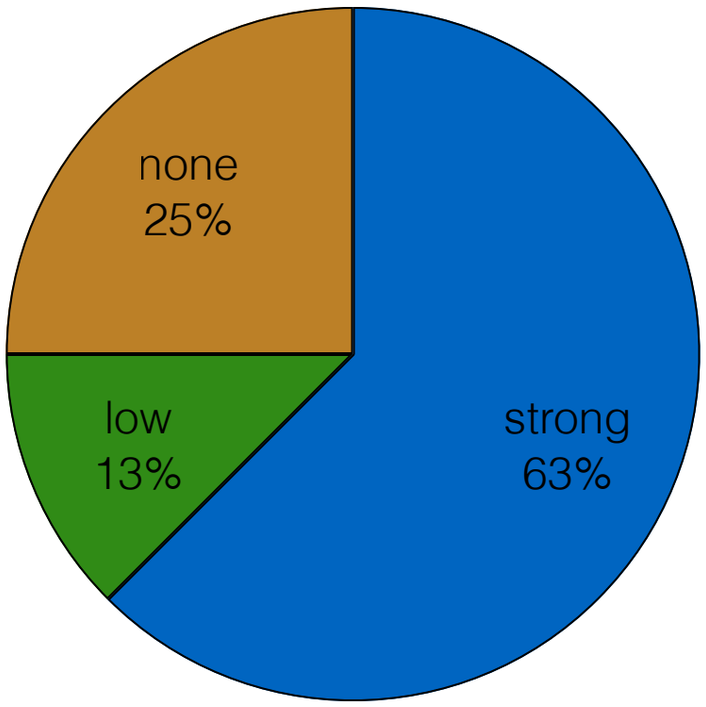
# 2 Point Perspective - Comparative Data




Spring 2015




Fall 2014

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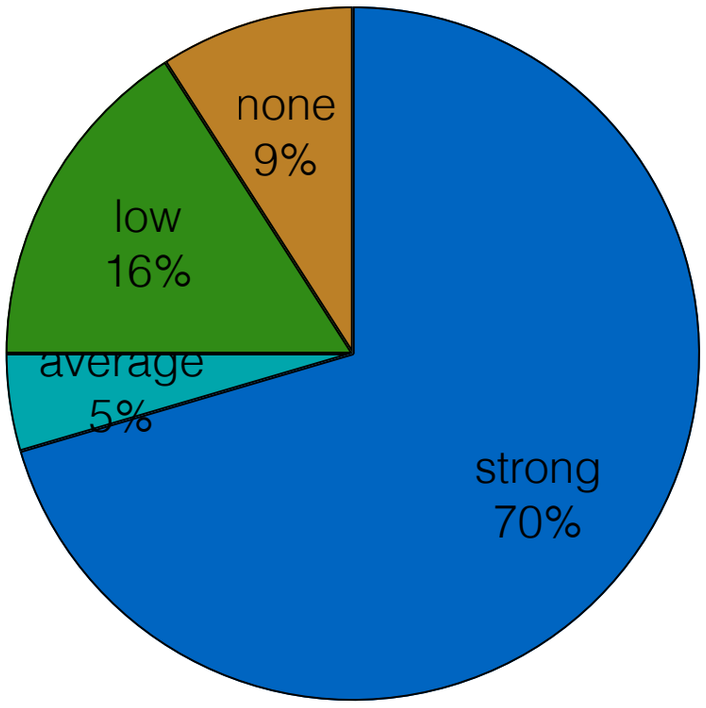


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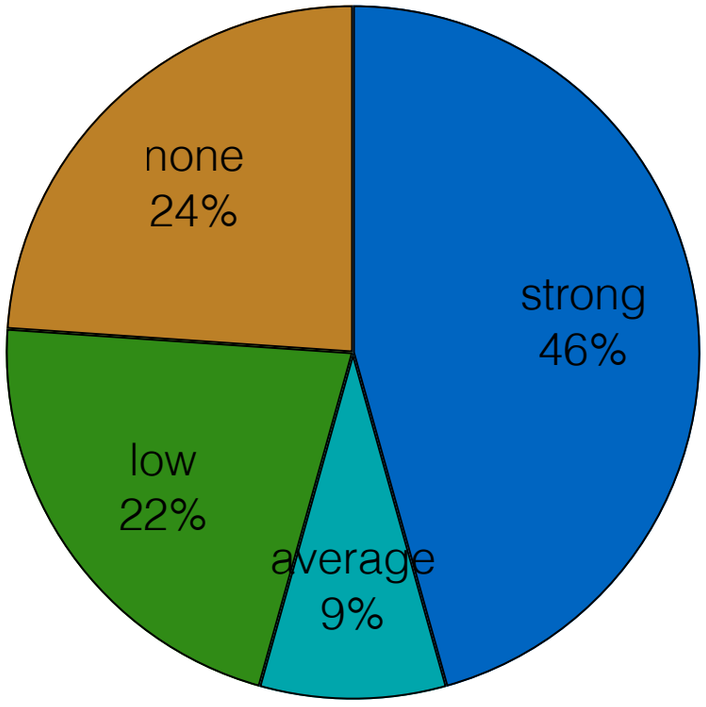


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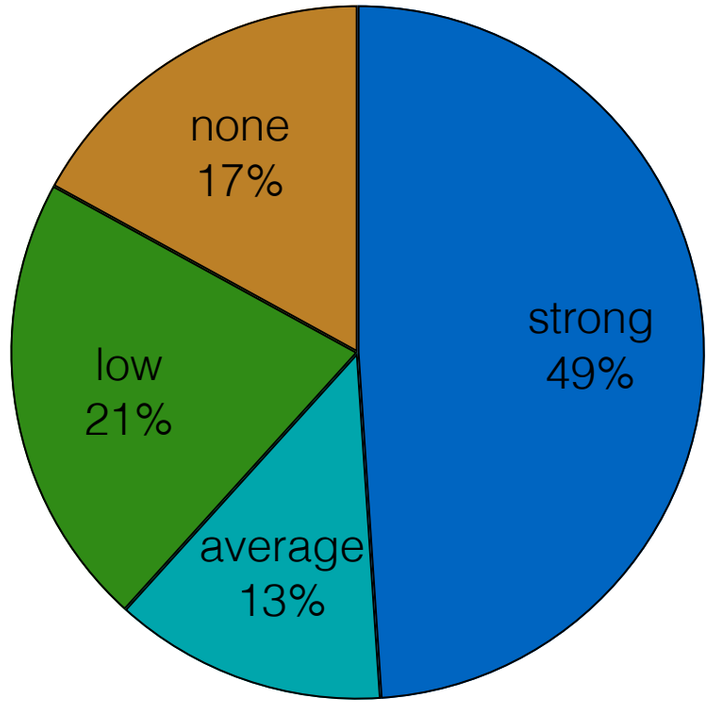
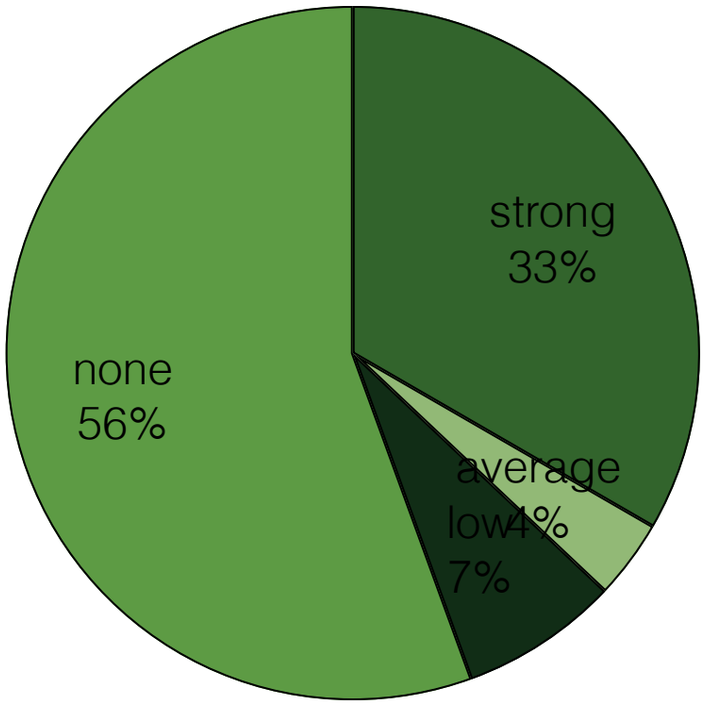
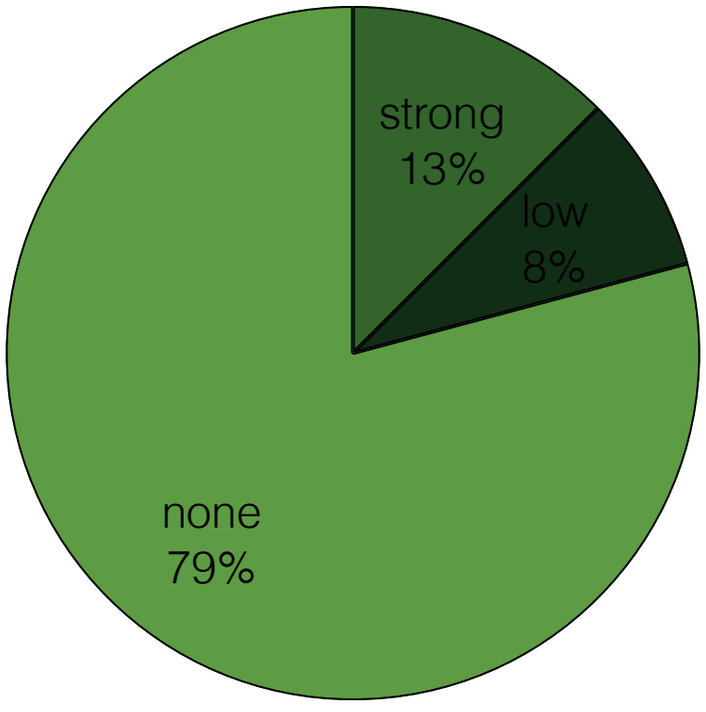



Spring 2013

# 2 Point Perspective - Comparative Data




Spring 2015




Fall 2014

**Draw a receding opening on one side of the rectilinear shape.**

**Finding**

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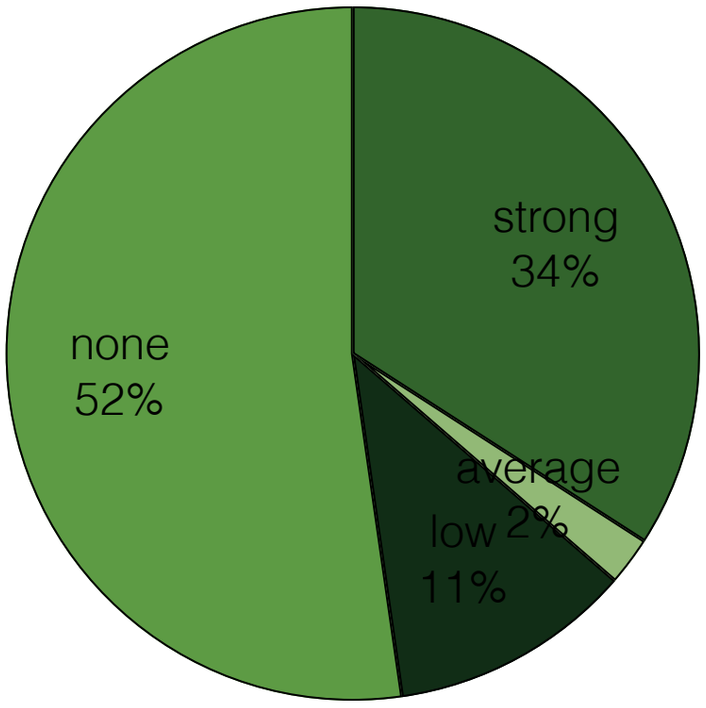
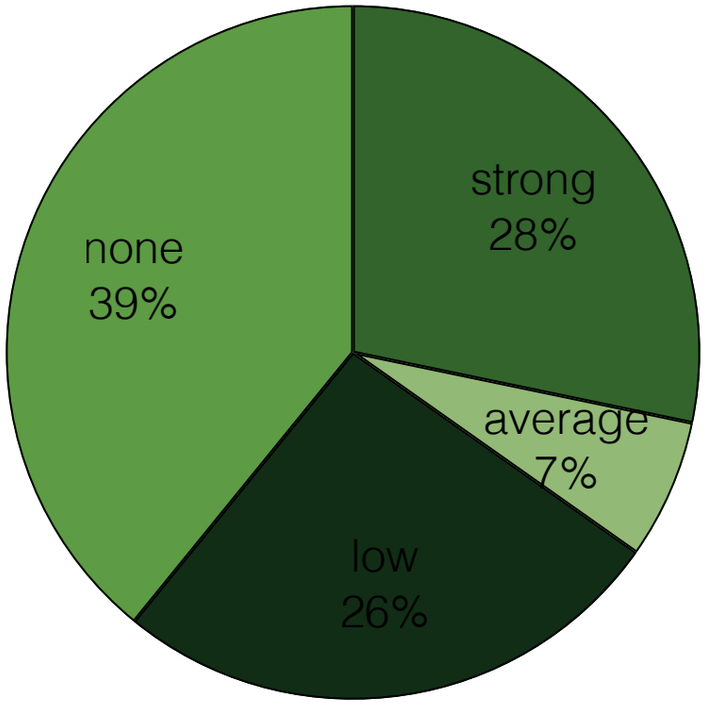
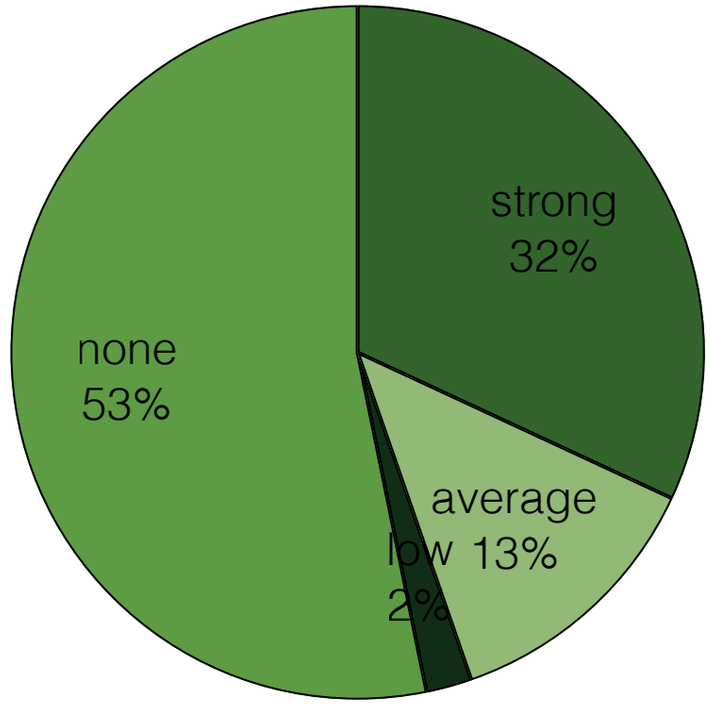



Spring 2014

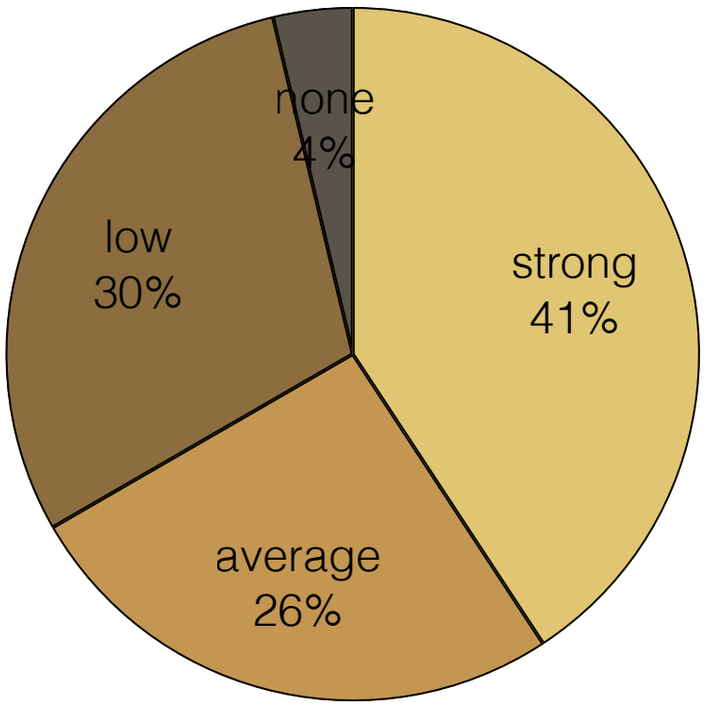



Fall 2013

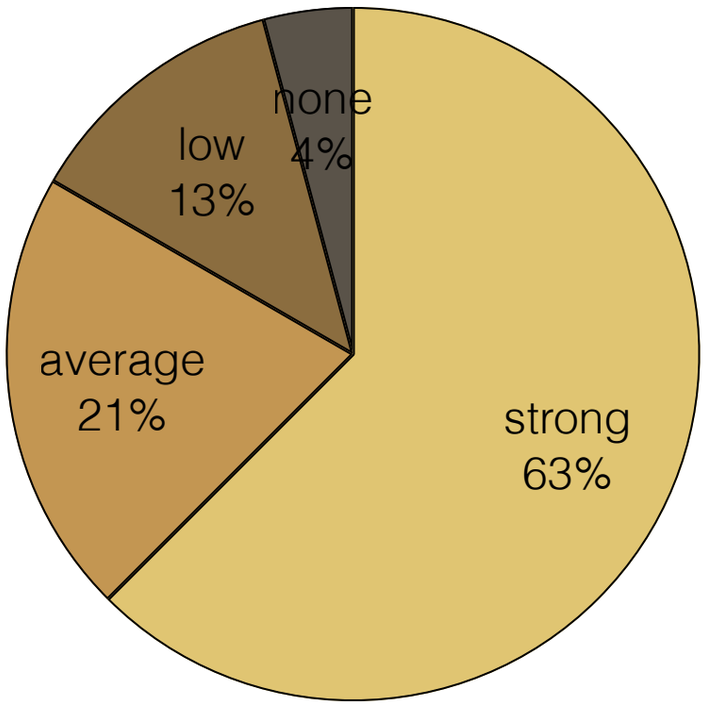



Spring 2013

# 2 Point Perspective - Comparative Data




Spring 2015

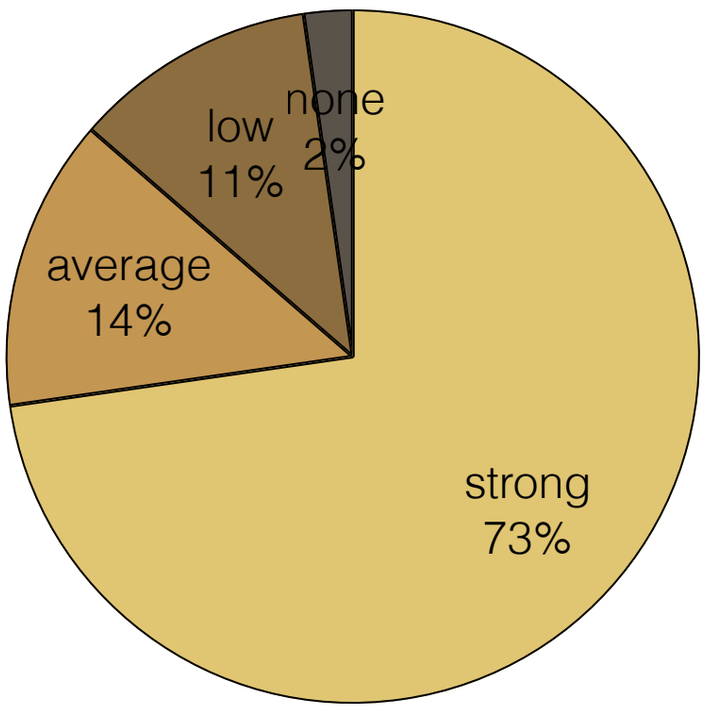



Fall 2014

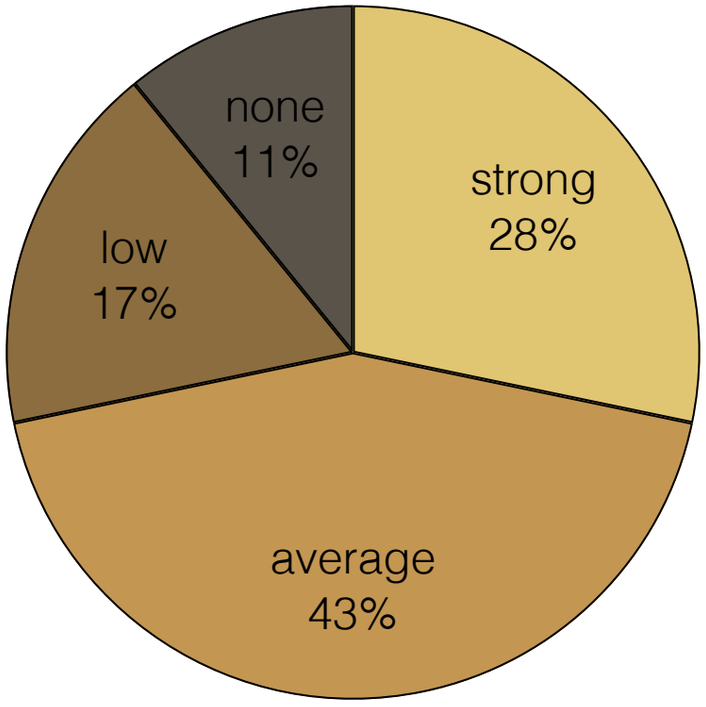
**Craftsmanship**
**All lines are drawn straight and clearly.**

**Finding**

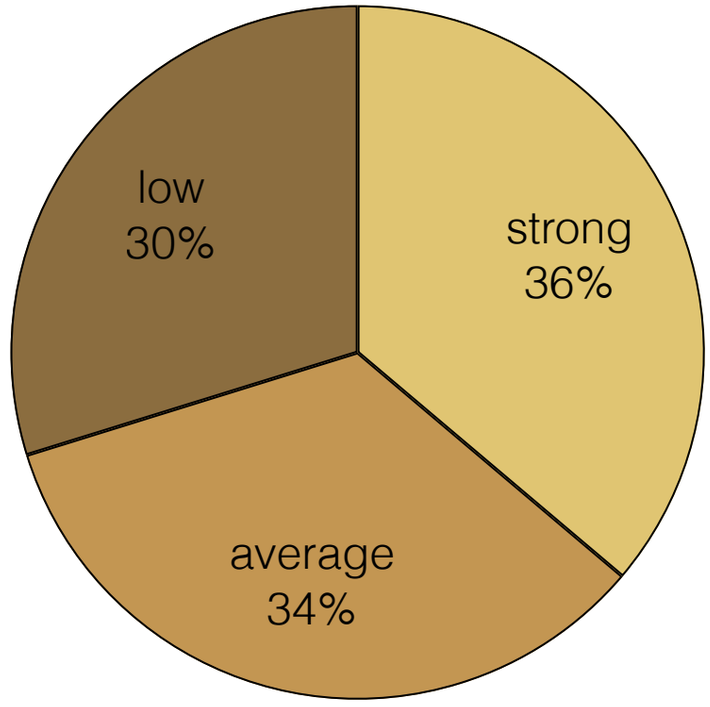
**This has been an area of strength historically and continues to be the case.**




Spring 2014




Fall 2013




Spring 2013

# Isometric Perspective Perspective - Raw Data

| Drawing the Shape | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 15 | 5 | 2 | 5 |
| Fall 2014 | 8 | 3 | 5 | 8 |
| Spring 2014 | 24 | 3 | 6 | 11 |
| Fall 2013 | 24 | 3 | 9 | 10 |
| Spring 2013 | 21 | 12 | 6 | 8 |

| Craftsmanship | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 14 | 6 | 3 | 4 |
| Fall 2014 | 10 | 7 | 3 | 4 |
| Spring 2014 | 25 | 4 | 8 | 7 |
| Fall 2013 | 22 | 9 | 7 | 8 |
| Spring 2013 | 17 | 20 | 10 | 0 |

Key

3 = Strong Command
2 = Average Command
1 = Low Command
0 = No Command

# Technical Skills Assessed for Value

**Value Assessment Outcomes**
All students should understand and be able to do the following:
- Use graphite pencils (6H - 6B) to create a gradient through shading.
- Use graphite pencils (6H - 6B) to create a gradient through hatching.
- Apply value through shading or hatching on geometric forms to indicate visual weight, mass or volume.

# Value - Raw Data

| 5-step Grayscale / shading | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 13 | 6 | 7 | 1 |
| Fall 2014 | 8 | 4 | 7 | 5 |

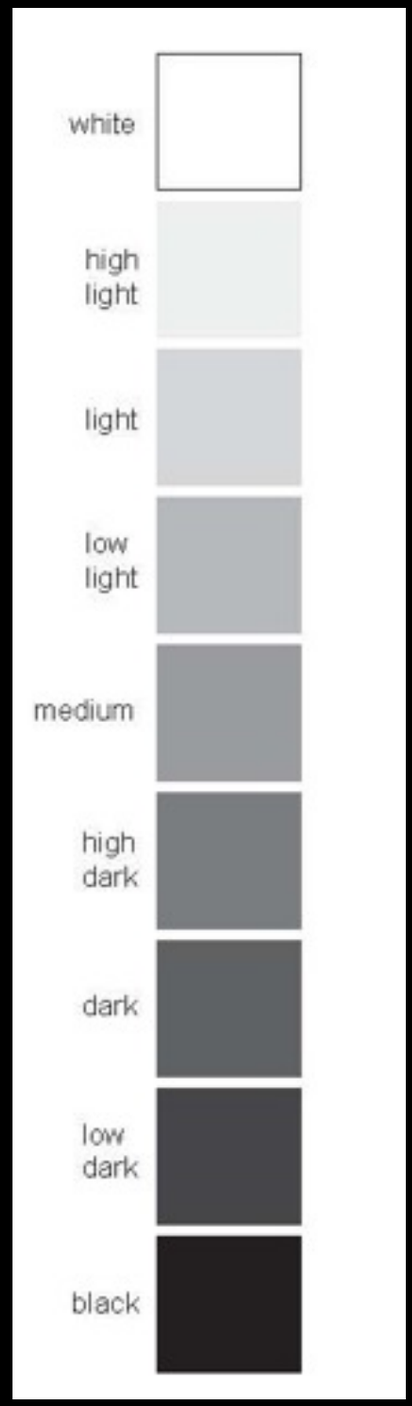
| 5-step Grayscale / hatching | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 9 | 8 | 9 | 1 |
| Fall 2014 | 6 | 4 | 8 | 6 |

| Adding Value to a Cube | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 8 | 4 | 14 | 1 |
| Fall 2014 | 4 | 5 | 6 | 9 |

| Adding Value to a Cylinder | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Spring 2015 | 3 | 8 | 13 | 3 |
| Fall 2014 | 5 | 5 | 8 | 6 |

Key

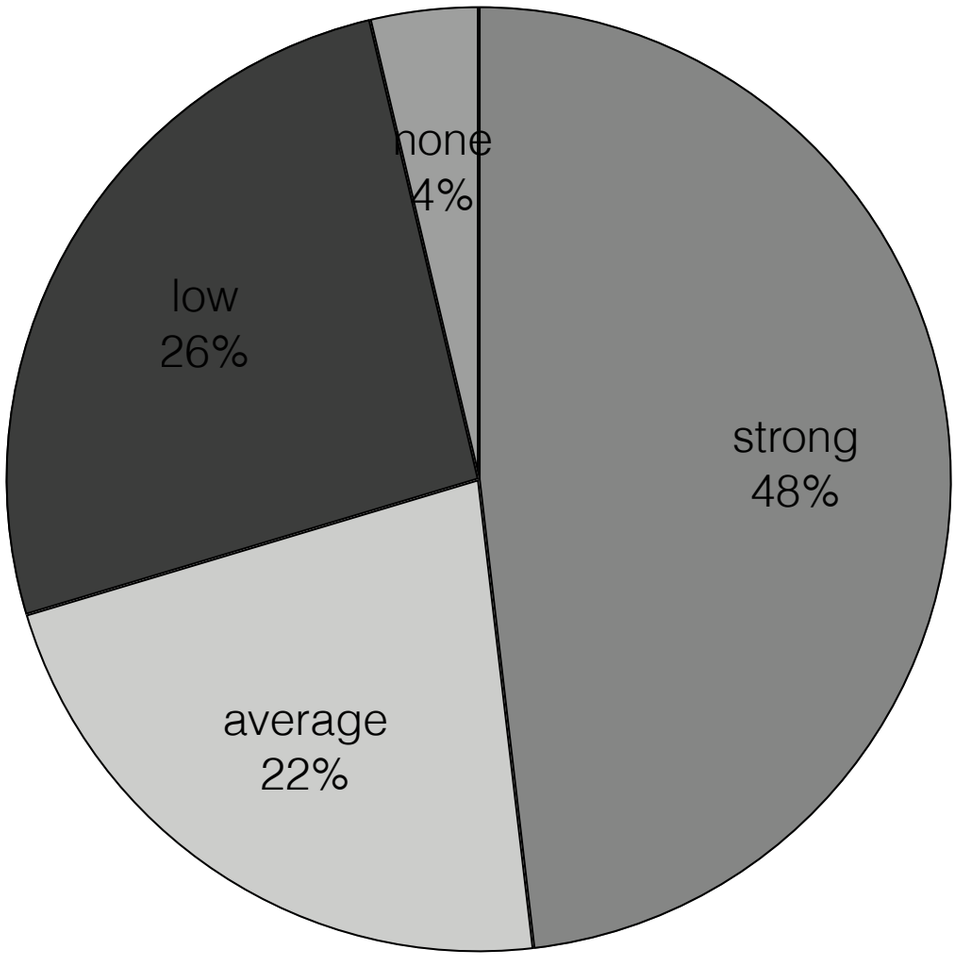
3 = Strong Command
2 = Average Command
1 = Low Command
0 = No Command



# Value - Comparative Data

## 5 - Step Grayscale / Shading

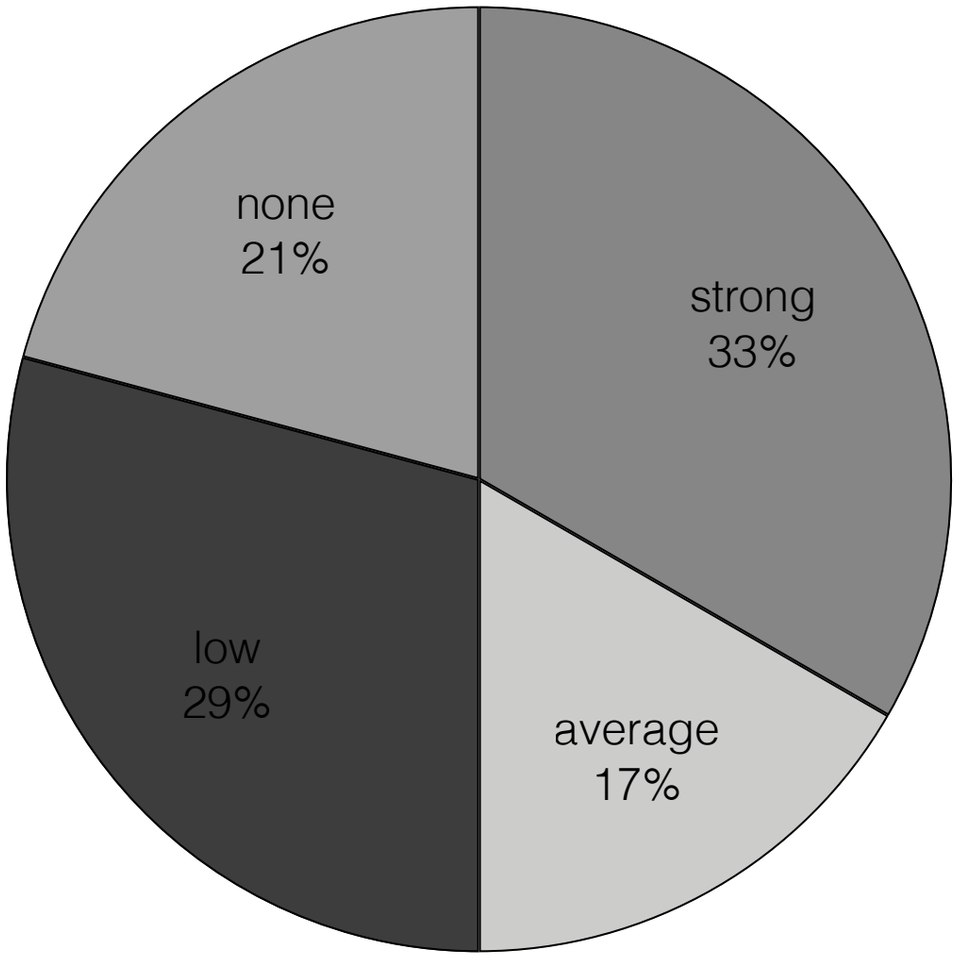
Have distinct value changes for all steps.




**Spring 2015**

## Finding

**This is seems to be an area of strength based on two semesters of data.**




**Fall 2014**

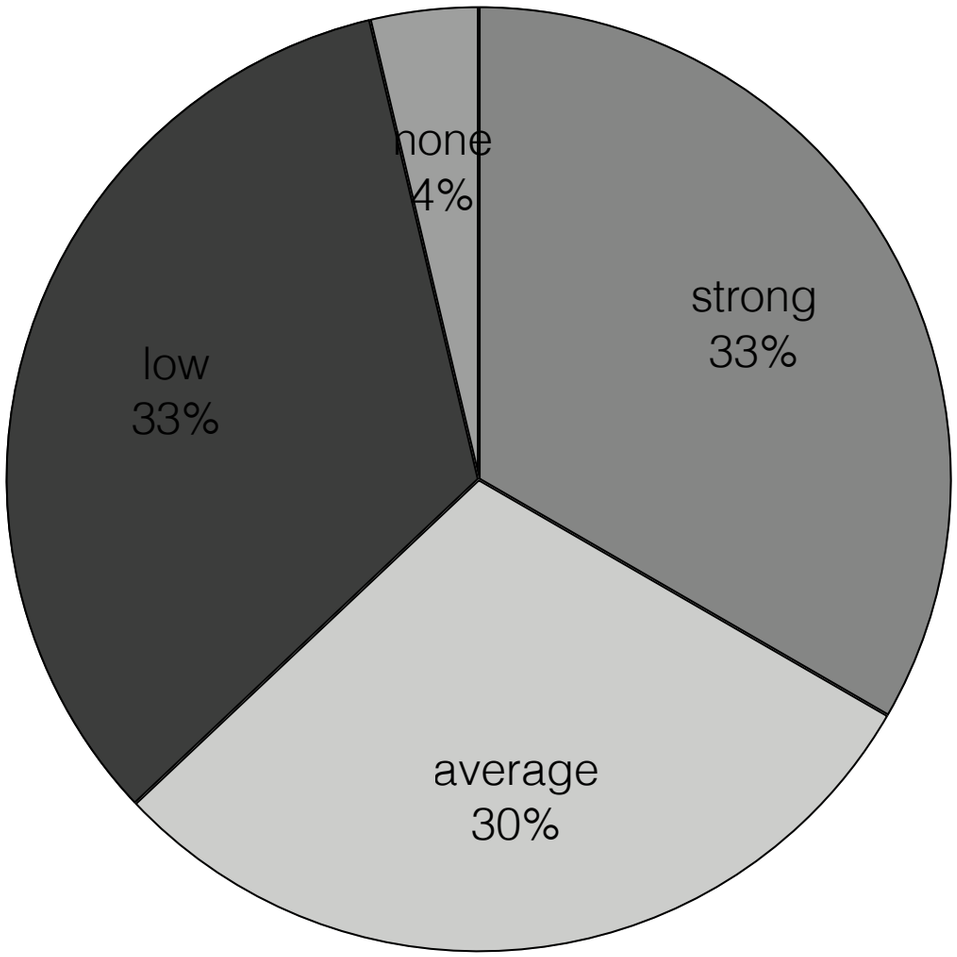
# Value - Comparative Data

## 5 - Step Grayscale / Hatching

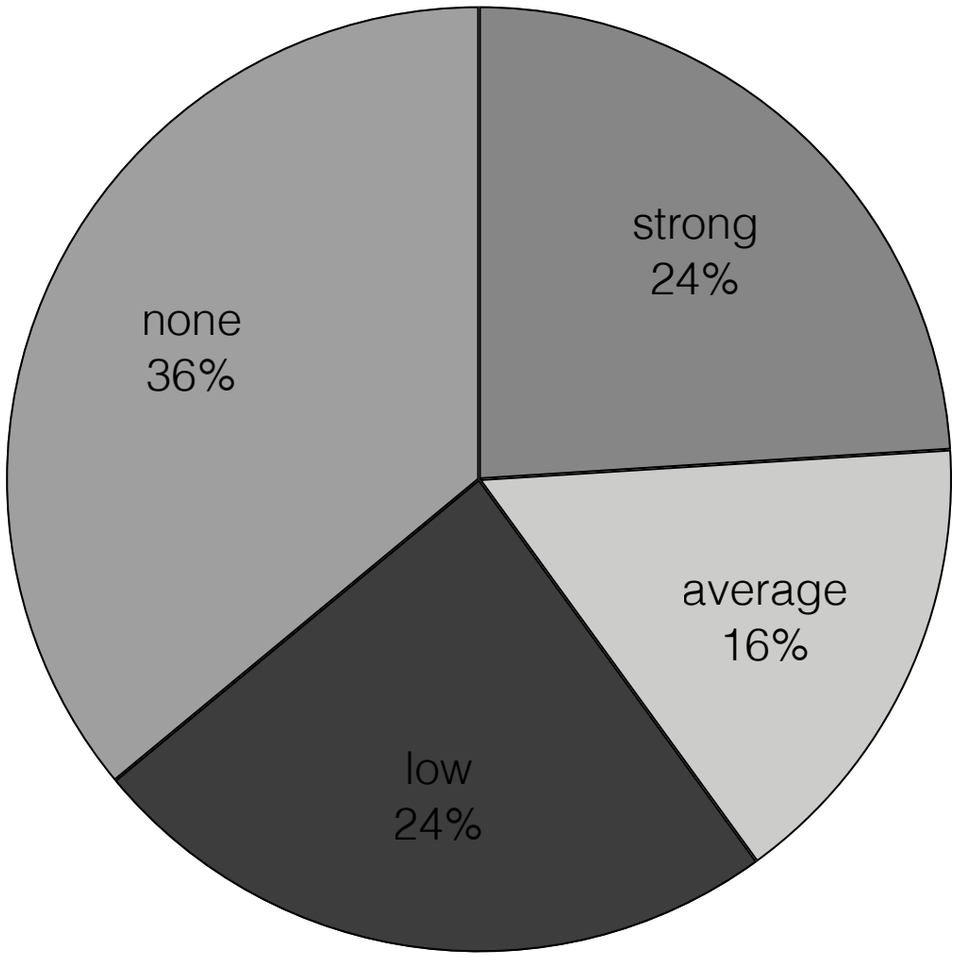
Have distinct value changes for all steps.

**Finding**

**This is seems to be an area of strength based on two semesters of data.**




**Spring 2015**




**Fall 2014**

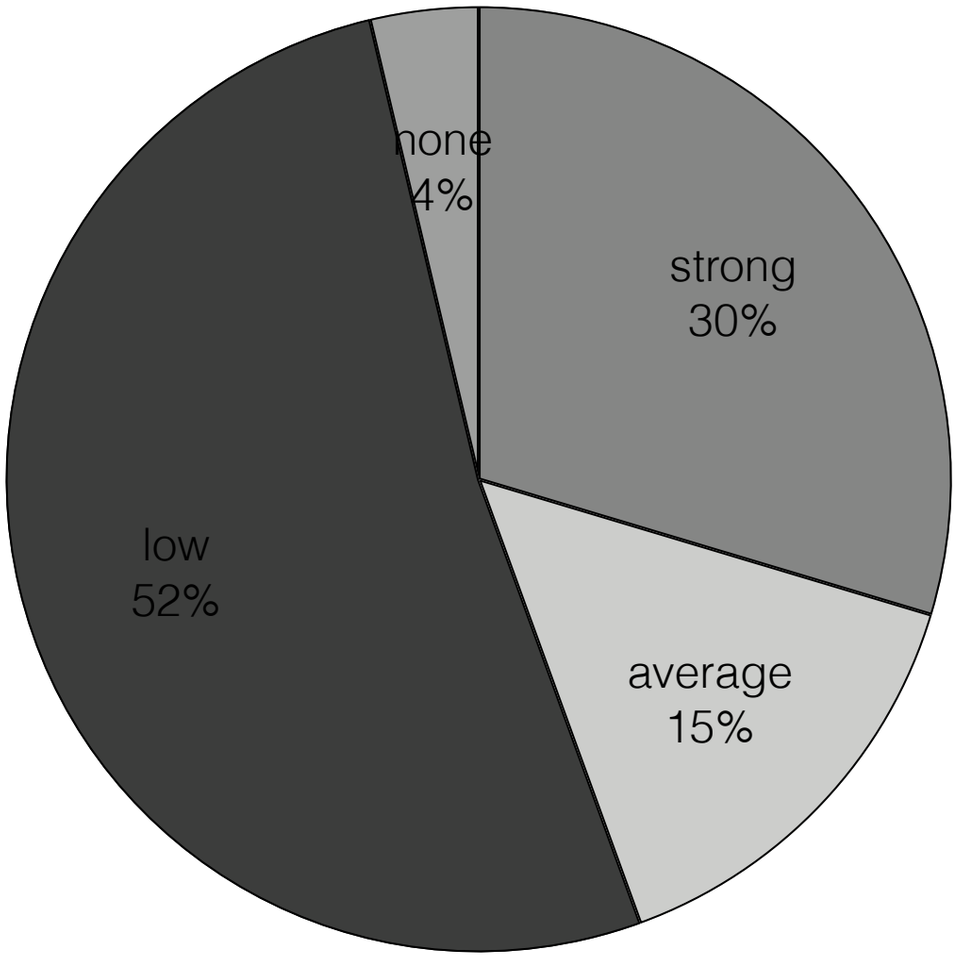
# Value - Comparative Data

## Adding Value to a Cube

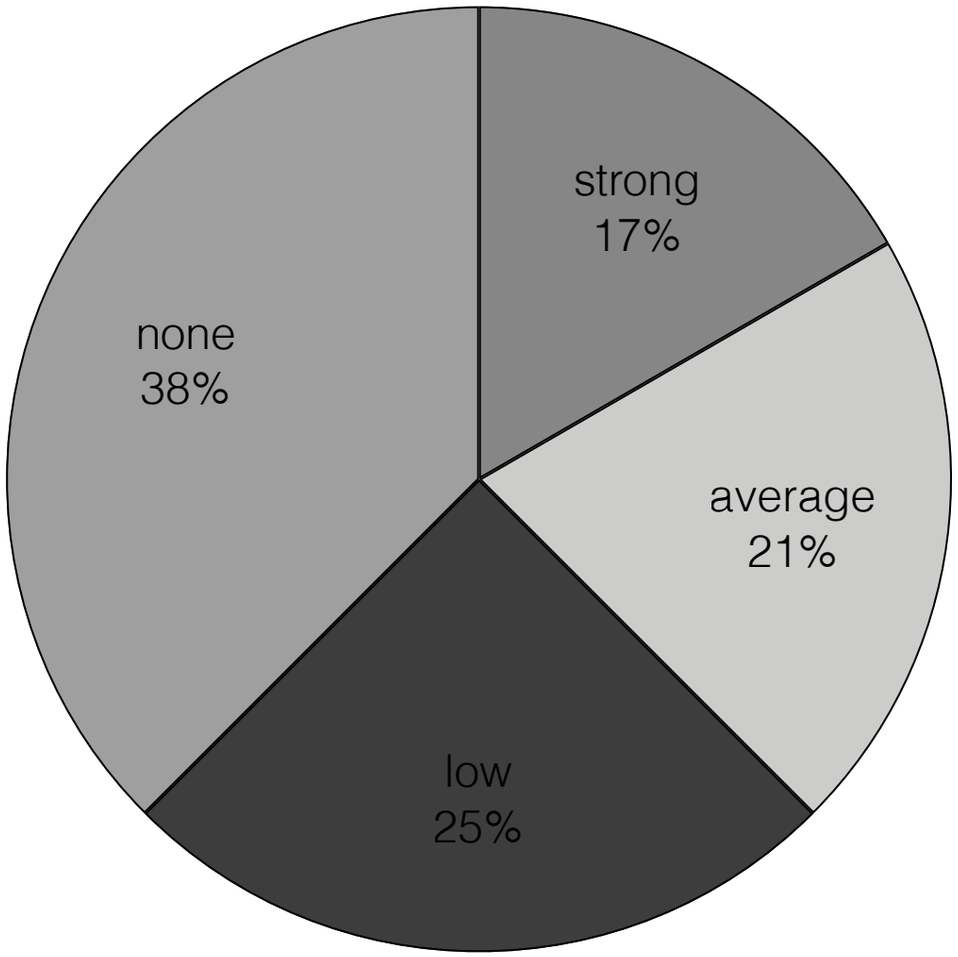
Have distinct value changes for all 3 sides.

## Finding

**This is seems to be an area for growth based on two semesters of data.**




**Spring 2015**

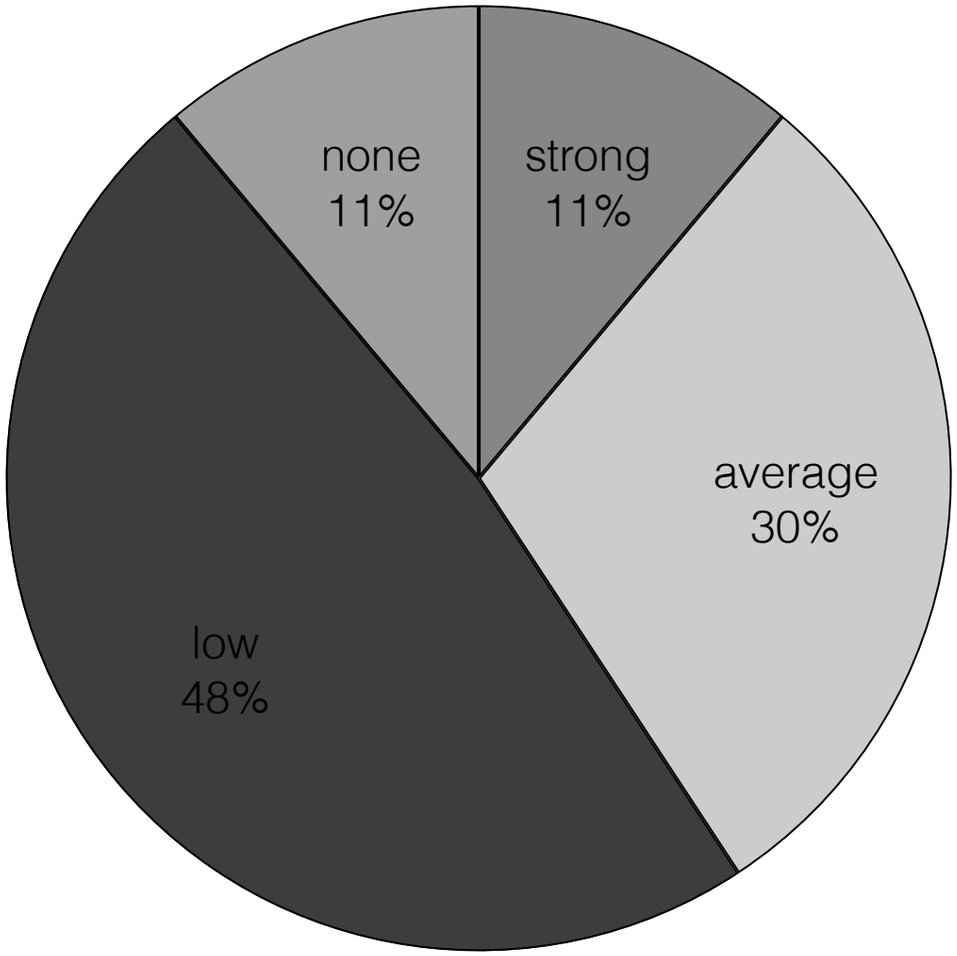



**Fall 2014**

# Value - Comparative Data

## Adding Value to a Cylinder

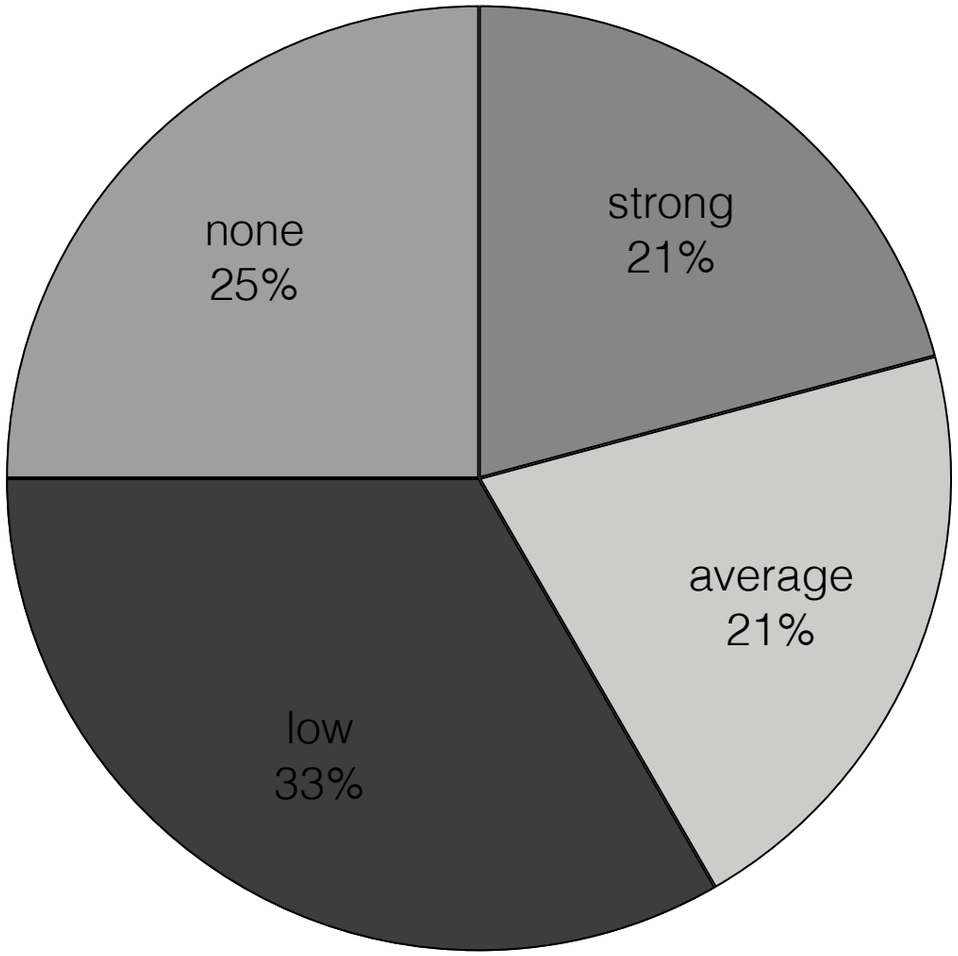
Have distinct value changes from center to edge.




**Spring 2015**

## Finding

**This is seems to be an area for growth based on two semesters of data.**




**Fall 2014**

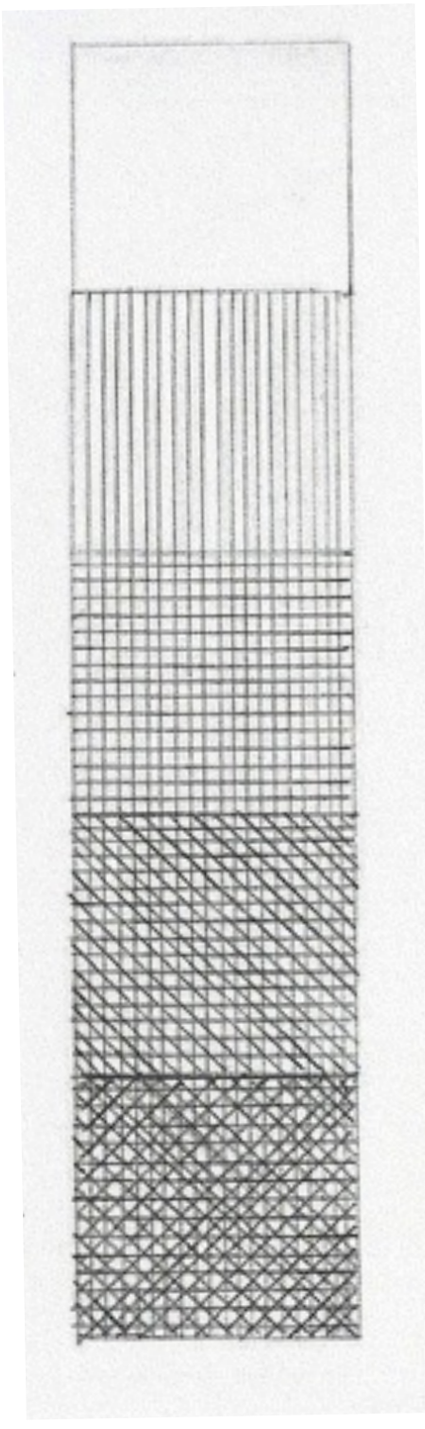
# Value findings summary

These are examples of how the competencies would be successful completed.

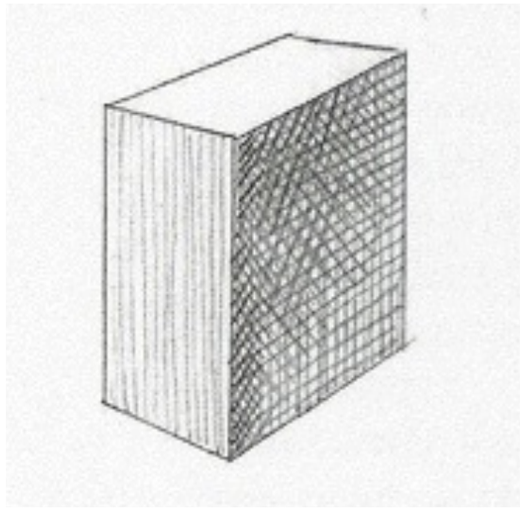
Based on two semesters of data, 5 step shading and hatching are areas of strength.

Adding value to flat planes and curved surfaces are areas for growth. These are also the more challenging concepts of the four that are assessed.

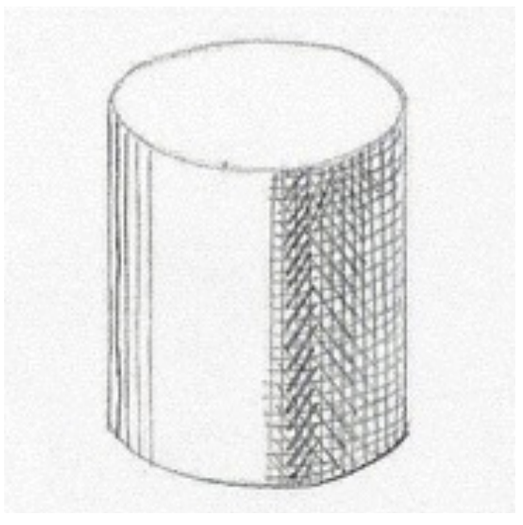
5 step shading



5 step hatching



add value to cube



add value to cylinder

# Art Course Experiences survey
# AFA Studio Degree, discipline course

| Art Course | Successfully taken | Currently taking | Have never taken |
|---|---|---|---|
| Art 144 Two Dimensional Design | | | |
| Art 145 Three Dimensional Design | | | |
| Art 131 Beginning Drawing | | | |
| Art 132 Advanced Drawing | | | |
| Art 142 Beginning Figure Drawing | | | |
| Art 143 Advanced Figure Drawing | | | |
| Art 115 Photography | | | |
| Art 116 Advanced Photography | | | |
| Art 117 Beginning Color Photography | | | |
| Art 126 Printmaking I (Lithography & Relief) | | | |
| Art 127 Printmaking I (Intaglio & Screen Printing) | | | |
| Art 166 Beginning Oil Painting | | | |
| Art 167 Advanced Oil Painting | | | |
| Art 196 Ceramics | | | |
| Art 197 Advanced Ceramics | | | |
| Art 198 Sculpture I | | | |

# Prior Art experiences and its impact on student success

Based on two semesters of data, three classes are emerging as the most frequently taken by students before or while taking Art 144.

Art 131 Beginning Drawing  40% - 50%
Art 115 Beginning Photography  5% - 10%
Art 196 Beginning Ceramics  15% - 20%

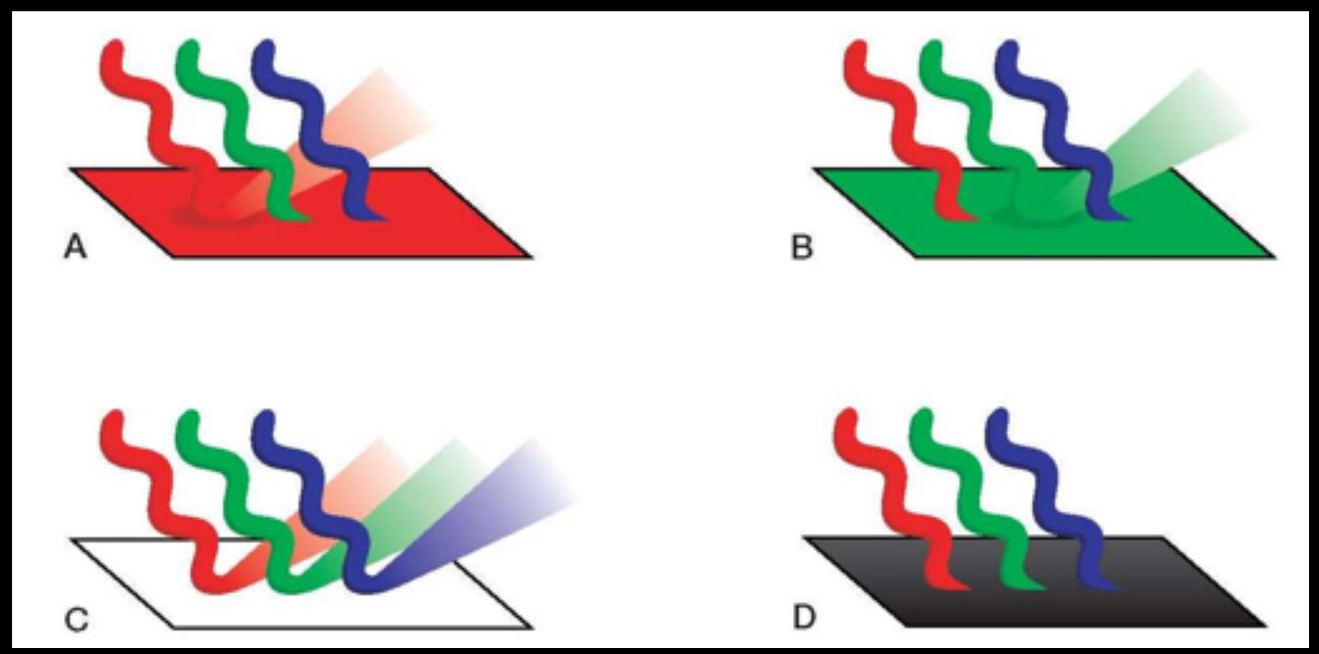
**Findings**

The high percentage of students taking Art 131 before Art 144 is not optimal and out of sequence with national best practices.  This happens because Art 144 is currently not a prerequisite for Art 131.  Both are open enrollment courses. This puts Art 131 instructors in the position of having to introduce skills that students should already have coming into the course.  This slows down the pace of instruction and has a negative impact on students successfully meeting the technical competency SLO's for the course.  This fact is borne out in the Art 131 Observational Drawing Assessment that is run at the end of each semester.

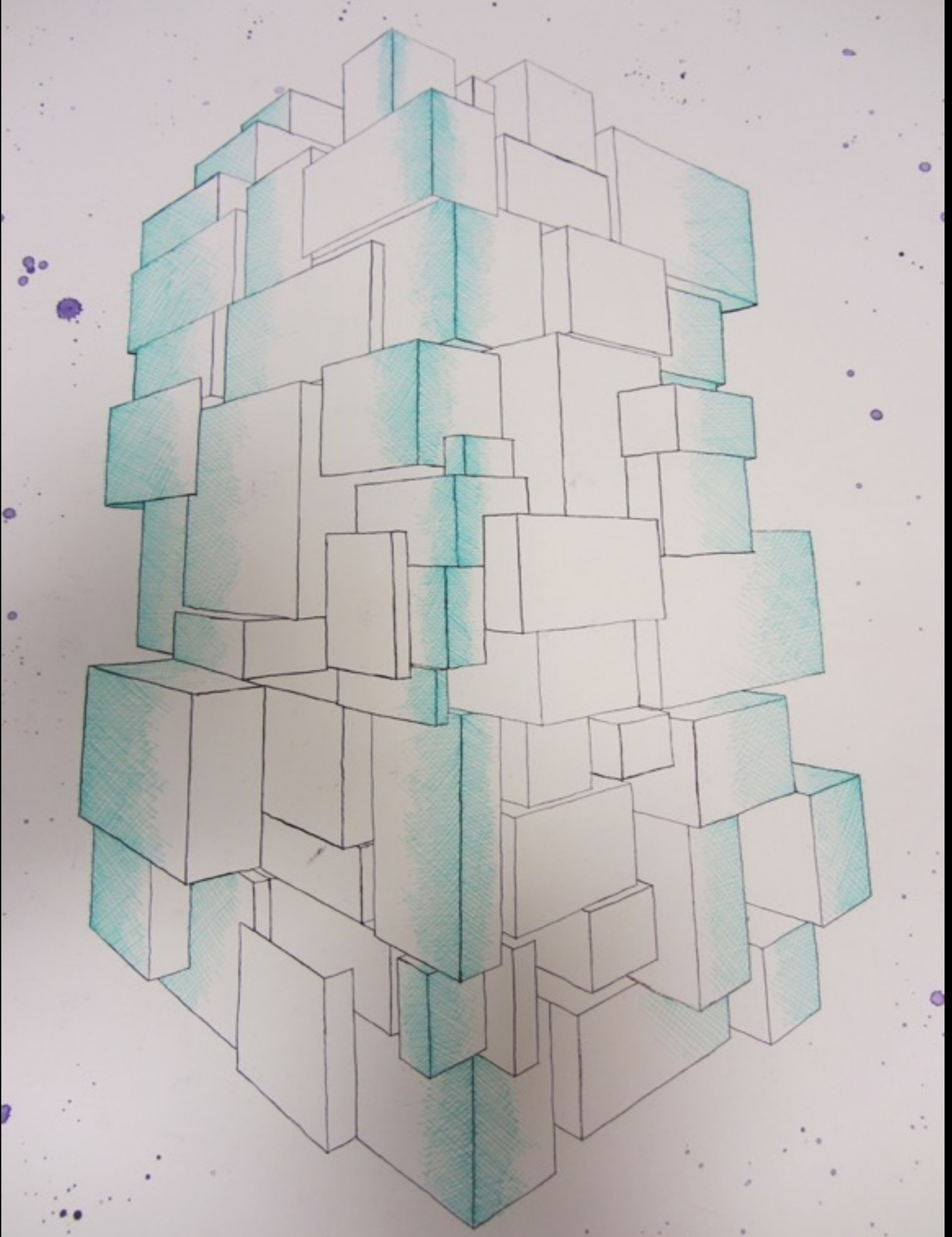
There are no assessments in Art 115 or Art 196, so impact can't be determined at this time.

# Going Forward

- Add Color Theory section to the current assessment.
- Create and distribute an updated Shared Core Vocabulary list to all instructors to incorporate in their lesson plans.
- Update instructor resources information with Color Theory information.
- Update instructor resources to better address the areas for growth discovered through the findings.
- More discussion on Art 144 as recommended or required for Art 131.

HWC Art 144 Student work applying the technical skills of perspective and value in a class project.



HWC Art 144 Student work applying the technical skills of perspective and value in a class project.

Done