

The **Department of Art and Music** offers coursework that leads to the Bachelor of Arts in Art History; Bachelor of Arts in Studio Art with concentrations in Art Education, Ceramics, Graphic Design, Illustration, Painting, Printmaking, Sculpture; and the Masters of Education concentration in Art. In addition to these majors and areas of emphasis, it offers a variety of General Education course and Minors in Art, Art History, Music and Museum Studies.

Mission

The faculty of the Department of Art and Music at Framingham State University facilitate a collaborative, innovative and interdisciplinary learning environment which focuses on academic excellence in the areas of visual art, art history, art education, music history and music theory. As part of a liberal arts institution, the faculty encourages hybrid and tangential relations with other fields as a way of aiding the student in identifying the most effective way to articulate their individual vision. The program is designed to help students pursue creative endeavors while also imparting specific skills appropriate to the various disciplines of fine arts, design, art education, and scholarly and professional endeavors in art history, museum studies and music.

Goals/Objectives and Learning Outcomes

The faculty have identified seven goals for the Studio Art program, and six for the Art History program along with a number of requisite student learning outcomes to ensure our students gain the experience, skills and intellectual qualities necessary to be successful artists, designers, educators and other arts professionals. The primary focus of our assessment is centered on the Studio Art program, since it represents by far the majority of our students.

The nature of successful evaluation and assessment in the arts depends greatly on understanding the relationships between the goals, conceptualizations, processes, and objects created by the individual student. Given the nature of individual creativity there are virtually an infinite number of outcomes for each goal making effective assessment complex. It requires a deep knowledge and sophistication by the evaluator, and necessitates evaluation on an individual level rather than a standardized assessment. Issues relating to content, concept and skill are therefore subjective as they relate to the individual student upon completion of a program of study. Measurement of a student's growth over the course of their program of study is important, and the Goals and Outcomes outlined by the faculty locate certain benchmarks a student must meet to ensure their artistic maturity and merit.

Assessment Plan Overview

Each academic year over the course of the five-year review cycle, the faculty will review at least one of the Goals for both the Art History and Studio Art major programs. Each of our departmental goals corresponds to various individual courses that have been designed by our faculty and departmental curriculum committee to meet the Goals/Objectives and ensure the requisite Learning Outcomes. The number and level of courses selected will be appropriate to each Goal being assessed in that academic year.

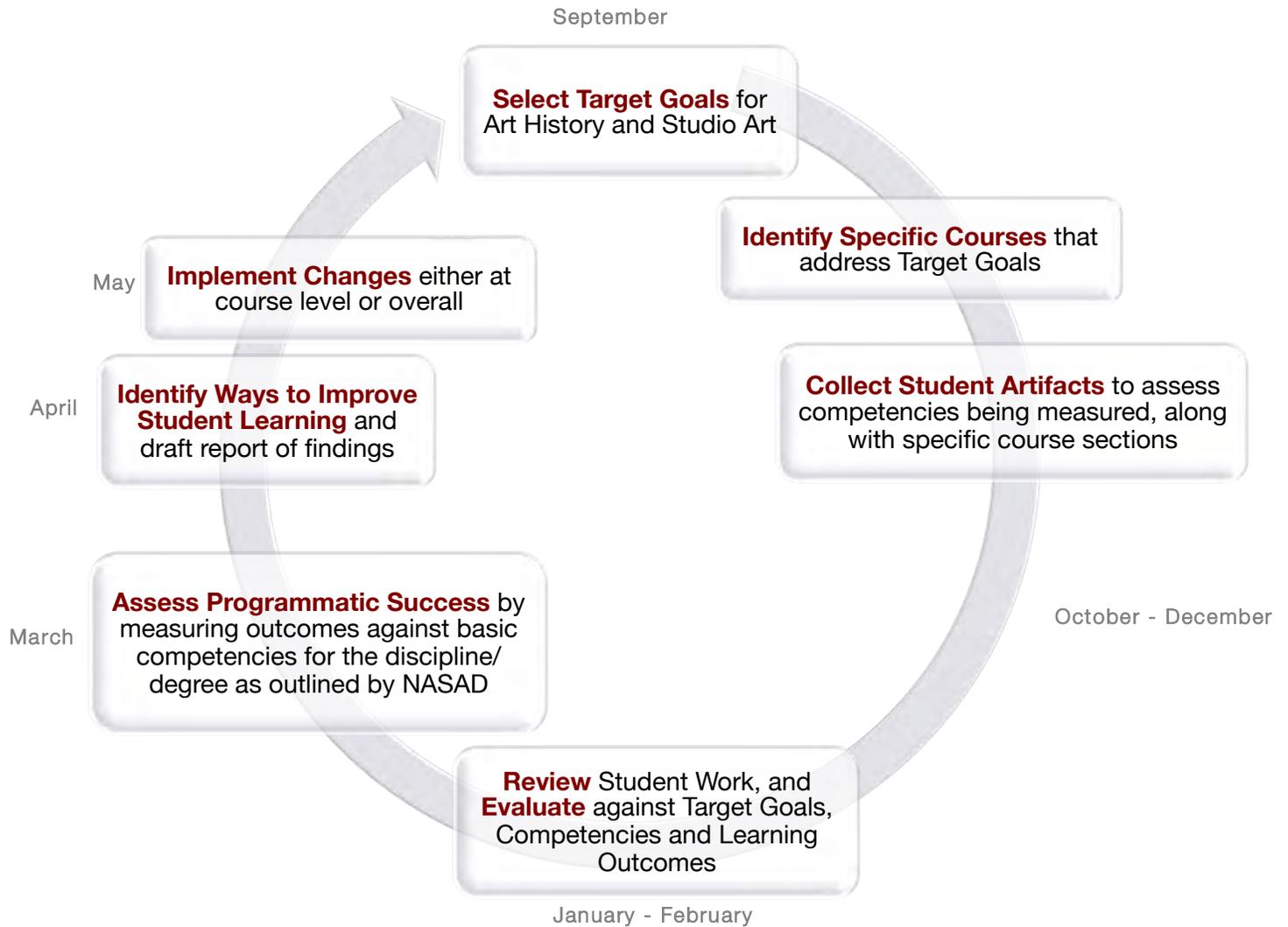
The nature of arts education is one that is open and flexible allowing it to accommodate various styles of learning and pedagogical approaches. Student success is measured in many ways and in our program students are encouraged to assess their own progress against their peers through group critique sessions. This transparent and open loop of feedback and evaluation/self-evaluation is inherent to our discipline. In light of these approaches, the assessment of student progress is constantly measured and discussed by the faculty as a whole, both on the programmatic and individual course level. Due to the structure of our department all of the faculty actively participate in programmatic assessment over the course of the academic

year. Our departmental assessment committee, and its chair, drafts a report at the close of each review cycle and circulates it to the faculty to review and discuss ways to improve student learning on the individual and programmatic level. This whole process culminates in a written report for each academic year that outlines the process, assessment methods and changes that have or need to be implemented to help the students successfully achieve the studied goal.

For example, in AY 2011 we studied Goal 6: To demonstrate professional expertise and vision in one or more studio art areas through the presentation of a culminating exhibition and comprehensive portfolio. This applicable Learning Outcomes are as follows: 1) Acquire pragmatic knowledge and technical skills at the level of professionalism required in the field; 2) Demonstrate an ability to state analytical and methodical written and verbal description of subjects; 3) Demonstrate evidence of effort, growth, motivation, and confidence in the thesis project and portfolio. To measure student outcomes in these areas we focused our departmental assessment on two capstone courses ARTS 487: Senior Studio Art Seminar and ARTS 488: Graphic Design/Illustration Senior Portfolio. Both of these courses require the student to complete a body of work, written statement and oral presentation, which is evaluated by a faculty panel. After seeing some specific student weaknesses the faculty worked together to redesign these courses to more effectively guide the students towards successful completion of the departmental goals.

In AY 2012, we elected to look at two overlapping goals: Studio Art Goal 5: To demonstrate knowledge of major art periods, art movements, multicultural art traditions, and individual artists from antiquity to present; and Art History Goal 1: To possess a high degree of visual and art historical literacy. To these ends we collected student artifacts from select Art History and Studio Art courses that address these concerns in particular.

On the graduate level programmatic assessment is organized by the Graduate Coordinator and Graduate Advisor, and is approached in a similar manner outlined above. Student Achievement in the Masters of Education degree is assessed on an individual level through the Comprehensive Oral Examination as well as the capstone course.





Goals and Learning Outcomes for Art History Majors

The Faculty of Department of Art and Music have identified the skill areas and intellectual qualities that they believe are essential to all professional artists and designers. The following goals and related learning outcomes for Art History Majors reflect these skill areas and intellectual qualities.

Goals

1. To possess a high degree of visual and art historical literacy.

Learning Outcomes

1. Visually recognize and identify major art and architectural monuments from antiquity to the present
2. Identify the characteristic features of major artistic and cultural styles and demonstrate the ability to categorize known and unknown objects by style.
3. Visually recognize, identify, and explain major iconographical themes from antiquity to the present.
4. Demonstrate familiarity with the biographies and works of major artists and their social, cultural, and art historical context and significance.
5. Demonstrate facility with the professional terminology and vocabulary of art and architectural history.

<p>2. To develop an understanding of the power and role of art in past and present social and historical contexts.</p>	<ol style="list-style-type: none"> 1. Examine, analyze, and interpret major works of art from antiquity to the present in their cultural, social, historical, and art historical contexts. 2. Critically evaluate the social role of art, artistic traditions and practices, and artists in Western and non-Western, modern and pre-modern cultures. 3. Analyze the role of art in the construction of power, identity, and authority. 4. Discuss the complexities of artistic and cultural ethics, politics, and institutions.
<p>3. To be familiar with traditional and non-traditional methods of interpretation.</p>	<ol style="list-style-type: none"> 1. Identify, analyze, and evaluate traditional and non-traditional methodological approaches to art and architecture. 2. Demonstrate familiarity with the basic historiography of art history. 3. Demonstrate familiarity with current methods of scientific and archeological examination of material culture.
<p>4. To develop students' analytical and critical faculties.</p>	<ol style="list-style-type: none"> 1. Participate in discussions of problems and questions in art history 2. Evaluate the thesis and evidence presented in art historical literature 3. Incorporate analysis of the formal elements, iconography, and social context of an artwork into a sophisticated and complex interpretation

<p>5. To conduct art historical research.</p>	<ol style="list-style-type: none"> 1. Locate, summarize, evaluate, and apply research materials. 2. Use primary as well as secondary sources. 3. Produce an art historical research paper in full scholarly format.
<p>6. To speak and write effective academic discourse, informed by the discipline.</p>	<ol style="list-style-type: none"> 1. Write critical and persuasive essays and term papers based on art historical literature. 2. Formally present their research to an audience. 3. Participate in art historical discussions and debates



Goals and Learning Outcomes for Studio Art Majors

The Faculty of Department of Art and Music have identified the skill areas and intellectual qualities that they believe are essential to all professional artists and designers. The following goals and related learning outcomes for Studio Art Majors reflect these skill areas and intellectual qualities.

Goals

Learning Outcomes

<p>1. To achieve functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensional design and drawing.</p>	<p>1. Use design elements and principles competently to create desired visual effects.</p> <p>2. Demonstrate observational skills to depict objects, figures and environments with effective realism and convincing structure.</p>
<p>2. To demonstrate dexterity with tools, equipment, and various media necessary for solving aesthetic, conceptual, and technical problems.</p>	<p>1. Demonstrate an understanding of the historical uses and applications of the tools, equipment, and media used in the production of visual art.</p> <p>2. Exhibit a competent level of craftsmanship with a variety of visual art tools and media as demonstrated in the production of 2-dimensional and 3-dimensional works of art.</p> <p>3. Demonstrate creative use of a variety of visual art tools and media through the production of 2-dimensional and 3-dimensional works of art.</p> <p>4. Employ proper safety procedures when handling all visual art tools and equipment.</p>

<p>3. To critically analyze and discuss a diverse range of artworks with terminology appropriate to the discipline in both verbal and written form.</p>	<ol style="list-style-type: none"> 1. Use appropriate and accurate terminology in complete descriptions of any work of art. 2. Explain how formal characteristics, intentions, and context contribute to the meaning of a work of art. 3. Identify strategies and techniques used in works of art to create specific visual effects. 4. Discuss the intentions, process, strengths and weaknesses of their own finished work and that of their peers in class critiques.
<p>4. To apply inventive, critical thinking in the translation of concept to form and in the interpretation and use of images and objects.</p>	<ol style="list-style-type: none"> 1. Exhibit creative/critical thinking abilities by synthesizing concepts and visual art materials to craft original compositions and objects. 2. Demonstrate a maturing awareness of how 2-D compositions and 3-D forms exist in space both materially and conceptually. 3. Demonstrate critical thinking skills by reflecting in visual, oral, and written formats an understanding of art movements both historical and contemporary as the movements relate to individual studio artwork. 4. Thoughtfully articulate individual working processes and editing skills in relation to finished compositions and objects.

<p>5. To demonstrate knowledge of major art periods, art movements, multicultural art traditions, and individual artists from antiquity to the present.</p>	<ol style="list-style-type: none"> 1. Recognize and identify major art and architectural monuments from antiquity to the present. 2. Identify the characteristic features of major artistic and cultural styles and demonstrate the ability to categorize known and unknown objects by style. 3. Visually recognize, identify and explain major iconographical themes from antiquity to the present. 4. Demonstrate familiarity with the biographies and works of major artists and their social, cultural, and art historical context and significance. 5. Locate, summarize, evaluate, and apply research materials, including art historical literature.
<p>6. To demonstrate professional expertise and vision in one or more studio art areas through the presentation of a culminating exhibition and comprehensive portfolio.</p>	<ol style="list-style-type: none"> 1. Acquire pragmatic knowledge and technical skills at the level of professionalism required in the field. 2. Demonstrate an ability to state analytical and methodical written and verbal descriptions of subjects. 3. Demonstrate evidence of effort, growth, motivation, and confidence in the thesis project and portfolio.

7. To understand the concepts and methodologies of several other academic areas outside of visual art and demonstrate the ability to incorporate these concepts in a manner that leads to new ideas that transcend traditional notions of art and artist.

1. Demonstrate the ability to meld research with artistic process to develop a personal visual language.
2. Demonstrate a willingness to explore new or alternative methods and technologies.
3. Demonstrate the ability to apply visual language across the disciplines to challenge preconceived concepts about art and art practice.