

# Reedley College

## Proposed Course Modification

Course # / Title      Art 17 / Intermediate Drawing

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### CHECK OFF SHEET

**PRELIMINARY STEPS.** Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:  
          x Fall    2010       Spring    \_\_\_\_\_       Summer    \_\_\_\_\_
3. Check one:  
Do not complete Fresno City College course alignment page if:  
\_\_\_\_\_ No similar course or program at FCC.  
  x   Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- \_\_\_\_\_ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- \_\_\_\_\_ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code                      Yes \_\_\_\_\_ No \_\_\_\_\_  
Transfer Baccalaureate List                        Yes \_\_\_\_\_ No \_\_\_\_\_

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

\_\_\_\_\_ Yes  
  x   No

If yes, secure a **Course Repetition** form from the Curriculum Office.

### PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

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**FINAL** steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

\_\_\_\_\_ Yes        x   No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College  
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

Department Art Course No. 17  
 Course Title Intermediate Drawing Units 3.0  
 Effective Date Fall 2010

**A. PROPOSED CHANGES.  
(Indicate below all proposed changes to be made in the course outline.)**

**I. Cover Page**

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Course ID<br><input type="checkbox"/> 2. Course Title<br><input type="checkbox"/> 3. Units<br><input type="checkbox"/> 4. Lecture/Lab Hours<br><input type="checkbox"/> 5. Grading Basis<br><input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories<br><input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)<br><input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category<br><input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)<br><input type="checkbox"/> 11. Repeatability<br><input type="checkbox"/> 12. Catalog Description |
|---|--|

**Other pages**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> II. Course Outcomes<br><input type="checkbox"/> III. Course Objectives<br><input type="checkbox"/> IV. Course Content Outline<br><input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> VI. Methods of Grading<br><input type="checkbox"/> VII. Levels of Educational Materials<br><b>Additional Pages (optional depending on course)</b><br><input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |
|--|---|

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.

*(Additional sheets may be attached if necessary.)*

**C. EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

Reedley College

# SIGNATURE FORM

*Submission/Recommendation/Action*

Course Department and Number: Art 17

Course Title: Intermediate Drawing

Effective Date: Fall 2010

1. Submitted By: Stephen Dent Date: 02/01/10

2. Reviewed by Department: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair's Signature  
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean's Signature

4. Approved by Curriculum Committee on: \_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair Date

\_\_\_\_\_  
Vice President of Instruction Date

5. Reviewed by Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

CSU GE Code submitted for articulation: \_\_\_\_\_



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1)  
Course ID: Art 17

(2)  
Course Title: Intermediate Drawing

(3)  
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total Course Hours</td> <td style="width: 40%;"></td> </tr> <tr> <td style="padding-left: 40px;">Total Lec hours:</td> <td style="text-align: center; border: 1px solid black;">36</td> </tr> <tr> <td style="padding-left: 40px;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">72</td> </tr> </table> <p>Lec will generate _____ hour(s) outside work          Lab will generate _____ hour(s) outside work.</p>	Total Course Hours		Total Lec hours:	36	Total Lab hours:	72	<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Degree applicable:</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:																			
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<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Grading scale only</td> <td style="width: 40%;"></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center; border: 1px solid black;">C</td> </tr> </table> <p>General education category:</p> <p style="text-align: center;">Major: _____ ART</p>		C																						
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Pass/No Pass option	x																														
Pass/No Pass only																															
	C																														
<p>(6) Basic Skills Prerequisites:</p> <p>Basic Skills Advisories: Eligibility for ENGL 125, ENGL 126</p>	<p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> </table> <p>(11) Repeatable: (A course may be repeated three times)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center; border: 1px solid black;">0</td> </tr> </table>		x		0																										
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<p>(7) Subject Prerequisites (requires C grade or better): ART 7</p>	<p style="text-align: center; background-color: #f2f2f2;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: 1px solid black;">New</td> <td style="width: 15%; border: 1px solid black;"></td> <td style="width: 15%; border: 1px solid black;">Mod</td> <td style="width: 15%; border: 1px solid black;"></td> <td style="width: 40%; border: 1px solid black;">Effective Date:</td> </tr> <tr> <td colspan="3" style="border: 1px solid black;">SAM Priority:</td> <td colspan="2" style="border: 1px solid black;">DATATEL ID:</td> </tr> <tr> <td colspan="3" style="border: 1px solid black;">Unit Code:</td> <td colspan="2" style="border: 1px solid black;">TOPS Code:</td> </tr> <tr> <td colspan="3" style="border: 1px solid black;">Reporting ID:</td> <td colspan="2" style="border: 1px solid black;">Date Reporting ID Assigned</td> </tr> <tr> <td colspan="3" style="border: 1px solid black;">Program Status:</td> <td colspan="2" style="border: 1px solid black;">Course LHE:</td> </tr> <tr> <td colspan="5" style="border: 1px solid black;">Replaced by: Date:</td> </tr> </table>	New		Mod		Effective Date:	SAM Priority:			DATATEL ID:		Unit Code:			TOPS Code:		Reporting ID:			Date Reporting ID Assigned		Program Status:			Course LHE:		Replaced by: Date:				
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Replaced by: Date:																															
<p>(12) Catalog Description:</p> <p>This course is an exploration of the creative act of drawing using representational, abstract, non-objective and conceptual forms. Students will build upon skills learned in beginning drawing and create a cohesive body of work. Historical and contemporary drawing techniques as well as drawing as a form of creative personal expression are integrated into course content.</p>																															

## II. COURSE OUTCOMES:

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to demonstrate the following skills:

- A. Create a portfolio of artwork demonstrating an intermediate level proficiency in course medium addressing issues of form and content.
- B. Demonstrate a comprehension of the visual vocabulary through the drawing process in the creation of artwork.
- C. Critique works of art.

## III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Express oneself through the drawing process utilizing visual symbols and metaphor.
- B. Combine form and content in the drawing process.
- C. Develop ideas in series work.
- D. Use drawing as a means of visual communication.
- E. Freehand draw three-dimensional, representational imagery with accurate proportions on a 2-D surface.
- F. Identify, discuss, and integrate the elements and principles of design into the drawing process.
- G. Identify, discuss, and use historical and contemporary rendering techniques and media.
- H. Create the illusion of space and volume on a two-dimensional surface using various rendering techniques and perspective.
- I. Differentiate between representational, abstract, non-objective, and conceptual drawings.
- J. Draw in representational, abstract, non-objective, and conceptual ways.
- K. Think of creative solutions to drawing and design exercises and problems.
- L. Make aesthetic decisions autonomously.
- M. Use vocabulary that is specific to the drawing process.
- N. Discuss the functions of drawing.
- O. Critique formal and subjective aspects of drawings individually and in groups.

**IV. COURSE CONTENT OUTLINE:****Lecture and Lab content is covered by the following:**

- A. Communicating with Line
  - 1. Line as Sign and Symbol
  - 2. Aligning Content and Form
    - a. Line Quality
    - b. Media
    - c. Conceptual Content
    - d. Personal Expression
- B. Gesture Drawings
  - 1. Series Study:
    - a. Looking at Structure
    - b. Looking at Movement
    - c. Looking at Implied Time
  - 2. Process
    - a. Using Live Action
    - b. Using Photography
    - c. Using Video
    - d. Creative Visual Formats/Composition
    - e. Experimentation with New Media
- C. Representational Drawings—Combining Form and Content
  - 1. Social Realism (Overview using Multicultural Examples)
  - 2. Political Activism (Overview using Multicultural Examples)
  - 3. Personal Expression (Overview using Multicultural Examples)
  - 4. Implied Time (Illustrated, Chronological Sequence)
  - 5. Appropriate Use of Form and Content
    - a. Using Signs and Symbols (Overview using Multicultural Examples)
    - b. Media
    - c. Proportion
    - d. Perspective
    - e. Volume and Space
- D. Abstract Drawings (Intermediate Level Study and Analysis) (Use Multicultural Examples)
  - 1. Progressive
  - 2. Organic
  - 3. Geometric
  - 4. Non-objective
  - 5. Distortion
  - 6. Expressionism
- E. Drawing Metaphors
  - 1. Conceptual Metaphor (i.e. *a sea of troubles*)
  - 2. Visual Metaphor (i.e. *vegetables/fruit & human anatomy*)
- F. The Elements and Principles of Design (Intermediate Level Study and Analysis)
  - 1. The Elements of Design
    - a. Line
    - b. Shape
    - c. Form
    - d. Color Theory
      - 1. Complimentary Contrast
      - 2. Split Complimentary Contrast
      - 3. Intermediate Triad
    - e. Value
    - f. Texture

- g. Time/Motion
- h. Space
- 2. The Principles of Design
  - a. Unity/Variety
  - b. Balance
  - c. Asymmetrical
  - d. Radial
  - e. Field Pattern
  - f. Emphasis
    - 1. Focal Points
    - 2. Accents
- 2. Rhythm
- 3. Pattern
- 4. Directional Forces
- 5. Scale/Proportion

H. Functions of Drawing (Intermediate Level Study and Analysis)

- 1. Record/document
- 2. Study/Design
  - a. Develop ideas
  - b. Test visual compositions
  - c. Gain visual and structural understanding of objects
- 3. Problem Solve
- 4. Visual Communication

## V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

A. Sample Text Title:

Drawing: Structure and Vision, Fritz Drury & Joanne Stryker, Pearson Prentice Hall, 2008, ISBN-13: 9780130896025

Drawing: A Contemporary Approach, Teel Sale & Claudia Betti, Cengage Learning, 2007, ISBN-13: 9780495094913

Drawing Basics, Jacklyn St. Aubyn, Cengage Learning, 2006. ISBN-13 9780495006282

The Art of Responsive Drawing, Nathan Goldstein, Pearson Prentice Hall, 2005. ISBN-13: 9780131945616

Drawing from Life, Clint Brown & Cheryl Mclean, Cengage Learning, 2003. ISBN-13: 9780534613532

Drawing Dimensions, A Comprehensive Introduction, Cynthia Dantzic, Prentice Hall, 1999. ISBN 0-13-220153-4

B. Other Readings:

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Art from many geographical locations and world cultures are studied in this course. Course content specifically requires the inclusion and integration of multicultural content/visual examples (see: Representational Drawings—Combining Form and Content; Abstract Drawings).

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

<b>A. Writing</b>			
<i>Check either 1 or 2 below</i>			
x	1. <b>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	2. <b>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
	a. essay exam(s)		d. written homework
x	b. term or other papers(s)		e. reading reports
	c. laboratory reports	x	f. other (specify) written critiques

**Required assignments may include but are not limited to the following:**

1. Written/oral research report summarizing an artist’s use of signs/symbols in a body of work
2. Written/oral research: global perspectives (multicultural Art)
3. Written/oral critiques of master’s works
4. Written/oral critiques of student works
5. Written/oral self-evaluations/critiques

**Sample assignment:**

In your sketchbook write a one page response to the assignment and the critique process. Response may focus on the following areas:

- What did you most enjoy about the making of this drawing? What was the most difficult part of the drawing?
- How do content and form work together in your work?
- What changes would you make to your work?
- What feedback from your peers did you receive in regards to your work?

<b>B. Problem Solving</b>			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes		e. field work
x	c. homework problems	x	f. other (specify) Outside class drawing assignments: sketchbooks, finished drawings

**Required assignments may include, but are not limited to the following:**

1. Quizzes and exams covering course content (see outline)
2. Weekly sketchbook homework assignments/exercises
3. Finished drawings

**Sample assignment:**

In your sketchbook use the appropriate media to create a series of non-representational drawings that convey the following terms: Rational, Irrational, Alone, Community, Natural, and Analytical  
Remember, form reveals content.

<b>C. Skill</b> demonstrations, including:			
x	a. class performance(s)		c. performance exam(s)
	b. field work	x	d. other (specify) outside drawings

*Required assignments may include, but are not limited to the following:*

1. Active participation in classroom (studio) learning activities. Students follow instructions, engage in instructor directed exercises and assignments; participate in discussions and critiques, and work to build their drawing skills with focused, disciplined, measurable effort.
2. The following drawings assignments (done in a variety of media) may include, but are not limited to the following:
  - a. Line/Contour (single and series)
  - b. Gesture (single and series)
  - c. Representational: Social Realism, Political Activism
  - d. Conceptual Metaphor/Visual Metaphor
  - e. Implied Time
  - f. Color Theory: Complimentary Contrast, Split-Complimentary Contrast, Intermediate Triad Scheme
  - g. Compositional Strategies: Asymmetrical, Radial, Field Pattern
  - h. Abstract (progressive, organic, geometric, distortion, non-objective, expressionist)
  - i. Conceptual
  - j. Personal expression

**Sample assignment:**

Within an 18"x24" format create a representational drawing of the still life using a split-complementary color scheme.

<b>D. Objective</b> examinations, including:			
x	a. multiple choice	x	d. completion
x	b. true/false		e. other (specify)
x	c. matching items		

**Sample question:**

1. A color scheme of Yellow, Blue-violet and Red-violet is referred to as a \_\_\_\_\_ color scheme.

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

10 Drawings:	50%
Midterm drawing critique (oral):	5%
Midterm drawing critique (written):	5%
Final drawing critique (oral):	5%
Final drawing critique (written)	5%
Research Report	20%
Quizzes/Exams (Drawing terminology)	<u>10%</u>
	100%

**FOR DEGREE APPLICABLE COURSES**

Course ID: Art 17

Course Title: Intermediate Drawing

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	x	
Reference materials	x	
Instructor-prepared materials	x	
Audio-visual materials	x	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	x
Used grading provided by publisher	x
Other: (please explain; relate to Skills Levels)	x

<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)	x	
<b>Content</b>		
Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
Requires independent thought and study	x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
<b>List of Reading/Educational Materials</b>		
<p><u>Drawing: Structure and Vision</u>, Fritz Drury &amp; Joanne Stryker, Pearson Prentice Hall, 2008, ISBN-13: 9780130896025</p> <p><u>Drawing: A Contemporary Approach</u>, Teel Sale &amp; Claudia Betti, Cengage Learning, 2007, ISBN-13: 9780495094913</p> <p><u>Drawing Basics</u>, Jacklyn St. Aubyn, Cengage Learning, 2006. ISBN-13 9780495006282</p> <p><u>The Art of Responsive Drawing</u>, Nathan Goldstein, Pearson Prentice Hall, 2005. ISBN-13: 9780131945616</p> <p><u>Drawing from Life</u>, Clint Brown &amp; Cheryl Mclean, Cengage Learning, 2003. ISBN-13: 9780534613532</p> <p><u>Drawing Dimensions</u>, A Comprehensive Introduction, Cynthia Dantzic, Prentice Hall, 1999. ISBN 0-13-220153-4</p>		
<b>Comments:</b>		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: Art Studio equipped with tables and/or easels, sink	

TARGET COURSE

Art 17

Intermediate Drawing

Number

Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p>	
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p>_____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> <li>1. Ability to comprehend the material in college level tutorial text.</li> <li>2. Ability to understand terms and their use.</li> <li>3. Ability to interpret written directions into visual applications.</li> </ol>
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> <li>1. Ability to write college level research reports.</li> <li>2. Ability to express in writing information learned from lectures and tutorials.</li> <li>3. Ability to coherent essays/short papers.</li> </ol>

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 101 is **advisory** for the target course.

Eligibility for English 126 is **advisory** for the target course.

Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

Content review completed by \_\_\_\_\_ Date \_\_\_\_\_

TARGET COURSE

Art 17

Intermediate Drawing

Number

Title

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

<p><b>COLUMN 1:</b> Concepts, Skills, Kinds of Knowledge</p>	<p><b>COLUMN 2:</b> Specifically how this is necessary in the target course</p>
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p><b>Name of prerequisite or advisory course:</b></p> <p><u>Art 7</u></p> <hr/> <p>Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> <li>1. Demonstrated understanding/skill in use of historical Drawing media.</li> <li>2. Demonstrated understanding/skill in use of contour, gesture, siting methods, and developing proportion.</li> <li>3. Demonstrated understanding/skill in use of the Elements and Principles of Design.</li> <li>4. Ability to create representational, abstract, conceptual and personally expressive drawings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing projects in ART 17 are of a more advanced nature and build upon understanding and skills with Drawing media taught in ART 7.</li> <li>2. Basic Drawing concepts introduced in ART 7 are developed with more complexity in Art 17.</li> <li>3. Basic understanding/skill in the use of the Elements and Principles of Design are developed with more complexity in Art 17.</li> <li>4. Representational, abstract, conceptual and personally expressive drawings are developed with more complexity in Art 17.</li> </ol>

*If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.*

Advisory course(s): \_\_\_\_\_

Content review completed by \_\_\_\_\_  
 Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

Vice President of Instruction's Signature \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_

*Please forward this completed form to the Curriculum Committee.*

