

**College of Visual Arts  
Assessment Form**

Faculty member: L. Assessment      Course title: Drawing III      Semester and year: Fall 2005

Brief description of course: Students work from the figure using drawing to arbitrate between rigorous observation and pictorial necessity. Skills developed in Drawing I and II extend into working exclusively from the figure, focusing on anatomical understanding and overall expressive concerns. Awareness of the figure in art is expanded from historical to contemporary contexts.

Focus of assessment and method (student learning goals and teaching method):

Learning Goal (Link to CVA Goals)	Instruction Activity	Method of Measurement of Student Performance (Use pre- and post-test measurements)
1. A: Fluency in the visual concepts, methods, materials, and techniques of art and design.	Students created life size 3-D clay portraits working from the model in conjunction with large-scale portrait drawings, working from the same model and the same perspective. Student work was observed and commented upon in the studio and critiqued in progress by the instructor and peers.	Pre-test: Students did a preliminary portrait drawing of the human head. Post-test: The final drawing produced after the work in clay was compared with the first drawing and evaluated with respect to 5 key variables, each rated on a 7 point scale (7= excellent; 1=does not meet minimum standards).

Results of assessment activities (quantitative and qualitative): Students benefited from their 3-D work with clay in all of the 5 areas. Twelve of the 14 students in the class improved in every area; the remaining 2 improved in 3 areas. The mean ratings were as follows (7 point scale for all):

1. Comprehension of the anatomy of the human head as revealed in drawing: pre-test: 3.6; post-test: 5.7.
2. Relationships of mass and form in representing the head: pre-test: 3.2; post-test: 5.9.
3. Planar analysis of the head as revealed in drawing: pre-test: 3.2; post-test: 5.8.
4. Use of the human head as an expressive form: pre-test: 3.0; post-test: 4.9.
5. Overall quality of the 2 drawings: pre-test: 3.4; post-test: 5.7.

Strengths in student performance: Student observational skills were sharpened through working on these two different approaches to the same form. They appreciated the relationships between 2-D and 3-D articulation of form.

Concerns about student performance: Concerns were largely about the lack of schools for sculpting in the drawing studio; we improvised rudimentary, homemade tools for the assignment. Some students had a hard time returning to drawing as a primary medium; some wanted to continue working between two and three dimensions in the class. The time for the project was too short.

Ideas for changes in teaching methods future courses: Increase the time of the project by one week. Acquire better tools for clay modeling for use in the drawing studio.