Public Art is a painting course focused on the creation of art through painting a large-scale mural. Students will work collaboratively to complete the site-specific work while developing and refining their painting and drawing skills. Through lectures and presentations, historical and contemporary examples of mural painting will be explored, giving students a sound basis for understanding the significance of murals in the historical and global context. Students will hone drawing skills while transferring the design onto the wall surface, learn to mix colors and to adapt painting techniques to the use of exterior latex paint. Students will also learn to work cooperatively with others on the completion of the project, and to align their work with one another in order to develop a cohesive single painting. They will critique the work on a weekly basis as the project progresses, keeping journals of their experience and using photographic documentation as a means of analyzing technical development. This course fulfills MNTC goal area 6.

Career Cluster
Liberal Arts & Sciences

Instructional Level
Associate Degree

Total Credits 3.00
Total Hours 96.00

Types of Instruction
Instruction Type          Credits
On-site Studio/lab        3

Institutional Core Competencies
1. Civic knowledge and engagement- local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as “global citizens.”

2. Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

3. Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

4. Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the
student and others.

5 Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.

External Standards

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<th>Title</th>
<th>MN Transfer Goals</th>
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Target Standards

Goal 6: The Humanities and Fine Arts - To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

6a - Demonstrate awareness of the scope and variety of works in the arts and humanities.
6b - Understand those works as expressions of individual and human values within a historical and social context.
6c - Respond critically to works in the arts and humanities.
6d - Engage in the creative process or interpretive performance.
6e - Articulate an informed personal reaction to works in the arts and humanities.

Course Competencies

1 Demonstrate technical ability in paint application.

Learning Objectives
- Analyze technique through class evaluations.
- Practice color theory in mixing and color relativity exercises.
- Practice fundamental technical skills in painting - blending, consistency in mixes, consistent reproduction of color, and technical virtuosity in brush techniques.
- Acquire skills in accurate measurement and proportion.

2 Be sensitive to differing levels of technical ability in co-workers.

Learning Objectives
- Analyze individual strengths and weaknesses in drawing and painting.
- Participate in teamwork exercises to build communication and technical skills.
- Apply constructive language in the critique of peers' work.
- Identify qualities of successful painting techniques.
- Identify strengths and weaknesses of peers' work utilizing the "buddy system" as a means of improvement.
- Articulate issues of interpretation and perceived meaning of the work.

3 Block out mural design on designated surface.

Criteria
- Accuracy relative to original design of mural.

Learning Objectives
- Implement grid system as the structural foundation for production of the mural.
- Translate a mock up image to the appropriate scale model.
Display ability to transfer cartoon onto the wall accurately.

4 Build painting using multiple layers of color.

Criteria

*Performance will meet expectations when:*  
Individual's painted sections reflect basic understanding of accepted paint application processes. Use of glazing, layering and direct application methods must be demonstrated to meet the needs of the project.

Learning Objectives  
Display understanding of basic process of painting through gradient layering.  
Develop ability to achieve a "fat over lean" ratio in painting mixes.  
Utilize painting mediums to facilitate application, blending and layering effects.  
Exhibit ability to achieve refinement in detail work.

5 Assume responsibility for individual tasks connected with the completion of the project.

Criteria

*Performance will meet expectations when:*  
Student meets individual and class goals of completing the project on time.  
All brushes and equipment used by the student is maintained and used appropriately to ensure longevity.  
Individual and class critique by peers and instructor indicate that student is being diligent in performing tasks required for the project.

Learning Objectives  
Develop individual responsibility for creating proper paint mixes, color reproduction, observation of grid and proportion in creation of mural.  
Develop ability to adjust and account for the work of others when implementing a design scheme.  
Accept responsibility for handling of equipment and materials.

6 Demonstrate understanding of underlying color theory as a basis for cohesive composition.

Criteria

*Performance will meet expectations when:*  
Student is able to create an accurate color wheel consisting of primary, secondary and tertiary colors using only the primary colors to do so.  
Understanding of color harmonies, simultaneous contrast and color chords become evident in individually assigned sections of the mural.

Learning Objectives  
Complete color wheel exercise.  
Demonstrate understanding of complementary, analogous, triadic color harmonies.  
Utilize simultaneous contrast and color chords to energize the palette of the mural.

7 Critique individual work as a means of discovering more effective methods and techniques in painting.

Criteria

*Performance will meet expectations when:*  
Individual participation in group critique yields positive change in individual product.  
Individual input regarding peer's work in articulated using art elements and design principles as the criteria for judgment.  
Student is able to accurately diagnose personal issues and successes within assigned areas of the mural.  
Student is able to objectively rate the overall visual success of the project, including the collaborative experience it provides.
Learning Objectives
Cultivate an understanding of painting terminology.
Cultivate understanding of design terminology.
Implement painting and design terminology when discussing student’s own work and that of his/her peers.
Analyze work in relation to the elements of art and principles of organization.
Practice utilizing elements and principles of art through exercises and daily work.
Discuss strategies for improvement.

8 Develop competency in mixing paint to produce specific hues.

Criteria
Performance will meet expectations when:
student can mix specific hues, using acceptable means and accurate proportions in producing specified hues.
evidence of understanding of chromatic neutrals is exhibited.
student is able to create subtle variations of hue by utilizing color harmonies and complements.

Learning Objectives
Practice creating values through understanding proper ratios of tint or shade to pigment.
Display ability to mix and utilize chromatic neutrals effectively.
Display understanding of hues as they relate to the color wheel.

9 Acquire understanding of paint properties as they relate to specific project requirements and individual technical development.

Criteria
Performance will meet expectations when:
student exhibits mastery of strengths and limitations of exterior latex paint as an artistic medium within individually assigned areas of the mural.
proper ratio of medium to paint allows the student to produce required results.
student prepares work surfaces for painting using proper mediums and tints or shades as modifiers to the paint itself.

Learning Objectives
Develop skill in exterior latex paint application.
Paint using proper ratio of medium to paint.
Exhibit understanding of proper site preparation.

10 Appreciate rich cross-cultural historical and contemporary examples of mural painting.

Criteria
Performance will meet expectations when:
a research paper written by the student reflects the cultural basis of a specific mural and articulates multiple interpretations of the work.
student is able to present the accepted historical view of a work while also allowing for personal or class interpretation that may conflict with the accepted view.
articulation of personal aesthetic choices within the project shows intention in regards to creating meaning.

Learning Objectives
Articulate issues of interpretation and perceived meaning in the work.
Articulate meaning of aesthetic choices in the work relative to the concept at hand.
Demonstrate knowledge of historical and contemporary examples of public art.

11 Document the development of the mural through the use of daily journals and photographs.

Criteria
Performance will meet expectations when:
Journal outlines basic tenets of painting and design and describe how the student's work relates to those criterion. Photographs detailing personal growth will be included in the journal. Student is able to objectively write about the experiences that were part of the creation of the mural.

Learning Objectives
Articulate reactions to the work as it develops.
Analyze how alteration in color relationship changes effectiveness of the design and meaning of the work.
Discuss the objectives of different public works in individual and group critiques.
Produce a physical record of the mural as it progresses.

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html