



YEARLY OBJECTIVES

FIRST YEAR

The first year is one of **discovery**. Students transition toward professional identities as artists, designers, photographers or educators. In addition to courses in the major as specified and courses in the core curriculum learning takes place in the following courses: Visual Thinking I, Introduction to Visual Art, Visual Thinking II. First year students:

- develop skills in the concentration area as well as in other studio areas
- develop creative problem solving skills and methods
- are introduced to contemporary themes and concepts in the visual arts
- are introduced to visual communication through composition, the elements and principles of design, concept, symbol and metaphor
- begin to develop skills and techniques in a variety of media and processes
- are introduced to the language of art and to critique skills
- are introduced to sources of inspiration

SECOND YEAR

The second year is one of **practice and application**. Students begin to learn professionalism in the concentration area. In addition to courses in the major as specified and courses in the core curriculum learning takes place in the following courses: Survey of Western Art, Contemporary Art, Professional Practices I. Second year students:

- begin the process of developing a professional portfolio including a letter of introduction, resume, and statement about work
- become professionally active through participation in exhibits, clubs and organizations
- demonstrate an understanding of composition
- demonstrate an understanding of visual communication through elements and principles of design, concept, symbol and metaphor
- demonstrate the acquisition of skills associated with the concentration area
- develop critique skills to become objective evaluators of the content and visual language of their work and that of others
- develop an understanding and appreciation of art history from prehistoric through the contemporary era
- utilize professional materials associated with the concentration such as journals, websites and other resources to remain aware of current practices
- begin to write and speak in language appropriate to the concentration area
- continue to develop creative problem solving skills
- begin to develop a body of work in the concentration area

THIRD YEAR

The third year is one of **synthesis**. Students build and expand the concepts and skills acquired during the Freshman and Sophomore years. In addition to courses in the major as specified and courses in the core curriculum learning takes place in the following courses: Art Criticism, Professional Practices II. Third year students:

- develop a cohesive and professional body of work in the concentration
- learn about graduate schools and programs, and professional opportunities within the concentration
- learn about grants, resources and practical information essential for living as a practicing professional artist, designer, photographer or educator
- develop and hone skills essential to a professional presentation
- write and speak about art, design, photography or education in language appropriate to the concentration area and with awareness of contemporary artistic discourse.
- begin to make connections between historical and contemporary art
- participate in internships, coops, exhibitions and professional opportunities
- become art advocates
- become knowledgeable about ethical practices in the field
- prepare to conduct a job search in their concentration

FOURTH YEAR

The fourth year is one of **refinement and transition to professional**. Students prepare to exit the program with a professional credentials. In addition to courses in the major as specified and courses in the core curriculum learning takes place in the following course: Capstone. Fourth year students:

- present a cohesive and professional body of work within the concentration area
- pursue entry into the competitive job market or into graduate programs
- successfully compete for exhibit opportunities, grants; client based work, or other activities associated with success in the concentration area
- prepare and present a professional portfolio for review by seasoned practitioners in the concentration area
- speak and write about art, design, photography or education in a language that demonstrates an awareness of contemporary discourse in the field
- Able to situate their work in a professional context