



2. Construct a tile mosaic panel using professional materials and techniques.
3. Identify and create mosaic design based on an underlying abstract structure.
4. Describe, assess and apply a series of logical steps in designing a public art project.
5. Cooperate within a group in the designing of a group art project.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as SLOs

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

1. A brief history of mosaic art-slide lecture
2. Contemporary mosaic design and public projects
  - A. Slide lecture
3. Mosaic materials (demonstration)
4. Mosaic techniques (demonstration)
5. Assignment #1: Andamento
6. Assignment #2: Abstraction and dividing space
7. Design #1: Paper mosaic
8. Group Mosaic Panel
  - A. Materials and cutting (field trip)
  - B. Design
  - C. Cut, assemble and adhere
  - D. Critique
9. Bay Area Mosaics in situ- Field Trip
10. Three-Dimensional Mosaics: Demonstration
11. Individual Mosaic Panel
  - A. Design Process
  - B. Tessellation
  - C. Cut, adhere materials
  - D. Grout and clean for installation
12. Critique
13. Public Art Process

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

1. Field Trip to mosaic murals in San Francisco with writing assignment
2. Slide and digital lectures
3. Video
3. Demonstrations of materials and techniques

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Each of 5 design projects will be assessed with a rubric
2. Each design project must be completed in a given succession before the next can be started
3. Each student's contribution in the group project must share in the aesthetic of the overall mural design as defined by an agreement presented at the beginning of the class

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

none

Prepared by:

\_\_\_\_\_  
(Signature)

Email address:

Submission Date:

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