





# AANAPISI Faculty Fellow Curriculum Development Form

PAASA – Year 1

*"The main purpose of the curriculum (development)... will be to create modules on Cambodian/Khmer themes that will be embedded into courses across the general education curriculum. These modules will be designed to raise challenging and engaging themes and thereby to connect the study of various disciplines to the current conditions that may be seen in Cambodia and in the Cambodian American experiences in Lowell that affect many MCC students directly."* (MCC Program for Asian American Student Advancement Grant Application)

<b>Faculty Member</b>	<b>Margaret Rack</b>
Course Name and Number	<b>Art 113 Color &amp; Design</b>

<b>Review</b>	<i>Signature</i>	<i>Date</i>
<b>External Expert: Peter Hershock</b>	Peter Hershock	9/28/17
<b>Curriculum Coordinator: Dona Cady</b>	Dona Cady	9/28/17

General Education Category		ISLOs Supported		
	Behavioral Science			Written and Oral Communication
<b>X</b>	Humanities	<b>X</b>		Multicultural/Global Literacy
	Mathematics	<b>x</b>		Critical Thinking / Creative Thinking
	Natural or Physical Science			Social Responsibility
	Social Science			Quantitative Literacy
	Undetermined	<b>x</b>		Personal and Professional Development

## Module Description

*Using pencil and compass, students learn to draw a basic chan flower, a symmetrical traditional Cambodian design. Students view ancient and contemporary iterations of the design in a variety of materials. The chan flower can be expressed in a multitude of increasingly ornate designs, and handouts will provide several more challenging options for students to explore. After completing their line drawings, students will develop individual color schemes. Utilizing a list of prompts, and their own ideas, students research aspects of Cambodia, while taking note of color. They develop a color scheme for their flower and produce it, accompanied by a paragraph on their concept.*

## Resources (Books, Articles, Films, etc.)

*My own drawings developed from a lesson with master artist He Samorn in Cambodia 2016.*

Vitharin, Chan. *Kbach, A study of Khmer Ornament*. Reyum Institute of Arts and Culture, 2005.

<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the nuances of structure and shape within this traditional design, and refine their hand drawings to express the gracefulness and symmetry.</li> <li>2. Draw on their research to create an array of colors specific to Cambodian culture.</li> </ol>
<b>Learning Activities (Examples)</b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Follow a demonstration, measure and divide to achieve proportions using a ruler, compass, and right angle, compare their results to a schematic, revising as needed.</li> <li>2. Explore visual aspects of a multifaceted culture, observing color juxtapositions, and assemble color palettes. Communicate the concepts behind their color array in written and oral form.</li> </ol>
<b>Course Artifacts (examples)</b>
<p>Students will produce samples of:</p> <ol style="list-style-type: none"> <li>1. A series of schematic pencil drawings of graduated complexity, from one petal, to four petals, to several options for embellishment.</li> <li>2. Research results in digital or printed form, documenting the sources of inspiration.</li> <li>3. An array of colors, arranged as a palette with options for tints, shades and tones.</li> <li>4. An 8" square or larger chan flower painted in an array of colors, using color values to express depth and areas of emphasis.</li> <li>5. A written statement explaining the basis for the color array.</li> <li>6. An oral presentation during class critique.</li> </ol>