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## Alison Ragguette TSSA Winter 2015

Alison Raquette

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## **COURSE DEVELOPMENT GRANT REPORT**

**NAME: Alison Petty Ragguette**

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**DATE SUBMITTED: 03/07/2017**

### **Public Art: Engaging Community and Technology through Project-Based Learning. Winter 2015**

Project Goal: Art 441: Public Art was totally revised and developed into a two-part project-based learning class that integrated community engagement strategies and introduced visual design tools for artwork development and dissemination. Incorporating the use of digital drawing tools, students created their proposals using Photoshop/ illustrator/ final cut pro/ Tinkercad/ 3D printing.

Implemented: Winter and Spring 2016

Winter 2016: This class exposed students to the complex steps of developing a public artwork from proposal to installation, combined with an integral community engagement component that outreaches to our surrounding community. The second part of this course offered in the Spring 2016 involved the creation of a service learning class that focused on public art production on campus, developed by a student from the previous quarter. Most projects were in the Water Resources Demonstration Garden. Students worked collaboratively to produce the artworks, conducted community art engagement, and documented the completed artworks. Students were guided through the process of developing a professional quality proposal for a public art CFP (call for proposal). Students also gained vital exposure to project organization, problem solving, and the complex balance required between art and community.

Working with design software is the ideal tool for the planning of such an artwork. It produces a professional quality outcome that will be competitive in the real world. All too often, studio art students gravitate to hands-on art making, however, more and more, these tools are essential for efficiency and productivity. This approach offered a convincing and articulate visual proposal that was compelling and competitive in today's public art market.

Students were exposed to multiple ways to bring art to the community. They gained experience as art instructors and collaborated with the community to create artworks that brought meaning and inspiration. This experience expanded their perspectives of how art can serve society, not only to bring joy and inspiration, but also serve as a powerful tool for community expression and empowerment.