

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Odd Years
Course Number	ARTS301		
Course Title	Art Studio		
Prerequisites	ARTS100 Art Appreciation AND ARTS186 Workshop: Painting and Sculpting 1 AND ARTS286 or 288 Workshop: Painting and Sculpting 2		
Course Instructor	STOCKER Sam	Year Available (Grade Level)	3
Subject Area	Interdisciplinary Arts: Arts	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>This course is designed for students committed to developing their independent art practice. It is recommended that students have completed interdisciplinary arts programs in their first and second years to prepare for this advanced study. Through this course, students will deepen their theoretical and practical understanding of the elements and principles of art-making while refining their artistic voice.</p> <p>Students will engage in one-on-one tutorials, group critiques, and project development sessions to explore and expand their creative ideas. The course includes lectures and visits from practicing artists to provide additional insight and inspiration.</p> <p>Each student will produce art work for an end-of-semester exhibition, supported by a studio diary documenting their creative process and research. Students will also present a written account and an oral presentation of their artistic practice. Regular discussions and presentations throughout the research and development phases will be integral to the course.</p>
Class plan based on course evaluation from previous academic year	<p>In this class, students will engage in theory lessons, video presentations, and artists' talks focused on international artists responding to Japanese themes or creating artwork in Japan. The class will include discussions and reflections on the themes and artwork, as well as out-of-class artwork creation. The first project deadline is week 9, and the final submission date is week 16, where students exhibit and give a final presentation of their work. The work will be exhibited and graded during the gala event. Students should strive to create gallery-quality work for the exhibition. The first project will be a set project brief and the final project will be self-initiated.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>The instructor is a highly experienced art educator with close to 20 years of teaching experience in universities and socially engaged arts. They bring a wealth of knowledge and expertise to the classroom, providing students with guidance and support as they develop their own independent art practice. With a strong focus on the elements and principles of art-making, students will receive individualized attention through one-to-one tutorials, group critiques, and project development sessions. Additionally, the course will feature lectures and visiting artists to provide further insight into the world of contemporary art. The ultimate goal of the course is for each student to produce a body of work for exhibition, supported by a studio diary and written account of their art practice. Regular discussion and presentation of ideas will be expected throughout the course, and the instructor will use student course evaluations and feedback to continually improve the course.</p>
Learning Goals	<p>Students will develop their creative ideas through brainstorming and discussions, artist research, and idea development. The student will also learn about critical thinking in the visual arts and apply this to their work. At the end of this course, we will aim to have two projects that students can put in their artwork portfolio and present to other people. Students will give presentations on their themes and work development regularly.</p> <p>Develop an independent art practice with guidance and support from an experienced art educator. Understand and apply the elements and principles of art-making.</p> <p>Receive individualized attention through one-to-one tutorials, group critiques, and project development sessions. Gain further insight into the world of contemporary art through lectures and visiting artists.</p> <p>Produce a body of work for exhibition, supported by a studio diary and written account of their art practice. Regularly discuss and present ideas throughout the course.</p> <p>Develop their creative ideas through brainstorming, discussions, and artist research. Apply critical thinking skills to their visual art practice.</p>

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Discussion, Debate/Group Work/Presentation/Workshop, Fieldwork			
More details/supplemental information on Active Learning Methods	Brainstorming and discussions to develop creative ideas Conducting artist research and idea development Applying critical thinking skills to visual art practice One-to-one tutorials, group critiques, and project development sessions for individualized attention Lectures and visiting artists to gain further insight into contemporary art Regular discussions and presentations of ideas throughout the course Producing a body of work for exhibition, supported by a studio diary and written account of their art practice Completing two projects to add to their artwork portfolio Regularly giving presentations on their themes and work development.			
Use of ICT	Students will utilize computers for research, developing presentations, and potentially creating art.			
Contents of class preparation and review	Students will utilize computers for research, developing presentations, and potentially creating art.	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)
Feedback Methods	Required pre-study and homework time needed for each class: All students in this course will be necessary to either preview and review the materials thoroughly, spend roughly about 2 hours per class to do so, and do the essential homework to complete what was started in-class time. Student will be graded on consistent development of the project so leaving everything to the end of the course will effect the overall grade. This class will be conducted in the allocated classroom and the Art room students. The instructor may need to move between both classes so please be patient.			

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Hand in by deadline	20%	Visual Journal - a combination of notes and sketches
Work presented at Exhibition and powerpoint presentation	30%	Creative Assignment 1 and idea development
Work presented at Exhibition and powerpoint presentation	30%	Creative Assignment 2 and idea development
Work presented at Exhibition and powerpoint presentation	10%	Effort and execution of Exhibition and presentation
General attitude throughout the course	10%	Scholarships this applies to all areas of the course.

Required Textbook(s)	In this course, students will receive readings related to the the process of designing art work which can be applied to many different fields in the visual arts these will will be distributed in-person or via email. The Text focuses on the creative process and is designed to help students develop their creativity in a range of visual art fields, including drawing, painting, printmaking, and sculpture. The book provides good references for students interested in exploring different mediums and techniques in visual art. It also includes exercises and projects that can be adapted to various art forms, making it a useful resource for students pursuing a wide range of visual arts disciplines.
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Other Reading Materials/URL	Students will be provided with additional reading materials during class, which will include topics on artist statements and art theory. These materials will be accessible through links, and will be used to supplement the lectures and discussions in class. By engaging with these materials, students will be able to deepen their understanding of the concepts and practices covered in the course.
Plagiarism Policy	Plagiarism is presenting others' work as your own, which is a dishonest act. Duplicate submissions are also considered as plagiarism. Depending on the nature of plagiarism, students may fail an assignment or the course. Repeated acts of plagiarism will be reported to the University, which may apply additional penalties. Please note that the citation method varies when citing a book, article, or website. Although language models are allowed, students must acknowledge when they have used them and should not submit an entire paper or discussion answer solely based on them. It is important to consult reliable sources and include a bibliography in your work. Additionally, practicing writing, reading, and visualizing on your own is crucial for personal development and future career prospects. Therefore, students must make citations for everything they have used from another source.
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>Students are required to purchase or create enough sketchbooks or digital files for their artwork, which will later be collected in a PowerPoint presentation or a PDF. The size of the pages should be the same as regular sketchbook pages. A reading list will be provided at the beginning of the course, and students will need to source their texts relating to their projects. If necessary, students will be responsible for purchasing books. Students are also responsible for the materials and equipment needed to produce their artwork, including sketchbooks, paper, pens, paint, sculpture materials, and more. The estimated cost for completed work is between 5000jpy to 10000jpy, and students agree to make funds available for any necessary materials, equipment, or travel.</p> <p>In order to encourage creative exploration and experimentation, students are asked to avoid using standard sizes such as A, B, and F sizes.</p> <p>Student will be expected to visit art exhibitions during this course even if it is not possible to do it as a group.</p> <p>Students should beware that lectures and presentations will be in the classroom. However some students during tutorial or assisting classes may wish to use the 1st floor Art Room in this case students will be in first floor art room. During class time I will be in either of these 2 places depending on the requirements of the students.</p> <p>All student are expected to make the most of in class time and out of class work buying materials and working consistently throughout the course are requirements and are graded. Students will be required to visit exhibitions during the semester the class takes place. Student are also responsible for maintaining the state of the Data science lab and will need to sign an agreement to use the Data science lab. At the end of the course student are responsible for their project work and not being responsible for that will affect their overall grade.</p> <p>All work should be submitted digitally and the physical work is the responsibility of the student.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Introduction to course - visual arts course, students will engage in both theoretical lectures and practical work to develop their skills and understanding of art-making. The class will focus on research as a means of generating creative ideas, with the goal of producing a body of work for an exhibition. Students will receive individualized feedback and guidance throughout the course, and their work will be graded based on its quality. Overall, the course aims to provide students with a foundation in the visual arts that they can build upon in future coursework and independent practice.</p> <p>Studio diary explanation - daily writing and sketching in sketch book. A studio diary is a daily log that documents an artist's creative process, including writing and sketching in a sketchbook. It's a way to record ideas, inspirations, and reflections, as well as to track progress and brainstorm new directions for a project. The diary can be used to capture images, sketches, notes, or even full-length essays. By consistently keeping a studio diary, artists can gain insight into their creative process, establish a record of their work, and develop ideas for future projects. It is an essential tool for any visual artist looking to cultivate a disciplined and reflective creative practice.</p> <p>introductory icebreakers Introductory icebreakers are activities or games designed to help people get to know each other and feel more comfortable in a group setting. They are often used at the beginning of a meeting, class, or workshop to help break the ice and create a positive, welcoming environment.</p>
Class 2	<p>Introductory icebreakers Introductory icebreakers are activities or games designed to help people get to know each other and feel more comfortable in a group setting. They are often used at the beginning of a meeting, class, or workshop to help break the ice and create a positive, welcoming environment.</p> <p>Brainstorming Brainstorming is a technique used in the visual arts to generate a multitude of ideas and possibilities related to a particular topic or project. It involves free-form thinking and encourages individuals to come up with as many ideas as possible, without any judgment or evaluation. By engaging in brainstorming, artists can unlock their creativity and explore different avenues of expression. This technique can help artists generate new concepts and ideas that may not have been considered otherwise, and can lead to more innovative and dynamic works of art.</p>

Class 3	<p>introduction to visual note taking, brainstorming and Mind mapping In this course, students will be introduced to various techniques for visual note-taking, including brainstorming and mind-mapping. These methods can help students generate and organise ideas more effectively and will be useful for both research and artwork development.</p> <p>The elements and principles of art. The elements of art are the building blocks of visual art, including line, shape, form, space, texture, value, and color. Each element plays a role in creating a composition, and artists can manipulate these elements to convey meaning and create visual interest. The principles of art refer to how these elements are organized and arranged within a work of art, including balance, contrast, unity, harmony, rhythm, proportion, and emphasis. Understanding the elements and principles of art is essential for creating strong and effective visual compositions.</p> <p>The Conceptual framework for art making and design The conceptual framework for art making and design provides a foundation for understanding the various components of the creative process. It encompasses the theoretical and practical aspects of art-making, including the elements and principles of design, the cultural and historical contexts of art, and the ways in which artists generate and develop their ideas. By exploring the conceptual framework, artists and designers can gain a deeper understanding of their own creative processes, refine their techniques and methods, and engage in critical analysis and reflection on their work. The framework is an essential tool for students and professionals alike, helping to shape their approaches to art-making and design in meaningful and productive ways.</p> <p>Students give short presentations on their previous artwork or theme of interests. In this activity, students will have the opportunity to introduce themselves to the class and share their previous artwork or themes of interest. This will help students to become familiar with one another's work and interests, as well as provide an opportunity for them to practice public speaking skills. Each student will have a short amount of time to present, and afterwards, there may be time for questions or feedback from the class. This activity is intended to foster a collaborative and supportive learning environment while also providing an opportunity for students to showcase their work and ideas.</p>
Class 4	<p>Reading 1 Cover Reading 1 from the book in groups, Problem Seeking and Solving, Visual note taking, Group mind map</p> <p>The presentation and discussion on Reading 1 from the book, which focuses on problem making and problem solving, aims to help students understand the process of identifying and solving artistic problems. The discussion will include topics such as defining the problem, identifying potential solutions, evaluating and selecting the best solution, and implementing the solution. Students may also share their own experiences with problem solving in their artwork, and discuss how the principles and strategies discussed in the reading may be applied to their own artistic practice. The goal of this presentation and discussion is to equip students with the tools and mindset necessary to tackle artistic challenges and produce high-quality work. Students will be asked to give feed back on this in class.</p>
Class 5	<p>Part 1 Assignment one - Convergent - theme and process - this project will have a project brief. student will choose the method of making. Convergent thinking refers to the cognitive process of bringing together diverse ideas or concepts to find a single solution to a problem. In the context of the visual arts, convergent thinking involves narrowing down and refining a broad theme or idea into a specific concept that can be explored through a particular artistic process. For example, an artist may start with the broad theme of "nature" and use convergent thinking to focus on a specific concept such as "the fragility of ecosystems" and then choose a particular process such as painting or sculpture to explore that concept. Convergent thinking is an essential skill in the visual arts as it helps artists to clarify their ideas and focus their artistic expression.</p> <p>Part 2 Artistic research and idea development - this project is up to the student.</p> <p>Artistic research and idea development are essential components of undergraduate studies in visual arts. These processes involve exploring ideas, concepts, and themes through artistic practice, experimentation, and critical reflection. Artistic research encourages students to explore and experiment with a range of mediums and techniques to develop their own unique style and approach. Idea development involves brainstorming, mind mapping, and sketching to generate and refine ideas. Through this process, students can explore different approaches to their work and identify areas of interest and expertise. By engaging in artistic research and idea development, undergraduate students can develop their artistic skills, critical thinking abilities, and creative problem-solving skills, which are essential for success in their future careers as artists</p>
Class 6	<p>Class work. Students will continue to work on projects with assistance and advice from the instructor.</p>
Class 7	<p>Reading 2 Creativity, Visual note taking. Reading 2 provides an overview of the creative process, including the importance of defining problems, brainstorming, and refining ideas. The chapter emphasizes the value of both convergent thinking (finding solutions to specific problems) and divergent thinking (generating multiple possible solutions). The chapter also discusses the role of research in the creative process, including the importance of gathering information and examining the work of other artists. Finally, the chapter touches on the importance of evaluation and revision in the creative process, emphasising the need to reflect on one's work and make changes as needed. Artist talk 1 (This may be a prerecorded video). These are the resources the work will be chosen from. Students will be asked to give feed back on this in class.</p> <p>TED Talks - TED.com has a vast collection of artist talks from a variety of fields, including visual arts, performance, and music. Art21 - Art21.org is a non-profit organization dedicated to promoting contemporary art and artists. They offer a range of free artist talks and other resources on their website. The Creative Independent - TheCreativeIndependent.com is a resource for creative people that includes interviews and talks with artists, writers, musicians, and other creative professionals. Museum websites - Many museums offer free online artist talks and lectures as part of their programming. Check the websites of your local museums to see what they have available.</p>
Class 8	<p>Class work. Students will continue to work on projects with assistance and advice from the instructor.</p>

Class 9	<p>Reading 3 Critical Thinking, Visual note taking, Chapter 3 of the text focuses on critical thinking in the arts. The chapter begins by defining critical thinking and its importance in the arts. It then discusses the different levels of thinking, including lower-level thinking, such as remembering and understanding, and higher-level thinking, such as analyzing, evaluating, and creating. The chapter also explores the role of perception, evidence, and reasoning in critical thinking. Additionally, it discusses the importance of understanding bias and subjectivity in the arts, and how critical thinking can help to overcome these obstacles. Finally, the chapter provides practical exercises to help students develop critical thinking skills, such as analysing works of art, writing artist statements, and engaging in group discussions. Students will be asked to give feed back on this in class.</p> <p>Group mind map</p>
Class 10	<p>Students work and research presentations project 1</p> <p>This class focuses on students' research presentations and their initial steps in developing themes for their art projects. Through individual research and presentations, students will share their initial ideas and receive feedback from peers and the instructor. This process will allow students to refine their concepts and begin to develop their projects in a thoughtful and intentional way. The class will emphasize critical thinking and problem-solving skills, as well as the importance of research and idea development in the artistic process.</p>
Class 11	<p>Reading 4 Meaning: Chapter 4 of the text discusses the importance of meaning in the creation of art. The chapter begins by exploring the concept of symbolism and how it can be used to convey meaning in art. The author emphasizes the importance of context in the interpretation of symbolism, and how different cultural and historical contexts can alter the meaning of the same symbol. The chapter also delves into the idea of subject matter, and how the choice of subject matter can convey meaning in art. The author emphasizes that subject matter can be used to evoke emotional responses in the viewer, and that the artist must carefully consider the meaning and message they wish to convey. Finally, the chapter explores the use of metaphor in art, and how it can be used to create meaning beyond the literal representation of the artwork. The author emphasises that the use of metaphor can create a deeper connection between the artwork and the viewer, and can convey complex ideas and emotions in a powerful way. Students will be asked to give feed back on this in class.</p> <p>Visual note taking, Group mind map</p>
Class 12	<p>Artist talk 2 (This may be a prerecorded video).</p> <p>These are the resources the work will be chosen from.</p> <p>TED Talks – TED.com has a vast collection of artist talks from a variety of fields, including visual arts, performance, and music. Art21 – Art21.org is a non-profit organization dedicated to promoting contemporary art and artists.</p> <p>Class work. Students will continue to work on projects with assistance and advice from the instructor.</p>
Class 13	<p>Reading 5 Materials and Methods Chapter 5 of Launching the Imagination focuses on the significance of materials and methods in art-making. The chapter discusses how different materials can affect the creation and reception of artwork, as well as how the choice of materials can communicate different meanings and ideas. The chapter emphasizes the importance of experimenting with materials and techniques to expand artistic possibilities and the use of unconventional methods to challenge traditional artistic norms. The author also highlights the importance of considering the environmental impact of materials used in artwork creation. Overall, the chapter encourages artists to explore and experiment with different materials and methods to push creative boundaries and convey meaningful messages through their artwork. Students will be asked to give feed back on this in class.</p> <p>Visual note taking, Group mind map</p>
Class 14	<p>Students idea development presentations</p> <p>Students will present their idea development presentations in this class. They will showcase the progress they have made in their research and present their ideas for their upcoming art projects. This presentation will include brainstorming sessions, mind maps, and any sketches or preliminary artwork created. The presentation will be an opportunity for students to receive feedback from their peers and the instructor, as well as refine their ideas and approaches to their art projects.</p>
Class 15	<p>One to one tutorials</p> <p>One-to-one tutorials in visual art are personalized sessions where students can receive individualized feedback and guidance on their artwork from the instructor. During these sessions, the instructor can provide advice on technique, composition, concept development, and other aspects of the art-making process. The sessions are an opportunity for students to receive direct and personalized attention from the instructor to help them improve their skills and develop their artistic vision. One-to-one tutorials can help students identify their strengths and weaknesses, set goals for their art practice, and receive feedback to improve their artwork.</p>
Class 16	<p>Artist talk 3 (This may be a prerecorded video).</p> <p>These are the resources the work will be chosen from.</p> <p>TED Talks – TED.com has a vast collection of artist talks from a variety of fields, including visual arts, performance, and music. Art21 – Art21.org is a non-profit organization dedicated to promoting contemporary art and artists. They offer a range of free artist talks and other resources on their website. The Creative Independent – TheCreativeIndependent.com is a resource for creative people that includes interviews and talks with artists, writers, musicians, and other creative professionals. Museum websites – Many museums offer free online artist talks and lectures as part of their programming. Check the websites of your local museums to see what they have available. YouTube – YouTube has a vast collection of artist talks and lectures, ranging from academic lectures to informal conversations.</p>
Class 17	<p>Student presentations creative project 1</p> <p>This class session will involve student presentations of their creative project 1. Each student will have the opportunity to present their project to the class, discuss their creative process and ideas, and receive feedback from both the instructor and peers. The presentations will serve as a way for students to showcase their work and receive constructive criticism that will aid in the development of their creative practice.</p>

Class 18	<p>Student presentations This class session will involve student presentations of their creative project 1. Each student will have the opportunity to present their project to the class, discuss their creative process and ideas, and receive feedback from both the instructor and peers. The presentations will serve as a way for students to showcase their work and receive constructive criticism that will aid in the development of their creative practice.</p> <p>Assignment 2 introduction – Divergent process Divergent process is a method used in creative thinking to generate a wide range of ideas, possibilities, and solutions to</p>
Class 19	<p>Reading 6 Physical and Cerebral Reading 6 of the text focuses on the relationship between physical and cerebral aspects of art-making. The chapter discusses how the mind and body work together in the creative process, and how artists use their physical senses and movements to generate ideas and make art. The chapter also explores different techniques for accessing the subconscious and developing a more intuitive approach to art-making, including automatic drawing and movement exercises. Additionally, the chapter discusses the importance of physical materials in art-making and the ways in which artists can experiment with different materials and techniques to create meaning in their work. Overall, the chapter emphasizes the interconnectedness of physical and cerebral processes in the art-making process. Students will be asked to give feed back on this in class.</p>
Class 20	<p>Studio Time with advice from instructor.</p> <p>During studio time, students will have the opportunity to work on their creative projects with advice and guidance from the instructor. This time will allow for experimentation and exploration of various techniques and materials. The instructor will provide individualized feedback to help students refine their ideas and develop their skills. Students are encouraged to take risks and push their boundaries while also remaining focused on their project goals. This time will also allow for further research and development of ideas, as well as the opportunity to collaborate with peers and engage in group critiques.</p>
Class 21	<p>Reading 7 Aspects and Elements of Time Reading 7 of the text explores the concept of time in the context of art and design. The chapter covers several key elements of time including duration, rhythm, and movement. It discusses how artists and designers can use these elements to create a sense of time in their work, such as through the use of repetition or the suggestion of motion. The chapter also explores the concept of temporal distortion, or the manipulation of time in art and design to create an effect or convey a message. Throughout the chapter, various examples of artwork and design are used to illustrate the different aspects of time and how they can be applied in creative work. Students will be asked to give feed back on this in class.</p>
Class 22	<p>Studio Time with advice from instructor.</p> <p>During studio time, students will have the opportunity to work on their creative projects with advice and guidance from the instructor. This time will allow for experimentation and exploration of various techniques and materials. The instructor will provide individualized feedback to help students refine their ideas and develop their skills. Students are encouraged to take risks and push their boundaries while also remaining focused on their project goals. This time will also allow for further research and development of ideas, as well as the opportunity to collaborate with peers and engage in group critiques.</p>
Class 23	<p>Studio Time with advice from instructor.</p> <p>During studio time, students will have the opportunity to work on their creative projects with advice and guidance from the instructor. This time will allow for experimentation and exploration of various techniques and materials. The instructor will provide individualized feedback to help students refine their ideas and develop their skills. Students are encouraged to take risks and push their boundaries while also remaining focused on their project goals. This time will also allow for further research and development of ideas, as well as the opportunity to collaborate with peers and engage in group critiques.</p>
Class 24	<p>Reading 8 Narrative and Non-narrative Reading 8 of the text explores the concepts of narrative and non-narrative in the visual arts. Narrative art is defined as artwork that tells a story or has a clear narrative structure, while non-narrative art is open to interpretation and may not have a clear storyline. The chapter also discusses how artists use different visual elements and principles to create narrative or non-narrative art, and how the viewer's interpretation can play a role in the artwork's meaning. The chapter provides examples of narrative and non-narrative art from various cultures and time periods, and encourages students to explore and experiment with both styles in their own artwork. Students will be asked to give feed back on this in class.</p>
Class 25	<p>Artist talk 4 (This may be a prerecorded video).</p> <p>These are the resources the work will be chosen from.</p> <p>TED Talks – TED.com has a vast collection of artist talks from a variety of fields, including visual arts, performance, and music.</p> <p>Art21 – Art21.org is a non-profit organization dedicated to promoting contemporary art and artists. They offer a range of free artist talks and other resources on their website.</p> <p>The Creative Independent – TheCreativeIndependent.com is a resource for creative people that includes interviews and talks with artists, writers, musicians, and other creative professionals.</p> <p>Museum websites – Many museums offer free online artist talks and lectures as part of their programming. Check the websites of your local museums to see what they have available.</p> <p>YouTube – YouTube has a vast collection of artist talks and lectures, ranging from academic lectures to informal conversations.</p>
Class 26	<p>Install exhibition work. These dates may change</p>

Class 27	Install exhibition work. These dates may change
Class 28	<p>Student tutorials One to one tutorials</p> <p>One-to-one tutorials in visual art are personalized sessions where students can receive individualized feedback and guidance on their artwork from the instructor. During these sessions, the instructor can provide advice on technique, composition, concept development, and other aspects of the art-making process. The sessions are an opportunity for students to receive direct and personalized attention from the instructor to help them improve their skills and develop their artistic vision. One-to-one tutorials can help students identify their strengths and weaknesses, set goals for their art practice, and receive feedback to improve their artwork.</p>
Class 29	<p>Student tutorials One to one tutorials</p> <p>One-to-one tutorials in visual art are personalized sessions where students can receive individualized feedback and guidance on their artwork from the instructor. During these sessions, the instructor can provide advice on technique, composition, concept development, and other aspects of the art-making process. The sessions are an opportunity for students to receive direct and personalized attention from the instructor to help them improve their skills and develop their artistic vision. One-to-one tutorials can help students identify their strengths and weaknesses, set goals for their art practice, and receive feedback to improve their artwork.</p>
Class 30	Students presentations