



"Fine Art" ("Fine Art", "Painting", "Graphic/Graphic Art" and "Sculpture")

Subject Benchmark of Higher Education

I and II Levels of Higher Education

VI and VII Levels of the National Qualifications Framework



I. Introduction

"Fine Art" ("Fine Art", "Painting", "Graphic/Graphic Art" and "Sculpture"), (hereinafter - Fine Art) - Subject Benchmark of Higher Education (the name of the subject benchmark in English is The Subject Benchmark Statement of „Fine Arts“ („Fine Art“, „Painting“, „Graphic Art“ and „Sculpture“). It represents the standard of academic education, which defines the minimum learning outcomes required for awarding the qualifications for the I level (Bachelor's) and II level (Master's) education programmes in the following fields - Fine Art, Painting, Graphic/Graphic Art and Sculpture; teaching-learning and assessment approaches needed to achieve them and other essential characteristics. This subject benchmark defines the competencies of Fine Art, Painting, Graphic/Graphic Art and Sculpture (hereinafter "Fine Art") for the first and second level education programmes in higher education institutions, the minimum requirements for the learning outcomes necessary for awarding the qualification, subject theoretical knowledge, practical skills, responsibility and autonomy, the teaching, learning and evaluation approaches/methods necessary to achieve them and other essential characteristics, which are required to achieve the learning outcomes defined by the present subject benchmark within the education programmes.

In addition, the detailed content of the Bachelor's/Master's degree Programme in Fine Art, as well as teaching-learning and assessment methods are determined by each higher education institution in accordance with the current legislation of Georgia.

It is recommended to introduce the present Subject Benchmark to:

- An entrant who is interested in the field or fields that the fine art covers;
- A student who is interested in what knowledge, skills and competencies he/she will acquire after completing a Bachelor's/Master's Degree Programmes in Fine Art;
- Individuals involved in the development, implementation and review of Bachelor's or Master's Degree Programmes in Fine Art and the study courses defined by their curriculum;
- An employer who wants to get information about the knowledge, skills and competencies of a graduate of the Bachelor's and/or Master's Degree Programme in Fine Art.
- Persons involved in the process of accreditation and authorization, who participate in the



creation and monitoring of educational programmes.

Validity period of the Subject Benchmark is 7 years.

II. Description of the Field of Study

The fields included in the fine arts — Fine Art, Painting, Graphic/Graphic Art and Sculpture — serve to create works of visual and material culture, whose functional potential is very diverse and involves both intellectual and aesthetic contemplation and evaluation, as well as the performance of various practical-creative tasks. Inseparable components of fine art are imagination, creativity and innovation.

The creative process in fine arts includes several steps from the development of an idea/concept to the execution of a concrete product, using specific visual language, materials and techniques characteristic of the respective field. The unity of the compositional solution and the means of artistic expression creates an author's creative and performing format necessary for the fine art. At the same time, in order to form a highly qualified specialist, taking into account the modern standards of the art field and the employment market, a synthesis of theoretical and practical knowledge and creative skills is required.

In fine arts, an important place is given to the self-employment of a specialist in a free and creative profession as an independent artist. Thus, the education programmes in the field of fine arts can be interdisciplinary and multidisciplinary, depending on the mission of the higher education institution and/or the main educational unit, human and material resources, the tradition and future vision of the relevant institution and/or structural unit, existing and/or planned international cooperation, labor market requirements and other factors.

The goal of Bachelor's and Master's education in the fields of fine arts is to provide the student with appropriate subject knowledge, to develop the personal qualities and skills necessary for creative practice, which is the basis of continuous individual creative development and professional activity.



III. Learning Outcomes

This standard describes the minimum learning outcomes that must be achieved by graduates of Bachelor's and Master's programmes in the fields of fine arts. The formulation of learning outcomes reflects the minimum mandatory standard; if necessary, they can be modified and interpreted taking into account the disciplines involved in a specific education programme, programme goals, mission and context of the education institution. Besides, the higher education institution is authorized to formulate the learning outcomes of the educational programme into three categories (knowledge and understanding, skills, responsibility and autonomy) without dividing them.

In the fields of fine arts, knowledge-awareness and skills are based on such basic disciplines as drawing, painting, sculpture, composition and others. At the same time, it is related to the innovative nature of modern art and takes into account the current technological trends. It is important that a person with a degree of Bachelor's and Master's programmes in Fine Art has the relevant technical knowledge and practical skills. In addition, it should be taken into account that the knowledge-awareness and skills of the graduate will appear first in the works performed by him/her.

3.1. Learning Outcomes Required to Acquire a Bachelor's Degree:

Knowledge and Understanding

The graduate has a broad knowledge of the general principles and expressive possibilities in the field of fine art, which appears in the following - **a graduate**:

- demonstrates broad knowledge of methods, techniques, technologies, materials and tools related to specific artistic fields;
- demonstrates knowledge of modern trends in the development of subject technologies;
- connects the content of his/her idea, the context and the techniques of working on the material.



Skills

A graduate:

- develops an artistic idea to fulfill a given task and uses methods, techniques, technologies, materials and tools related to the specific fields of art;
- searches for visual information/material using modern communication and information technologies and uses the results of its analysis in the creation of his/her work;
- solves the compositional task using visual and material forms;
- implements a creative project (work);
- presents his/her idea and work to the public and uses communication and information technologies for this.

Responsibility and autonomy

A graduate:

- performs his/her work in compliance with the principles of professional ethics and academic integrity and demonstrates the ability to organize time and work in the process of work;
- assesses own strengths and needs and plans own academic and professional development.

3.2. Learning Outcomes Required to Acquire a Master's Degree

Knowledge and Understanding

A graduate possesses a deep, systematic knowledge of some of the latest principles and expressive possibilities of the field of fine arts, taking into account high creative standards and the demands of the employment market.

A graduate:

- demonstrates detailed knowledge of techniques, technologies and materials related to the specific fields of art;
- demonstrates systematic knowledge about the development of modern artistic technologies;
- develops new ideas and concepts independently or as a member of a group;



- discusses the problems of modern art and the main methodological approaches.

Skills

A graduate:

- using modern information and communication technologies, independently searches for and analyzes actual theoretical and visual information from various sources to complete the work;
- creatively solves artistic tasks related to different genres, styles, themes and other issues;
- generates new ideas to create an original creative and research project;
- presents his/her work in various forms, including using modern technologies.

Responsibility and Autonomy

A graduate:

- takes into account the role of intellectual property and protects ethical principles and values in his/her artistic activity;
- in the creative process, shows a critical attitude towards own and others' work;
- independently determines the need for own further professional/creative development and contributes to the process of professional/creative development of others. Creative development of others.

IV. Teaching, Learning and Evaluation

Creative/studio work is crucial to the teaching, learning and assessment in the fields of fine arts. The teaching-learning process of fine arts take places in an appropriately equipped learning environment (a workshop equipped with appropriate artistic inventory, a studio equipped with digital technologies), in which technical infrastructure and resources specific to a particular field (including digital) are available. Such an environment ensures that a student acquires both technical skills and theoretical knowledge of the field and understands the context in which



creative practitioners work. An effective learning environment promotes teaching and learning in both individual and group format, within which a partnership is formed between a teacher and a student.

Most of the teaching in the areas included in the fine arts — Fine Art, Painting, Graphic/Graphic Art and Sculpture — is devoted to the development of artistic thinking, the methods of idea visualization, the search for and solution of creative tasks, the development of performance mastery and of the relevant skills, the formation of artistic values and tastes, the formation of an individual (author's) vision of both traditional and contemporary/innovative technologies, using means of artistic expression.

Teaching of fine arts is carried out according to the principle of gradual complication, both within a separate course and within the overall programme. At the initial stage of study, a student, mostly under the guidance of the teacher, completes the tasks/works, and at the next stages, a student's share of responsibility and independence for the creative projects carried out increases. For this, blocks of courses can be allocated in the programme, in which the sequence of courses is step-by-step and regulated by the system of prerequisites.

An important pedagogical practice of teaching, learning and assessment in the fields of fine arts is the display of works to teachers and peers, which is carried out in the form of intermediate and final exhibitions (including with the use of digital platforms). This gives students the opportunity to present their work to a wider audience and engage in public review/assessment. Both formative and summative assessment components can be used in the evaluation of the works performed by a student. A special place among them is taken by oral feedback, which includes clear instructions for improving the student's learning outcomes.

The teaching-learning methods and assessment components presented below are of a recommendatory nature and may vary in different educational programmes according to their goals and content.



4.1. Learning and Teaching Methods/Formats;

- Studio teaching;
- Lecture;
- Practical work;
- Independent work;
- Team work;
- Demonstration;
- Project/project-based learning;
- Presentation;
- Discussion;
- Verbal feedback;

and etc.

4.2. Evaluation Methods:

- Homework;
- Exhibition;
- Project (team or individual);
- Presentation;
- Portfolio; etc.

V. Additional Information

5.1. Academic Staff

The implementation of the Bachelor's and Master's Programme in Fine Art can be provided by the appropriate number of qualified academic staff, as well as by invited specialists with relevant experience and competencies.

5.2. Material Resources and Infrastructure

Given the specifics of Bachelor's/Master's degree Programmes in Fine Art, there should be an appropriately equipped learning space in the HEI that ensures that the goals of the education programmes and the learning outcomes are achieved.



VI. Team Members Working on the Subject Benchmark Statements

№	Name, surname	Organization/institution	Position
1.	Levan Silagadze	LEPL - Ivane Javakhishvili Tbilisi State University	LEPL Ivane Javakhishvili Tbilisi State University, Associated Professor, Director of Bachelor's and Master's Programmes in Fine Art Head of the Institute of Visual Arts, Head of the Department of Fine Arts, member of the Union of Painters of Georgia.
2.	Tamar Ninikashvili	LEPL Ilia State University	Ilia State University, Director of the Center of Fine and Applied Arts, teacher of drawing and painting.
3.	Tamar Tsagareli	LEPL Ilia State University	Ilia State University, Consultant of the Center of Fine and Applied Arts, Director of Programmes in Fine and Applied Arts.
4.	Megi Tsitlidze	LEPL Tbilisi Apolon Kutateladze State Academy of Arts	LEPL Tbilisi Apolon Kutateladze State Academy of Arts, Associate Professor, Head of Quality Assurance Department of the Faculty of Fine Arts.
5.	Vladimer Asatiani	LEPL - Ivane Javakhishvili Tbilisi State University	Doctor of Philosophy, Assistant Professor of the Department of Fine Arts at the Faculty of Humanities of LEPL - Ivane Javakhishvili Tbilisi State University.



			Educational and Scientific Institute of Visual Arts;
6.	Vanda Mujiri	Gallery "Vanda"	Founder and director of "Vanda" gallery, professor of the Faculty of Architecture, Urbanism and Design of the Technical University of Georgia.
7.	Nodar Kvirkvelia	LEPL Batumi Art State Teaching University	LEPL Batumi Art State Teaching University, Associated Professor.
8.	Davit Aleksidze	LEPL Tbilisi Apolon Kutateladze State Academy of Arts	LEPL Tbilisi Apolon Kutateladze State Academy of Arts, Professor, Dean of the Faculty of Fine Arts.
9.	Irina Popiashvili	LTD Tbilisi Free University	LTD Tbilisi Free University, School of Visual Arts and Architecture, Dean of the School.
10.	Rusudan Merabishvili	Group of museums of the LEPL National Museum of Georgia - Shalva Amiranashvili Georgian State Museum of Arts, National Gallery of Georgia and Sighnaghi and Ethnographic Museum of Georgia	Group of museums of the LEPL National Museum of Georgia - Shalva Amiranashvili Georgian State Museum of Arts, Senior assistant at the scientific-educational department of the National Gallery and Historical and Ethnographic Museum of Sighnaghi