



**ART 1301.001
GLB/Art Appreciation**

COURSE SYLLABUS: SPRING 2018

CRN: 22638 Credit Hours: 3 Lecture Hours: 3
Class meets: Tues/Thurs 12:30 pm - 1:45 am from 01/16/18 to 05/10/2018
Meeting Location: TAMUC Art Building, Room #111
Supplies: None

Instructor: **Ginger Cook, Adjunct Professor**
Office Hours: By appointment
University Email Address: Ginger.Cook@tamuc.edu

Email is the quickest and most reliable way to contact me, and I will conduct email correspondence according to the following schedule: Monday – Thursday: Every effort will be made to answer your emails within a 24-hour period. Friday – Sunday: I will try to answer your emails in a timely manner, but please understand that I cannot assure a response until the following Monday.

COURSE INFORMATION

Textbook Required: Fichner-Rathus, Lois. *Understanding Art*. 11th edition
ISBN-13: 978-1285859293
ISBN-10: 1285859294

DigitalFirst bundle includes a loose-leaf version of the text, plus MindTap for less than half the price of the regular textbook.
ISBN number: 9781305940857

Students have the option of buying either the 9th, 10th or 11th edition of *Understanding Art*. Used 9th or 10th editions can be less costly than a brand new 11th edition. There is also a Kindle edition that can be rented by the semester or by the chapter. Please be aware that the page numbers, content, and illustrations may differ from the 9th and 10th edition. Adjustments should be made accordingly when preparing for exams.

Course Description from Undergraduate Catalog:

This course examines the relationships between the visual arts and other expressions of human imagination and invention. Special attention is given to parallel developments in the histories of ideas, technology, and art.

Art 1301 meets Texas A&M-Commerce's Global Course requirement as well as the Visual/Performing Arts requirement in the University Studies curriculum.

Overall Course Content Description:

We learn how to understand art by approaching it from many different directions, analyzing it from several points of view. Subjects and symbolism, historic and cultural context (the “what” of a work), materials and techniques, elements and design principles (the “how” of a work), all come into play. Considering the “whys” behind works of art, however, may further enrich our appreciation of art. Why did this building or this piece come into existence? What was its *purpose*? What is the *theme* of this painting, and why was it chosen? What message does the theme convey? Is that message unique? Universal? Art is created for a multitude of reasons, some of which we may never know. But what we do find out will most certainly contribute to a fuller understanding of the works, their makers, the circumstances that surround them, and their reactions to the world in which they live.

Course Objectives:

This course has three major objectives. The first is to consider the definitions and boundaries of visual art, with an eye towards tolerance, understanding, and appreciation of the artist’s intentions. The second is to impart an understanding of the physical techniques and expressive qualities of the various media used in the making of art. Thirdly, art will be examined in its context, which means, against the cultural and historical backdrop of the societies that produced it. The visual arts will be discussed in relation to other products of human activity and imagination, among which are history, literature, economics, philosophy, religion, science and the other arts.

Art 1301 meets Texas A&M-Commerce’s Global Course requirement, Creative Arts requirement, and some Degree Pathway requirements in the University Core Curriculum.

Student Learning Outcomes:

1. To gain an understanding of the visual arts as an expression of human insight, imagination, and technological achievement.
2. To see the ways in which art reflects or communicates social, political, ideological, and religious values and constructions.
3. To appreciate the creative process of the artist and the principles of visual design as integral to the meaning of works of art.
4. To understand the development of the visual arts against the patterns and chronology of human history.
5. To learn themes and meanings embodied in works of art.
6. To recognize the interconnections between art and other expressions of human activity, such as literature, science, economics, music, and theatre.

Core Curriculum Learning Outcomes:

- Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
- In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

- Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
- Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

Minimal Technical Skills Needed

- Ability to navigate and use MyLeo email.
- Ability to utilize Microsoft Word and PowerPoint.

Instructional Methods

Instruction includes readings from the textbook, PowerPoint lectures, discussions, artist talks, daily tests, student presentations and research assignments.

Student Responsibilities or Tips for Success in the Course

The key to success in this course is

- to come to class on time,
- read the assigned chapters,
- turn in the required papers,
- attend campus art exhibits,
- go to a major art museum.

GRADING

Student assessment is structured through daily attendance, short quiz on reading of chapters, a mid-term paper on an exhibition at the University Gallery or artist talk and a final paper and presentation on a visit to an outside of campus art gallery or art museum.

Total possible points that can be earned:

310	Attendance/Chapter Quiz	55% of Total Grade
100	Mid Term Exhibition or Artist Talk paper	18% of Total Grade
100	Final Museum/Outside Gallery Visit paper	18% of Total Grade
<u>50</u>	Final Museum/Outside Gallery Presentation	<u>8%</u> of Total Grade
560		100%

Percentages may change based on how fast or slow the class progresses throughout the semester or university determined weather days.

Each quiz covers assigned chapter readings and the previous lecture. Short Writing Assignments: Two written assignments correspond with a visit to the University Gallery and a visit to an outside gallery or museum to view works of art/cultures related to our Global Learning Initiative. There is no extra work for extra points provided, please do not ask. Please spend your time attending class, reading and studying for daily quizzes, and working on the two existing assignments and requirements.

The grading scale used for this course is as follows:

A	(100-90%) =	560-504	points earned
B	(89-80%) =	503-448	points earned
C	(79-70%) =	447-392	points earned
D	(69-60%) =	391-336	points earned
F	(59-0%) =	335-0	points earned

TECHNOLOGY REQUIREMENTS

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I will endeavor to be accessible to each and every student. As an adjunct professor I do not have a physical office on campus. However, I am glad to come early or stay late to visit with you before or after class. Formal appointments are encouraged.

Email is the quickest and most reliable way to contact me, and I will conduct email correspondence according to the following schedule: Monday – Thursday: Every effort will be made to answer your emails within a 24-hour period. Friday – Sunday: I will try to answer your emails in a timely manner, but please understand that I cannot assure a response until the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Policy:

This is a lecture class that requires your attention, preparation and participation. Students are expected to attend classes regularly and to stay abreast, without prompting, of all reading assignments. Please do not ask for extra credit assignments.

During class time, your undivided attention is needed. Please turn off all electronic devices for the duration of the class period and place them out of your eyesight (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for us, your colleagues, and the educational endeavor in which you are engaged.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Writing Center:

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Medical Situations or Emergencies:

In rare instances a student may be involved in an accident or have a serious illness that prevents him or her from attending class. If this occurs, it is imperative to communicate with the instructor immediately and to provide an official excuse or legal form that can be verified. Explanations alone are not acceptable; they must be accompanied by a (1) a scan of the official documentation in the form of a PDF attachment and (2) names and telephone numbers of people who can attest to the emergency. There are no exceptions to this policy.

Grades of Incomplete (“X”):

University guidelines on Incomplete Grades are described in your Student’s Guidebook and Texas A&M University-Commerce Procedures (Supplements System Policy 13.02). In short, students are eligible to receive an “X” only if they been unable, because of circumstances beyond their control, to attend classes during Finals Week or the preceding three weeks. If a student meets these criteria, he or she must still petition the instructor and the instructor’s department head by filling out and submitting a “Plan for Completing the Grade of X.” Whether or not a petition is valid will be determined by the Dean of the College of Arts and Sciences.

Non-Discrimination Statement:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic identity, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148, Rebecca.Tuerk@tamuc.edu

University Concealed Handgun Policy

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Handbook & Safety

While the online manual covers specific issues related to the Department of Art, Texas A&M University-Commerce policies must also be followed. All users of Department of Art (DOA) classrooms and facilities are required to follow the health and safety guidelines outlined in this manual at all times. Report any safety issues IMMEDIATELY to your instructor(s), Teaching Laboratory Specialist, or to the DOA Health and Safety Liaison. Each course instructor will discuss their area's inherent risks, procedures and policies to provide the student with informed consent. These will be reviewed verbally at the start of each semester. A link to the online

Handbook: <http://sites.tamuc.edu/art/resources/healthandsafety/>

Students that meet in face-to-face Department of Art courses must complete the online form for each course they attend. A link to the online form: <http://dms.tamuc.edu/Forms/ArtLabPolicy>

GLOBAL ART APPRECIATION COURSE OUTLINE / CALENDAR

DATE	LECTURE	STUDENT LEARNING OBJECTIVES	ACTIIVITIES	ASSIGNMENT
01/15 Class 1	Welcome	1. Relate attendance, quiz scores and project to final grade. Introduce how to view a piece of art and how to discuss a piece of art.	Introduction Student Interest Questionnaire	Read Chapt 1 Understanding Art pgs 2-17
01/17 Class 2	Understanding Art	1. Use appropriate terminology for describing subject, content, form & style in art. 2. List visual elements & design principles that create artistic form. 3. Explain the importance of artistic medium & technique. 4. Define specific terms for types of artistic styles.	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 2 Line & Shape pgs 19-37
01/22 Class 3	Line & Shape	1. Use appropriate terms for types of lines 2. Describe the effects and functions of lines in art. 3. Use appropriate terms for types of shapes in both two-dimensional and three-dimensional works of art. 4. Describe the functions of shape in art. 5. Relate concepts of line and shape to one another (for example, the use of line to create shape/form).	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 3 Light & Color pgs 39-53
01/24 Class 4	Light & Color	1. Use appropriate terms for describing value, value contrast, and value patterns. 2. Interpret the significance of the artist's use of value, including its expressive qualities. 3. Use appropriate terms for identifying colors and types of colors. 4. Outline the properties of color. 5. Describe major types of color schemes. Discuss the uses of color in works of art, including the symbolism of color.	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 4 Textures & Pattern pgs 55-61
01/29 Class 5	Textures & Pattern	1. Use appropriate terms for describing types of textures. 2. Interpret the significance of textural choices in particular works of art. 3. Explain the concept of pattern, including the role of texture variations in enhancing the effects of patterns.	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 5 Space, Time & Motion pgs 63-81
01/31 Class 6	Space, Time & Motion	1. Distinguish actual space from implied space. 2. Identify and describe major methods for creating implied space. 3. Define types of conceptual representation (as opposed to optical representation). 4. Describe the potential applications of actual motion in works of art.	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 6 Painting pgs 83-105

		<p>5. Discuss major methods for creating the illusion of motion in works of art.</p> <p>6. Explain the relationship between implied motion and implied time.</p>		
02/05 Class 7	Principles of Design	<p>1. Explain how design principles culminate in composition.</p> <p>2. Describe artistic methods for highlighting unity, variety, and disunity.</p> <p>3. Identify tools for creating emphasis and focal points.</p> <p>4. Distinguish forms of balance and symmetry.</p> <p>5. Define and describe types of rhythm.</p> <p>6. Explain the difference between scale and proportion.</p> <p>7. Outline Classical principles of proportion, including the ancient Greek canon of proportions, the Golden Mean, the Golden Rectangle, and the Root Five Rectangle.</p>	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 7 Drawing pgs 107-119
02/07 Class 8	Drawing	<p>1. Provide a basic definition of drawing.</p> <p>2. Categorize drawings by medium.</p> <p>3. Analyze drawings as primarily linear, primarily tonal, or some combination of the two.</p> <p>4. Explain the origin of the term cartoon and how it developed over time to its current meanings.</p> <p>5. Describe how changing technology impacts the definition of drawing.</p>	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 8 Painting pgs 121-131
02/12 Class 9	Painting	<p>1. Provide a basic definition of painting. Identify the basic components of paint and painting supports.</p> <p>2. Categorize paintings by medium.</p> <p>3. Discuss examples of contemporary approaches to painting.</p>	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 9 Print Making & Design pgs 133-147
02/14 Class 10	Print Making & Graphic Design	<p>1. Provide a basic definition of printmaking.</p> <p>2. Explain the features of the four basic categories of printmaking.</p> <p>3. Categorize prints by process.</p> <p>4. Describe examples of contemporary approaches to printmaking.</p> <p>5. Define basic terminology related to graphic design.</p>	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 10 Imaging: Photography, Film, Video, and Digital Arts pgs 149-177
2/19 Class 11	Imaging: Photography, Film, Video, and Digital Arts	<p>1. Use basic vocabulary for the photographic process, including its historical development.</p> <p>2. Describe the differences among genres of photography, such as portraiture, photojournalism, and photography as fine art.</p> <p>3. Summarize the history of film technology.</p> <p>4. Discuss a variety of cinematographic techniques and cinematographic experiences.</p> <p>5. Summarize the genesis of video as an art form and the work of current</p>	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 11 Sculpture, Installation, Site-Specific Art, and 3D Design pgs 179-205

		practitioners of the medium. 6. Explain the role of digital art and web design in contemporary culture.		
2/21 Class 12	Sculpture, Installation, Site-Specific Art, and 3D Design	<ol style="list-style-type: none"> 1. Use basic vocabulary for sculptural techniques and materials. 2. Describe contemporary methods and materials that expand the traditional definition of sculpture. 3. Explain the major categories of works of art that are site-specific. 4. Summarize major factors relevant to the process of industrial design 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 12 Craft Arts pgs 207-223
2/26 Class 13	Craft Arts	<ol style="list-style-type: none"> 1. Explain the traditional distinction between craft and fine art, as well as challenges to this separation of categories. 2. Use appropriate terminology for materials and processes related to ceramics, glass, textiles, metal, and wood. 3. Discuss the qualities and purposes of works of art representing forms associated with the craft tradition. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 13 Architecture and Urban Design pgs 225-245
02/28 Class 14	Architecture and Urban Design	<ol style="list-style-type: none"> 1. Provide a basic definition of architecture. 2. Use appropriate vocabulary for major forms of architecture. 3. Describe the common materials used to make architectural structures and spaces. 4. Explain how modern materials are being used-and re-used-to build "green" buildings. 5. Summarize major principles and examples of urban design. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 14 Art of the Ancient World pgs 247-279
03/05 Class 15	Art of the Ancient World	<ol style="list-style-type: none"> 1. Define "prehistory," and explain major functions of art in the Paleolithic and Neolithic periods. 2. Identify similarities and differences among the artistic styles of the major periods of ancient Mesopotamia. 3. Describe the major features of the artistic and architectural traditions of ancient Egypt. 4. Discuss variation in the Egyptian art style over time, including changes that occurred during the Amarna Revolution. 5. Summarize the artistic developments of pre-Hellenic cultures in the Aegean. 6. Describe the role of art in prehistoric Africa, the Shang Dynasty in China, and the Indus River Valley civilization. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	No Assignment
03/07 Class 16	Artist Talks	MFA students will provide an artist talk about their art and their approach to contemporary art.	Guest Presenters	No Assignment

03/12 Class 17	How to Write a Critical Analysis Paper on a work of art or artist	Lecture based on: <i>A Short Guide to Writing about Art</i> by Sylvan Barnet. https://macaulay.cuny.edu/eportfolios/2011/klich902/files/2011/09/Barnet.pdf	<ul style="list-style-type: none"> • Quiz on works of art viewed on campus to date • Lecture 	Read Chapt 15 Greece. Rome, Judeo-Christian pgs 247-273 Write short paper according to guidelines about University Gallery Exhibit or Artist Talk
03/14 Class 18	Greece, Rome, and the Early Judeo-Christian World	<ol style="list-style-type: none"> 1. Summarize the major recurring ideas in ancient Greek art. 2. Trace the development of vase painting, sculpture, and architectural styles through the Greek Geometric, Archaic, Classical, and Hellenistic periods. 3. Summarize influences on the Romans, including Etruscan art and architecture. 4. Describe the political systems of the Roman Republic and the Roman Empire. 5. Discuss how the ancient Romans integrated influences from other cultures with Roman innovations to create a distinctive artistic style. 6. Describe important qualities of the art of early Buddhism, the Qin and Han dynasties in China, and the Olmec culture in Mesoamerica. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 16 The Age of Faith pgs 313-351
SPRING BREAK NO CLASS TUES MARCH 19 - THUR MARCH 21				
03/26 Class 19	The Age of Faith	<ol style="list-style-type: none"> 1. Summarize the early history of Christianity and the major features of Christian art in the early Middle Ages. 2. Identify the purposes and characteristics of Romanesque and Gothic art/architecture. 3. Describe the functions of art and architecture in the early centuries of Islam. 4. Discuss world art traditions from the medieval period, including important examples representing the art of India, China, Japan, Africa, and the Americas. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 17 The Renaissance pgs 353-389 Short paper due on University Gallery Exhibit or MFA Artist Talk
3/28 Class 20	The Renaissance	<ol style="list-style-type: none"> 1. Summarize historical events that contributed to the Renaissance. 2. Identify major ideas of the Renaissance. 3. Describe the artistic style of the northern Renaissance. 4. Discuss major examples of Italian Renaissance art. 5. Explain variations on the style of the High Renaissance outside Italy. 6. Define the distinguishing features of Mannerist painting. 7. Outline global artistic developments during the period of the European Renaissance, including the arts of the 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Chapt 18 The Baroque Era pgs 391-415

		Mughal Empire in India, the Ming Dynasty in China, the Muromachi and Momoyama periods in Japan, and the Aztec and Inkan empires in the Americas.		
04/02 Class 21	The Baroque Era	<ol style="list-style-type: none"> 1. Explain the historical circumstances and major visual features of the Baroque style in Italy. 2. Describe variations in subject matter and style as represented by Baroque artists in Spain, Flanders, Holland, France, and England. 3. Define the distinguishing qualities of Rococo art. 4. Summarize the influence of the Enlightenment on the art of the 18th century. 5. Outline major developments in the art of India, China, and Japan during the 17th and 18th centuries. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 19 The Modern Era pgs 417-456
04/04 Class 22	The Modern Era	<ol style="list-style-type: none"> 1. Describe the major features of artistic movements of the 18th and 19th centuries, including Neoclassicism, Romanticism, Realism, Impressionism, Postimpressionism, Expressionism, and Art Nouveau. 2. Discuss works of art as examples of the typical qualities of each movement. 3. Outline key qualities of artistic traditions in Africa, India, Japan, Oceania, and the Americas during the 19th century. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 20 The Twentieth Century: The Early Years pgs 459-489
04/09 Class 23	The Twentieth Century: The Early Years	<ol style="list-style-type: none"> 1. Identify the important features of early 20th-century modernist art styles, including Fauvism, Expressionism, Cubism, Futurism, nonobjective art, fantastic art, Dada, and surrealism. 2. Describe major trends in American art of the early 20th century. 3. Summarize artistic developments in Japan, China, Africa, and Mexico in the early 20th century. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	No Assignment
04/11 Class 24 No formal Class	Self guided visit to Art gallery/ Art museum	Class time devoted to visiting a gallery or museum for research on formal class paper and presentation.	Visit to significant art gallery or art museum	Research Selected artist and art piece for formal class paper and presentation
04/16 Class 25 No formal class	Work Day	Finalize Formal Paper on an Outside Art Gallery Show or Art Museum Visit. Begin work on your presentation.	Self guided Research and writing on Formal Paper	Read Chapt 21 The Twentieth Century: Postwar to Postmodern pgs 491-537 Write Formal paper and begin work on presentation

04/23 Class 26	The Twentieth Century: Postwar to Postmodern	<ol style="list-style-type: none"> 1. Explain the major features of postwar art forms, including Abstract Expressionism, assemblage, figurative art, Pop Art, Photorealism, Minimalism, performance art, conceptual art, New Image painting, and Neo-Expressionism. 2. Discuss important examples of art dealing with issues of gender, sexuality, race, and ethnicity. 3. Trace the development of architecture from Modernism through Postmodernism and Deconstructivism. 4. Summarize major themes of the art of the 20th century in India, Pakistan, China, and Japan. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Read Chapt 22 Art Now: A Global Perspective pgs 539-578
4/25 Class 27	Art Now: A Global Perspective	<ol style="list-style-type: none"> 1. Define and explain contemporary art themes resulting from globalization, including hybridity, appropriation, and postcolonialism. 2. Discuss representative works of art from around the world as examples of contemporary art themes. 3. Compare and contrast artistic examples from different regions in terms of common qualities and specific cultural contexts. 	<ul style="list-style-type: none"> • Quiz on assigned reading • Lecture 	Formal paper due on outside art gallery or art museum visit
04/26 Class 28	Art from the experience of the student	Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.	Student Presentations	Presentation of art viewed at outside gallery/ museum visit
05/02 Class 29	Art from the experience of the student	Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.	Student Presentations	Presentation of art viewed at gallery/ museum visit
05/07 Class 30	Art from the experience of the student	Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.	Student Presentations	Presentation of art viewed at gallery/ museum visit

Short Paper on University Gallery Exhibit or MFA Artist Talk Guidelines

Possible points earned: 100

Due: **March 26, 2017 by 12:30 pm. via email to instructor**

Refer to the Grading Rubric: Short Paper on University Gallery Exhibit/MFA Artist Talk to make sure you have included all necessary elements to the paper. It will be provided to you via email and it will also be in the Document file in eCollege.

Include your name in the Header and an original title of the paper at the top of the page. You do not need to include my name, the class name, date, etc. because eCollege will date stamp your paper with this information. Remember when you save your paper to a digital file to upload into eCollege to include your name and the title.

The paper should be 2-3 pages only with three paragraphs, single spaced with 1" margins using Ariel 12.

- The first paragraph should include a small (not more than 3" on longest side) but viewable jpeg image of the work you will be discussing. You may only discuss a work of art exhibited this semester from the University Art Galleries or a work from the MFA Graduate Student artist talks. Include the artist's name, title of the work and what genre of work (painting, drawing, photograph, collage, sculpture, performance, etc.). Tell something about the artist from their artist statement, your research on the internet or from questions asked and answered on the day of the talks.

Example: Vincent van Gogh, *The Starry Night*, 1889, oil on canvas, Museum of Modern Art, New York.

- The second paragraph should include terms you have learned to date that describes the chosen work. For example, you can discuss the style, the design principles, the medium, use of lines, value, color scheme, symbolism, space, focal point, emphasis, balance and symmetry, scale and proportion, process used by artist, etc. Basically, tell me what you see using art appreciation terms you have learned to date.
- The third paragraph should tell me how the work of art made you think or feel. Tell me your critical/analytical reaction to the work. There is no wrong answer but you must present a strong point of view with a definite opinion. Remember that a description of the art is not an opinion about the art. Just tell me what you think using the information you have learned in Art Appreciation so far.

If you are interested, and this is not required, this is a link to a free pdf of the book, *A Short Guide to Writing about Art* by Sylvan Barnet.

<https://macaulay.cuny.edu/eportfolios/2011klich902/files/2011/09/Barnet.pdf>

The Gallery/Museum Paper Guidelines

You are encouraged and welcomed to go to any gallery or museum that is near you. If you need suggestions this is a link to museums and galleries in the North Texas area: <http://www.dfwart.com/dfwmuseums.html>

You might want to also take a look at this source: <https://www.artsy.net/article/artsy-editorial-the-roadtripper-s-guide-to-art-in-texas>

Possible points earned: 100

Due: **April 25, 2017 by 1:30 pm. via eCollege**

The paper should be 3-5 pages in length. You can use the critical analysis list below for ideas to include in your paper. Be sure to use your own words. If you copy or paste, be sure to cite the original author.

Critical Analysis of a Work of Art

Small but viewable and recognizable jpeg Image of Work:

Title of Work:

Artist:

Medium (watercolor, oil, etc.):

Date of Work:

Site where Work was viewed:

General Guidelines for Analysis of Art

Knowing how to write a formal analysis of a work of art is a fundamental skill learned in an art appreciation-level class. Use this sheet as a guide for writing your critical analysis paper. Not everything applies to every work of art, nor is it always useful to consider things in the order given.

In your analysis, keep in mind the following: HOW and WHY is this a significant work of art?

Part I – General Information

1. In many cases, this information can be found on a label or in a gallery guidebook. There may be an artist's statement available in the gallery. If so, indicate in your text or by a footnote or endnote to your paper where you got the information.
2. Subject Matter (Who or What is Represented?)
3. Artist or Architect (What person or group made it? Often this is not known. If there is a name, refer to this person as the artist or architect, not "author." Refer to this person by their last name, not familiarly by their first name.)
4. Date (When was it made? Is it a copy of something older? Was it made before or after other similar works?)
5. Provenance (Where was it made? For whom? Is it typical of the art of a geographical area?)

6. Location (Where is the work of art now? Where was it originally located? Does the viewer look up at it, or down at it? If it is not in its original location, does the viewer see it as the artist intended? Can it be seen on all sides, or just on one?)
7. Technique and Medium (What materials is it made of? How was it executed? How big or small is it?)

Part II – Brief Description

In a few sentences describe the work. What does it look like? Is it a representation of something? Tell what is shown. Is it an abstraction of something? Tell what the subject is and what aspects are emphasized. Is it a non-objective work? Tell what elements are dominant. This section is primarily a few sentences to give the reader a sense of what the work looks like.

Part III – Form

This is the key part of your paper. It should be the longest section of the paper. Be sure and think about whether the work of art selected is a two-dimensional or three-dimensional work.

Art Elements

1. Line (straight, curved, angular, flowing, horizontal, vertical, diagonal, contour, thick, thin, implied etc.)
2. Shape (what shapes are created and how)
3. Light and Value (source, flat, strong, contrasting, even, values, emphasis, shadows)
4. Color (primary, secondary, mixed, complimentary, warm, cool, decorative, values)
5. Texture and Pattern (real, implied, repeating)
6. Space (depth, overlapping, kinds of perspective)
7. Time and Motion

Principles of Design

1. Unity and Variety
2. Balance (symmetry, asymmetry)
3. Emphasis and Subordination
4. Scale and Proportion (weight, how objects or figures relate to each other and the setting)
5. Mass/Volume (three-dimensional art)
6. Rhythm
7. Function/Setting (architecture)
8. Interior/Exterior Relationship (architecture)

Part IV – Opinions and Conclusions

This is the part of the paper where you go beyond description and offer a conclusion and your own informed opinion about the work. Any statements you make about the work should be based on the analysis in Part III above.

1. In this section, discuss how and why the key elements and principles of art used by the artist create meaning.
2. Support your discussion of content with facts about the work.

General Suggestions

1. Pay attention to the date the paper is due. No late work is accepted.
2. You should allow time to view the work you plan to write about and take notes.
3. Always italicize or underline titles of works of art. If the title is long, you must use the full title the first time you mention it, but may shorten the title for subsequent listings.
4. Use the present tense in describing works of art.
5. Be specific: don't refer to a "picture" or "artwork" if "drawing" or "painting" or "photograph" is more exact.
6. Remember that any information you use from another source, whether it be your textbook, a wall panel, a museum catalogue, a dictionary of art, the internet, must be documented with a footnote. Failure to do so is considered plagiarism, and violates the behavioral standards of the university. Allow time to proofread your paper. Read it out loud and see if it makes sense. If you need help on the technical aspects of writing, use the University Writing Center.

Some other items you might want to consider when trying to organize your thoughts. You do not have to use these categories but you can use these as a way of helping you think about the piece of art you have chosen.

Description of Work:

- is it horizontal or vertical?
- what colors are used? Warm, cool, primary, secondary, mixed?
- describe the subject matter / imagery

Formal / Technical Analysis:

- how is the composition arranged?
- is the artwork balanced or unbalanced, symmetrical or asymmetrical?
- are the colors, lines, shapes related?
- does the size affect the artwork in any way?
- is the artwork real or abstract?
- what style (Cubist, Impressionist, etc.) is the artwork?

Interpretation / Iconographic:

- what is happening in the artwork?
- what kind of *mood* do the colors express?
- does anything in the artwork remind you of your own life?
- what does the artwork say to *you*?
- what do you think the artist is trying to convey?
- what ideas or emotions does the artwork express?
- how do you think the artist felt while creating this piece?
- are there any symbols in the artwork? What do the symbols mean?

Aesthetic Level / Evaluation:

- what have you discovered from analyzing this work of art?
- have you learned anything about yourself or others?
- did your feelings about this artwork change after answering these questions?
- do you like this artwork? Is it important that you like it?

The Gallery/Museum Presentation Guidelines

Possible points earned: 50

Due: **April 26 - May 7**

There will be a sign up sheet for dates to provide a short 3-5 minute presentation of your chosen gallery/museum work of art. Student presentations will be made from April 27 through May 7.

Your presentation should include:

- image of the work
- artist, title, date, medium and where you viewed the work of art information included with the image
- discuss the style of work, genre of work, etc.
- discuss why you chose this specific work of art.