Goals

G 1: Foundation for understanding multiple aspects of diverse visual art forms

Art Appreciation is designed to provide a foundation for understanding multiple aspects of diverse art forms. By the end of the term the student will have demonstrated:

a. mastery of a basic vocabulary of formal terms
b. an understanding of how formal properties are used to create perceptual and psychological effects
c. an understanding of the technical procedures for work in a variety of media
d. an ability to assess the role of art within its cultural context
e. an ability to recognize major cultural styles and forms of art
f. an ability to write about art in a clear and effective manner
g. an ability to think critically

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Apply Critical Thinking Skills to identify

Students will apply Critical Thinking Skills to identify major styles, key artists and essential works of art (presented as a digital image).

Relevant Associations:

Standard Associations

New Core Component Areas

4. Creative Arts (CA)

New Core Objectives

1. Critical Thinking (CT)

General Education/Core Curriculum Associations

1. Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.

Related Measures

M 1: Identify Artists and Style

Students will answer the following questions embedded on their final exam to measure their ability to distinguish artists and style (presented with digital image).

1. Distinguish artist
   a. Courbet
   b. David
   c. Goya
   d. Delacroix

2. Distinguish movement
   a. Romanticism
   b. Realism
   c. Neoclassicism

3. Distinguish artist
   a. Courbet
   b. David
   c. Goya d. Delacroix

4. Distinguish movement
   a. Romanticism
   b. Realism
   c. Neoclassicism

5. Distinguish artist
   a. Courbet
   b. David
   c. Goya d. Delacroix

6. Distinguish movement
   a. Romanticism
   b. Realism
   c. Neoclassicism
7. Distinguish artist
   a. Picasso
   b. Pollock
   c. Munch
   d. Monet

8. Distinguish style
   a. Impressionism
   b. Cubism
   c. Post Impressionism
   d. Abstract Expressionism

9. Distinguish artist
   a. Picasso
   b. Pollock
   c. Munch
   d. Monet

10. Distinguish style
    a. Impressionism
    b. Cubism
    c. Post Impressionism
    d. Abstract Expressionism

11. Distinguish artist
    a. Picasso
    b. Pollock
    c. Munch
    d. Monet

12. Distinguish style
    a. Impressionism
    b. Cubism
    c. Post Impressionism
    d. Abstract Expressionism

13. Distinguish artist
    a. Picasso
    b. Pollock
    c. Munch
    d. Monet

14. Distinguish style
    a. Impressionism
    b. Cubism
    c. Post Impressionism
    d. Abstract Expressionism

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students will average 75% or better on the questions pertaining to outcome 1.

**SLO 2: Apply Communication Skills utilizing the vocabulary of art**

Students will apply Communication Skills in a written format to describe artwork style and content effectively utilizing the vocabulary of art (elements of art and principles of design) to enhance knowledge and interpretation of art.

**Relevant Associations:**

**Standard Associations**

*New Core Component Areas*

4 Creative Arts (CA)

*New Core Objectives*

2 Communication (COM)

**General Education/Core Curriculum Associations**

1 Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.
2 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Related Measures**

**M 2: Vocabulary of art**

Student will examine the vocabulary of art to enhance knowledge and interpretation of art (presented in a written format).

*Example of assignment and rubric pasted below.*

**Research Essay 1**

**Overview**

For this essay, choose one of the artists listed below and analyze one of their works. **Do Not** select a work that has already been analyzed in our textbook or authored reading. Compose a 500 - 600 word essay (Arial font, 12-
Directions
Select one 2D work of art from one of the artists listed below (painting, drawing, or print).

- Marcel Duchamp
- Henri Matisse
- Edgar Degas
- Ernst Ludwig Kirchner
- Jacob Lawrence

Paragraph 1
Describe the basic physical characteristics of the work of art that you have chosen.
- Date
- Scale (in inches)
- Medium
- Title
- Subject
- Objective, Nonobjective, Abstract – How?

Paragraph 2
Utilizing correct terminology, describe four (minimum) major elements the artist utilized.
- Line
- Shape
- Mass
- Space
- Time
- Motion
- Light
- Color
- Texture

Paragraph 3
Utilizing correct terminology, describe how the artist organized the elements with the principles of design.
- Unity & Variety
- Balance
- Emphasis
- Directional Forces
- Contrast
- Repetition & Rhythm
- Scale & Proportion

Paragraph 4
Discuss the artist's:
- Artistic Influences
- Innovations
- Content and Meaning

Paragraph 5
State your reasons for choosing that particular art work and your personal reactions to the piece. Stay away from the dreaded four letter words such as like, nice, hate, love, etc.
Submission

- Attach your research essay as a word document.
- Include (insert) an image of the artwork you are analyzing.

Deadline for Submission

- Wednesday, March 6th by the end of the day (11:59 pm)

Rubric

Use the following rubric to guide your work.

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction / Description</td>
<td>10</td>
</tr>
<tr>
<td>Formal Analysis / Elements of Art</td>
<td>15</td>
</tr>
<tr>
<td>Formal Analysis / Principles of Design</td>
<td>15</td>
</tr>
<tr>
<td>Artistic Influences / Innovations / Content and Meaning</td>
<td>15</td>
</tr>
<tr>
<td>Conclusion</td>
<td>15</td>
</tr>
<tr>
<td>Grammar / Spelling</td>
<td>20</td>
</tr>
<tr>
<td>Format / Structure</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Source of Evidence: Academic direct measure of learning - other

Target: Students will average 75% or better on Research Essay 1 pertaining to outcome 2.

SLO 3: Apply Teamwork with collaborative group research

Students will apply Teamwork with collaborative group research and presentations, focusing on art forms from diverse cultures.

Relevant Associations:

Standard Associations

- New Core Component Areas
- Creative Arts (CA)
- New Core Objectives
- Teamwork (TW)

General Education/Core Curriculum Associations

- Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.
- Teamwork: includes the ability to collaborate effectively, consider different points of view, and work with others to support a shared purpose or goals.

Related Measures

M 3: Group research

Student will collaborate with group research (presented in a written format).
*Example of assigned group research and rubric pasted below.*
Group Research and Presentation 1

Overview
As a team, select one work of art (2 dimensional). Present group research in class.

Directions
· Select one 2D work of art (painting, drawing, or print).
· Present
  o digital image of selected work
  o basic physical characteristics of the work (dimensions, title, medium, etc.)
  o how four major elements of art have been effectively utilized
  o how four major principles of design have been effectively utilized
  o artistic influences
  o artistic innovations
  o content and meaning of work

Rubric
The following rubric will be utilized to evaluate your group research and presentation.

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Art</td>
<td>15 points</td>
</tr>
<tr>
<td>Principles of Design</td>
<td>15 points</td>
</tr>
<tr>
<td>Artistic Influences</td>
<td>15 points</td>
</tr>
<tr>
<td>Artistic Innovations</td>
<td>15 points</td>
</tr>
<tr>
<td>Content and Meaning</td>
<td>15 points</td>
</tr>
<tr>
<td>Presentation, Participation, and Collaboration</td>
<td>15 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Source of Evidence: Academic direct measure of learning - other

Target:
Students will average 80% or better on group research pertaining to outcome 3.

SLO 4: Apply Social Responsibility effectively to identify diverse cultures
Students will apply Social Responsibility in a written format effectively identify diverse culture, purpose, and content of art.

Relevant Associations:

Standard Associations
New Core Component Areas
4 Creative Arts (CA)
New Core Objectives
6 Social Responsibility (SR)

General Education/Core Curriculum Associations
1 Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.
3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.
4 Teamwork: includes the ability to collaborate effectively, consider different points of view, and work with others to support a shared purpose or goals.
6 Ethical reasoning and action: includes the ability to connect choices and actions to ethical reasoning.

Related Measures
M 4: Diverse artforms and social responsibility
Student will diverse artforms, purpose, content of art, and social responsibility of artist and viewer (presented in a
Research Essay 2

Overview

At this point, we have seen that art has many different functions and artists have many different ways of expressing their ideas with a variety of mediums. For this assignment, you will select a contemporary artist and discuss the content (meaning) historical influences, and your personal viewpoints of visual art.

Compose a 500 - 600 word essay (Arial font, 12-point type). Note: this is an academic paper and must be written in an academic style. Do not use I, me, my etc. Do not use contractions. Do not use slang terms.

Below are two very good links that will help you with your research:
http://www.pbs.org/art21/?gclid=CNyqpJuPobECFepdTAodAEa5MA
http://www.sculpture.org/

Directions

Select one contemporary artist listed below.

- Louise Bourgeois
- Mel Chin
- Anselm Kiefer
- Barbara Kruger
- Ron Mueck
- Martin Puryear
- Ursula von Rydingsvard
- Krzysztof Wodiczko

Compose a 500-600 word essay of your selected artist. Discuss the content, meaning, and influences of their work. Include a minimum of three examples of their work.

Paragraph 1

Describe the basic physical characteristics of the artist that you have selected.

- What was your initial reaction to their work?
- After researching their work, how has your reaction to their work changed.

Paragraph 2

Discuss the content and meaning of the artist's work.

- How does their work have a consistent message? How? Why not?
- Why did they chose to work in their particular form and medium?
- How does their formal decisions and content work together?

Paragraph 3

Now that you have a better understanding of the history of art, discuss the artist's historical influences.

Paragraph 4

Discuss two major concerns that you have for the visual arts in the 21st century.
In your opinion, what issues should artists address in the immediate future?
What are the social responsibilities of the artist and viewer?

Paragraph 5

Discuss how your views and understanding of the visual art and diverse culture has changed since the beginning of this course.

Submission

- Attach your research essay as a word document.
- Include inserted images (two - three) of your selected artist's work you are discussing in your word document.

Deadline for Submission

- Tuesday, December 4th by the end of the day (11:59 pm)

Rubric

Use the following rubric to guide your work.
<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction / Description / Reaction /</td>
<td>10</td>
</tr>
<tr>
<td>Content and Meaning</td>
<td>15</td>
</tr>
<tr>
<td>Artist's Historical Influences</td>
<td>15</td>
</tr>
<tr>
<td>Concerns for the 21st century / Social Responsibility</td>
<td>15</td>
</tr>
<tr>
<td>Conclusion / Views and Understanding</td>
<td>15</td>
</tr>
<tr>
<td>Grammar / Spelling</td>
<td>20</td>
</tr>
<tr>
<td>Format / Structure</td>
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<td>Total</td>
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</table>

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students will average 75% or better on Research Essay 2 pertaining to outcome 4.