**Art 2 (Art Appreciation)**

ReedleyCollege

Course number: 59099, FA23

Instructor

Mrs. Tracy C. Teran

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Catalog Description

Lecture course to learn the cultural significance of the arts. Instruction will cover media and movements. Students will also learn the elements and principles of design to understand the visual language of the arts and the methods used by artists to communicate ideas to the public. Course also emphasizes the multicultural visual dialogue that occurs throughout the different communities in the world.

Course Outcomes

1. Utilize basic knowledge of the visual arts, including architecture, crafts, drawing, film, digital/electronic media, painting, photography, printmaking, and sculpture.
2. Use knowledge of the elements and principles of design to further understand art objects.
3. Distinguish use of the various materials and techniques used by artists.
4. Interpret based on an understanding of visual imagery, including the use of signs, symbols and metaphor.
5. Understand how context influences art and its evolution from past to the present.
6. Understand how art functions in society.
7. Interpret basic types of artists and artisans, including but not limited to Shaman, Classical, Folk, Guild, Individual, Modern, and Contemporary.
8. Articulate a visual and conceptual understanding of the major periods in art history, and their respective methodologies.
9. Use an informed vocabulary to articulate an enhanced appreciation for art.

Course Objectives

In the process of completing this course, students will:

1. Demonstrate comprehension of the visual vocabulary of art
2. Analyze the different types of media within a cultural and/or historical context.
3. Critique works of art within a cultural and/or historical context.

Format of the Course

This is a college level course taught on the Dinuba High School campus. Students will utilize course readings, videos, discussions, quizzes and hands-on artistic exercises will be required to complete the class.

Required Text

Sachant, Pamela; Blood, Peggy; LeMieux, Jeffery; and Tekippe, Rita, "Introduction to Art: Design, Context, and Meaning" (2016). Fine Arts Open Textbooks.

Additional Required Course Materials

* 1 Black and 1 Blue fine tipped pen (sharpies work)
* White paper (art quality)
* Glue Stick
* Watercolor set with brush (any kind will do)
* Print advertisements (newspaper, magazines, etc.)
* Colored pencils
* Materials as requested by instructor or needed for art projects
* College-ruled 100 page notebook

Grading Scale

There are 1,000 possible points in this class.

A: 890-1,000

B: 790-889

C: 690-789

D: 590-689

F: 0-589

**Course Policies**

Communication

I am available before or after class and by appointment to discuss your progress in the course. You can also email me, and I will respond within 48 hours during weekdays. Questions sent on Saturday or Sunday will be addressed by Tuesday of the following week. If you do not receive a response during this time frame, please send your inquiry again.

Attendance

Students are required to attend class regularly and complete assignments by the due date. Students will not be able to add the course after week 1.

Late Work

Students are required to turn in assignments on Canvas or in-class when they are due. Exceptions will be made if the student has a documented health issue (excused in powerschool), family or personal emergency. A 1-week extension due to these circumstances will be provided. Late assignments outside of these parameters will be accepted on a case-by-case basis with permission from the instructor.

Feedback

Speedgrader will be used to provide feedback on assignments. There will be an attached rubric for review. For smaller assignments, you can expect to receive your feedback within 5-7 days. Larger assignments can take up to 2 weeks to grade. In rare cases such as plagiarism, students may be asked via the comments in Speedgrader to repeat the assignment. If the student does not complete the assignment within 1 week of receiving the notice, the instructor has the option to give the student a zero for the assignment.

Online Visibility

This is a college-level course and students are expected to submit all assignments when required to Canvas. If the requirement for an assignment includes an embedded document or shared file, the student is required to complete the task to obtain full credit. Assignments that are not visible to the instructor on Canvas including: images, documents or other course materials will not be assessed. The score for that portion, or entire assignment will be a zero. Additionally, school work cannot be emailed to the instructor for credit, unless an arrangement between the instructor and student has been pre-arranged.

Unethical Online Behavior

When interacting online, netiquette must be followed to ensure collegiality. Avoid language choices that may be offensive. Edit your work for appropriateness. This includes messages to the instructor or other students. Discussion posts or comments that are inappropriate will be removed without notification.

Technology Support

I can help you with basic Canvas tasks, such as how to locate assignments, or comment on a discussion board. For issues regarding your login credentials, or other technical issues, I recommend contacting the following: SCCCD Student Help Desk at 559-499-6070 or the 24/7 Canvas Help Line at 844-629-6836. For issues regarding your Cengage account, please contact Technical Support:<https://cengage.force.com/s/login/>

ADA Accommodation

If you have a need for an academic accommodation such as additional time on tests or assistance with written assignments, or materials in an alternative media (Braille, large print, electronic text, sign language translator, etc.) please inform me as soon as possible so we can provide you with the tools to be successful in this class. Your right to accommodations is secured per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act. In addition to informing me of your necessity of accommodation, you will need to contact the Disabled Student Services Office at 559-325-5230 to request academic accommodation.

Unethical Academic Behavior

Students are expected to turn in original work. It is better to accept a zero, than tarnish your academic record or be expelled from school.Students that plagiarize another source (website, book, or individual), give incomplete credit to a source, copy another student, share information about a test or quiz or engage in any other fraudulent action related to academic integrity will receive a decreased score and be asked to complete the assignment again. Should the offense be serious enough you would receive a zero for the assignment. Repeated incidents of plagiarism will be reported to the administration. Academic honesty is part of being a student—take your responsibility seriously.

Disruptive Behavior

We will be exploring a variety of topics in this class from race, religion, class, culture, gender, and identity. It is important that every student feels safe to ask questions and respond to content. I ask that all students behave in a respectful manner while present in my classroom. The following headings address my course policies and expectations for behavior in an academic setting.

Disruptive or inappropriate behavior will result in removal from the class for the remainder of the course meeting. Depending on the severity of the behavior, the student may be suspended for the remainder of the week. In all cases, a report will be filed, and the student may be referred to the Dean of Students. Disruptive behavior includes, but is not limited to the following:

1. Inflammatory language, threatening behavior, bullying, intimidating posture or communication towards other students or the instructor;
2. Excessive talking during lecture, class discussions, or activities;
3. Pressuring the instructor to change grades, assignment assessments, make-up exams or policies;
4. Oral communication or gestures during exams;
5. Use of cell phones, computers or other distracting devices to play games, watch media or other tasks unrelated to the course;
6. Excessive public displays of affection or personal contact;
7. Habitually leaving class during lecture, class discussions, activities or exams;
8. Habitually arriving more than 15 minutes late to class;
9. **Any act that I deem to be harmful to myself or other students or that interferes in the learning process.**

Classroom Expectations and General Policies

* Waitlist students will be added as space is available during the first two class sessions. It is my discretion to add students that are not on the waitlist. Students may not add the class after Week 1.
* Lectures will be uploaded on Canvas no more than 1 week prior to an exam. Advanced copies of the lecture can be made available by written request (email).
* Grades for individual assignments will be provided between one and two weeks or by the end of the semester for the larger point assignments.
* Grades cannot be changed during finals week or after the course is complete other than in the case of a computational error.
* Reminders will not be given when students are in danger of failing. It is the students’ responsibility to evaluate course progress prior to the last week of class.
* Assigned dates are subject to change based on the lecture progress.
* Guests or children of parents in the class may be allowed to attend the class in the case of a parental emergency or interest in the material with prior permission from the instructor.
* Snacks during lecture are permitted, but extensive meals should be eaten outside of class to avoid disturbing other students.
* Observe the rules in the student code of conduct: www.reedleycollege.edu/index.aspx?page=233.

Important Dates

Drop (full refund): 8/27

Drop with a ‘W’ (Final Drop Date, Grade Assigned): 10/6

**Art 2: Course Map —Dates subject to change—**

|  |  |  |
| --- | --- | --- |
| Assignment | Due Date | Percentage |
| Participation | As assigned | 15% |
| Art Project 1 | 9/21 | 12% |
| Midterm Exam | 10/25 | 15% |
| Art Project 2 | 11/6 | 13% |
| Paper | 10/29 | 20% |
| Presentation | 11/14-11/17 | 10% |
| Final (In-class) | 12/6 | 15% |

**See summary of assignments for complete details.**

UNIT 1: FOUNDATIONAL PRINCIPLES

**Week 1**

Topic: Syllabus Review; What is Art? /

Reading: Chapter 1

Practicum: *What is Art? Write it, Draw it, Speak it.*

John Cage Video Response

**Week 2**

Topics: Getting Paid: Patronage, State-Sponsored Art & Cultural Diplomacy /

Buildings, Frames, Vitrines & the Flexibility of Historical Narratives

Reading: finish Chapter 1

Practicum: Visual Analysis

**Week 3**

Topic: Learning the Language of Art and Design

Reading: Ch. 2

Practicum: Thinking about space

**Week 4**

Topic: Learning the Language of Art and Design

Reading: Finish Ch. 2

Practicum: Representing Place

UNIT 2: ASSESSING MEANING

**Week 5**

Topic: Materials Make Meaning

Reading: Ch. 3

Practicum: Response: Visual Analysis in the Foyer

Color is all Relative exercise

**Week 6**

Topic: Materials Make Meaning cont’d

Reading: Finish Ch. 3

Practicum: Photograph Campus

Painting Demo: Cave art

**Week 7**

Topic: Art Theory & Me: Criticism and Critical Approaches to Art

Reading: Ch. 4, Ch. 5

Practicum: Critical Read as a class

*Un Chien Andalus* Response

UNIT 3: DECODING MEANING

**Week 8**

Topic: Appeals and Celebrations of Sustenance:

From the Japanese Tea Ceremony to the Dinner Table

Reading: Ch. 6

Practicum: Who’s at Your Dinner Table? An Ode to Judy Chicago

**Week 9**

Topic: Physical Expressions in Art: *The Male Gaze*, Interiors & Devotional Images of Mary

Reading: Ch. 7

Practicum: Video Response: Deconstructing the Male Gaze through Yoko Ono’s *Cut Piece*

UNIT 4: EXAMINING CULTURAL CONTEXT

**Week 10**

Topic: Deities: Art in the Service of Spirituality

Reading: Ch. 7

Practicum: Video: Pilgrimage Response

**Week 11**

Topic: Deities: Art in the Service of Spirituality: The Built Environment

Reading: Ch. 8

Practicum: Discussion: Parthenon Sculptures: Art as Cultural Patrimony

UNIT 5: POLITICAL EXPRESSIONS

**Week 12**

Topic: French Symbols of State Power, Glorifying War & Promoting Peace

Reading: Ch. 9

Practicum: Draw Your Own Currency

**Week 13**

Topic: Art as a Form of Resistance/Art as Social Practice: Painting, Installations, Collage and Photography from 1800-1970

Reading: Ch. 10

Practicum: Edgar Heap of Birds Video

UNIT 6: TURNING INWARD

**Week 14**

Topic: Classical Nudes, Portraits and Selfies; The Fascination with Ourselves in Art

Reading: Ch. 11

Practicum: How I see Myself: Self-Portrait Drawing

**Week 15**

Topic: (De)Constructing Identity through Images: Posters, Installations & Performances

Reading: Articles to be assigned

Practicum: Video: *Couple in the Cage*

UNIT 7: NATURE & KNOWLEDGE

**Week 16**

Topic: Love Your Mother! Earthworks as Sight and Site

Reading: Articles to be assigned

Practicum: Video: *Spiral Jetty*

**Week 17**

Topic: Review

**FINAL EXAM: 12/6**

Summary of Major Assignments

**New Life/Redeemed Objects Art Projects**

*Don’t throw that away! It can have a new life!*

You will create two visual art projects this semester using re-purposed materials. Projects can explore a visual idea or concept, respond to a particular art movement or artist’s approach to form. The scale and style of the work of art is up to the artist.

Your works of art will be presented in our classroom and be evaluated by the class.

**Project 1: Relief Project**

Develop a project that is **flat, with areas of relief.** At least 50% of your project must include recycled materials. Works of art should include a method to hang on the wall.

Components to be turned in:

* Identifying card for the work of art including: artist’s name, title, list of materials
* 1-2 sketches (should be executed before the project’s creation).
* 1-page Project Summary including: the idea expressed, use of materials and the artist’s use of the formal elements and compositional principles (at least 2 each should be described).
* Use of at least 50% of the materials need to be repurposed.

Students will be graded on the following criteria:

* Use of recycled materials in an innovative way;
* Use of formal elements and compositional principles;
* Unique concept that shows advanced planning;
* Summary of the project;
* Completed sketch with evidence of time investment.

Project Learning Outcomes

1. Learn the language of art through the manipulation of physical materials;
2. Plan a creative project and oversee the execution from start to finish
3. Use a creative solution to address a concept, emotional or physical response to aesthetic concerns.
4. Critically investigate how materials can be repurposed;
5. Investigate the properties of materials and the possibilities offered by different colors, textures, and physical qualities.
6. Enrich problem solving skills, critical thinking and physical dexterity;

**Project 2: Three-Dimensional Project**

Create a **three-dimensional work of art** that is *related to your relief project*. The relationship can be thematic, visual or include a similar use of materials or technique.

Components to be turned in:

* Identifying card for the work of art including: artist’s name, title, list of materials
* 1-2 sketches (should be executed before the project’s creation).
* 1-page Project Summary including: the idea expressed, use of materials and the artist’s use of the formal elements and compositional principles (at least 2 each should be described).
* Use of at least 50% of the materials need to be repurposed.

**Formal Analysis Paper**

Choose a public work of art in Dinuba or a work of art presented at another museum or gallery of your choice to write a 2-page argumentative paper that discusses the formal aspects of the object, the subject and media used by the artist. This assignment is about examining the way an artist presents the visual elements, and making an organized argument about that arrangement using formal evidence.

START HERE: Choose 1 work of art to analyze in depth.

* To help you formulate your opinion, study each area of it. Then sketch it. Then do a free-write about the work of art. Take a picture of it with your phone to print later with your paper.
* Consider the following questions as you analyze each of the works: What is the title of the work? What media is it? How large/small is it? How is it presented? What type of exhibition is it a part of? Who is the artist? Is it recent, or historic? What is the artist’s message? How do you interpret that message personally? Your thesis must be related to the work of art’s formal presentation.

PAPER FORMAT:

* Typed
* Have a title
* Include your name and section
* Be double-spaced
* Have 12-point, academic font
* 1” margin
* Copy of the image on the last page
* Refer to the image by the title in italics, or as Figure 1.

Edit your paper for clarity, spelling and grammatical errors. If you reference any materials at the museum (including a docent), online (including the artist’s website), or any other source, **YOU MUST CITE THAT SOURCE!**

Grading Rubric for Visual Analysis Paper

Papers that receive an “A” (90-99%) score demonstrate the highest level of comprehension and application of the subject matter. “A” papers indicate advanced planning, original work, and a high level of detail. It is free of editing errors, organized, and allows the reader to comfortably follow the argument. It includes an introduction, supporting evidence and a thesis statement.

**Final Presentation**

Each student will prepare a 5-minute presentation *related* to both creative projects. It can be about an artistic technique, material or individual artist. Presentations should cover the main topic and connect to their individual expressions.

You will be assigned a date to present. Students that are not in class on the day of their presentation will be given a zero.

Students will be graded on the following criteria:

* Concise summary of fine arts content and relationship to personal project;
* Advanced planning;
* Use of graphics or visual aids;
* Clarity of presentation.