

## **Colonnade Program Course Proposal: Explorations Category**

### **1) What course does the department plan to offer in Explorations?**

**ART 100, Art Appreciation (Arts and Humanities subcategory)**

### **2) How will this course meet the learning objectives of the appropriate subcategory? Students will demonstrate the ability to:**

#### ***1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.***

As an introduction to the study of visual art, art appreciation will require students to demonstrate a basic understanding of the formal elements and principles of design used in the organization of compositions. This will include recognizing both the definition of terms as well as their application to concepts in a work of art.

An example would be, recognizing the difference between an actual and an implied line in a work of art and how such lines function to direct the viewer's eye to key locations within a work. A second example might be identifying strategies that aid artists in depicting an illusion of space on a flat plane (drawing, print, painting)

#### ***2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.***

Art appreciation students will be able to discern distinct styles and/or periods of art, based on knowledge gained from text readings and lectures provided in class.

Examples could include recognizing the "Contrapposto stance" as a trademark of Ancient Greek statuary not seen prior to the Age of Athens, or identifying a Western work of art as being created before or after the Renaissance based on knowledge of linear perspective.

#### ***3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.***

Students will show awareness of how societal needs, technical advances, or cultural norms determine artistic expressions throughout history.

Examples of this objective could include recognizing the different roles an African Nkondi sculpture plays within its original community as opposed to the same sculpture's function in a Western art museum. Another example would be acknowledging the shift in Western society's depiction of the human body, as theological and scientific interests alter in time.

**4. *Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.***

Art appreciation students will be able to identify artists and works that significantly altered the perceptions of the society they served.

Examples of works that shaped a society's perception might include a discussion of the role pyramids played in Ancient Egyptian life, recognizing the artist's attempt to project ideas of relativism through the development of Cubism, or questioning gender roles through feminist efforts in current art establishments and their holdings.

**5. *Evaluate enduring and contemporary issues of human experience.***

Art Appreciation requires students to consider works of art from a variety of historical epochs and cultures and connect the similarities between past and present visual cultures when expressing common themes.

Students might note the similarity of revulsion to war prompted by Matthew Brady's Civil War photos and Vietnam era TV journalistic reports. Both have been credited with reducing the citizen's willingness to send troops into battle.

**3. Syllabus statement of learning outcomes**

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

**4. Brief description of how the department will assess the courses for these learning objectives.**

Students of ART 100, Art Appreciation will be tested on the learning outcomes listed above at the beginning of the course for pre-course assessment purposes, then again at the end of the course for post-course assessment. Their tests will be multiple-choice questionnaire with three questions developed from each learning outcome for a total of

15 questions. All students in each class will be tested twice. Individual faculty members will determine whether the second test results are used as part of the student's grade, though they will be encouraged to do so to ensure students make a strong effort in the test. The department will gather the test results of the students identified by the Provost's office for assessment purposes.

As the department has a number of instructors who teach ART 100, we propose to develop a bank of questions for each objective and allow individual faculty members to select three questions for each outcome to ensure it closely matches their teaching styles and chosen topics.

**5. How many sections of this course will your department offer each semester?**

The Department usually provides 6-8 sections of ART 100 each semester.

**6. Syllabus, see attachment**

ART 100, Art Appreciation

Class Location and Meeting Time: Grise Hall, room 235, TR. 12:45-2:05pm

Instructor: Professor Brent Oglesbee, Office: Room 441 FAC.

Office Hours: TR.2:30-4:30, Fridays by appointment

Office Phone: 5-6566 E-mail: brent.oglesbee@wku.edu

Course Objectives:

Students will be introduced to a survey of factors that influence art's meanings, production, and uses. These factors will include the intentions of artists & their patrons, the materials and methods used to create art, and the historical context within which they were produced. Through the study of these influential conditions students should increase their understanding, enjoyment, and critical assessment of the visual arts.

*By the end of the course, students will demonstrate the ability to:*

- 1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.*
- 2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.*
- 3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.*
- 4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.*
- 5. Evaluate enduring and contemporary issues of human experience.*

Course Content:

The topics listed above will be presented through slide lectures and corresponding readings from the required text, Mark Getlein's, Living with Art, 10<sup>th</sup> edition.

Students will be required to participate in class and outside-of-class presentations of visiting artists and local exhibitions. A series of 4-5 quizzes, a mid-term test, writing assignments, studio projects, and a comprehensive final may be used to assess student knowledge. Extra credit will be offered intermittently during the semester.

Grading:

No points will be awarded for attending, as it is a basic expectation of the class. The following approximate point totals will be assigned to assignments and tests:

Bi-weekly quizzes will be worth approximately 40 points each,

Mid-term will be worth 60 points

Short Response Assignments will total no more than 60 points,

Comprehensive Final worth 60 points

Final grades will be based on a percentage of total points possible:

A = 90% B = 80%, C = 70% D = 58%, F = 57% or lower.

Students within five actual points of a higher final grade at the end of the semester will be upgraded to a higher grade. Extra credit points, usually given for visiting art exhibits or listening to artist presentations, will be available for slight increases in final grade assessments. \*\*However, extra credit points are not intended to salvage a student's final grade if that student consistently fails tests or does not turn in assignments. This syllabus is subject to minor revisions in assignments and point totals for the semester.

Quizzes will require students to purchase 4-5 Scan-tron sheets; none will be supplied by the instructor. They may also include short essay and short answers. Mid-term and Final tests may include any of the following: slide identification by date, artist and/or title, short narrative answers, multiple choice, matching or fill in the blank, and true/false questions. Students can expect a study guide for both their mid-term and final exam. Quizzes will have no study guides. Make-up exams will be given at the instructor's convenience and only for documented illnesses /personal or family crisis on the day of the test. There is no make-up date for the final exam. It is the student's responsibility to contact the instructor and schedule the make-up date within a week of any missed examination. No more than three makeup quizzes and/or tests will be allowed during the semester. Students arriving late for quizzes or tests will have points deducted from their final score. Students are responsible for all lecture information and assigned readings, no recaps of lectures will be offered by the instructor. No electronic devices will be allowed during test periods. Finding such devices in use during a test will forfeit that student's test result.

\*\* For image review purposes:

When accessing images for educational consultation, be sure to obtain them from a legitimate source. These include sites for universities, museums, and research institutes that are subject to professional editing and peer review.

Such places are much more likely to contain accurate information about the artist, title, date, provenance, and current ownership and rights information of an object than commercial sites, personal blogs, or photo-sharing engines.

Five good places to start that are known to be accurate are:

The Metropolitan Museum of Art: <http://www.metmuseum.org/collections>

The Web Gallery of Art: <http://www.wga.hu/>

The British Museum:

[http://www.britishmuseum.org/research/search\\_the\\_collection\\_database.aspx](http://www.britishmuseum.org/research/search_the_collection_database.aspx)

The Louvre: <http://www.louvre.fr/en/moteur-de-recherche-oeuvres#>

The National Gallery of Art: <http://www.nga.gov/collection/index.shtm>

Class Etiquette and Attendance Policy:

The instructor assumes students of this class are interested in the subject and expects behavior that facilitates learning for all. Tardiness and early departures affect the whole class so please make a genuine commitment to attend. Also, please remember to deactivate your cell-phone before class begins. Talking during lectures affects your classmate's ability to hear, please refrain from this activity. Consistent talkers will be asked to leave.

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from Student Disability Services.