

Salem Community College Course Syllabus

Course Title: Art Appreciation

Course Code: ART 101

Lecture Hours: 3

Laboratory Hours: 0

Credits: 3

Course Description:

Art Appreciation introduces the student to the importance of art in today's world and the purposes art has served from prehistoric through modern times in a variety of cultures both Western and non-Western. Placing art in context with family, politics, religion, sexuality, social protest and entertainment enables students to gain an insight into the significance of creativity in its many physical manifestations. By providing measurable standards for understanding artistic intent and expression through the basic elements of art and architecture, students may increase their appreciation of the role of the arts in today's society. Students are required to visit a museum as part of course learning activities. This is a state approved General Education course in the Humanities.

Prerequisite:

Completion of EN98

Co-requisite:

None

Place in College Curriculum:

ART101 may be taken as a humanities or open elective requirement for those students pursuing either a certificate or degree program.

Date of Last Revision:

October 2011

Outline of Course Content: The following content may be organized to suit the instructor's preference.

- I. What is Art?
 - A. A Human Phenomenon
 - B. The Language of Art and Architecture
 - C. Media
 - D. Deriving Meaning
 - E. Who Makes Art?
 - F. What Do We Do with Art?

- II. Why Do We Make Art?
 - A. Survival and Beyond
 - 1. Food and Shelter
 - 2. Reproduction and Sexuality
 - B. Religion
 - 1. Deities and Places of Worship
 - 2. Mortality and Immortality
 - C. The State
 - 1. Power, Politics, and Glory
 - 2. Social Protest/Affirmation
 - D. Self and Society
 - 1. The Body
 - 2. Race, Gender, Clan, and Class
 - 3. Nature, Knowledge, and Technology
 - 4. Entertainment and Visual Culture

Course Performance Objectives

Course Performance Objective #1

Following lectures on a definition of art, creating art, and categories of art, the student will recognize and discuss what art is, who makes it and what we do with it.

Learning Outcomes:

1. The student will describe three or more functions of art.
2. The student will describe the visual form of art.
3. The student will describe what content is in a work of art.

Course Performance Objective #2

The grammar of the language of art and architecture is made up of the elements of design and the principles of organization. Following lectures, the student will analyze works of art formally.

Learning Outcomes:

1. The student will list and define the formal elements of art.
2. The student will recognize and define the terms representational, abstract, and non-representational.
3. The student will recognize, identify, and utilize the terms form, style, and iconography when discussing various works of art.
4. The student will recognize architectural structural systems in works of art.
5. The student will list and define the principles of design organization.

Course Performance Objective #3

The student will learn and recognize the various mediums used in the creation of works of art.

Learning Outcomes:

1. The student will describe the disciplines and media in art.
2. The student will define and provide examples of traditional and non-traditional media.
3. The student will recognize and provide examples of new technologies that have influenced contemporary artists.

Course Performance Objective #4

Is art the idea or the object produced? Students will investigate who makes art and who supports the making of art.

Learning Outcomes:

1. The student will define the terms apprenticeship, guild and academy as they apply to artistic training.
2. The student will define art labeled as outsider, naïve or folk art.
3. The student will describe various roles of the artist by the objects produced.
4. The student will identify art making based on gender.
5. The student will define the qualities of the artist as skilled worker, scientist, priest and creative genius.
6. The student will investigate rulers as artists.
7. The student will list the various patrons of art.

Course Performance Objective #5

Students will learn the variety of ways that art is used, collected and preserved.

Learning Outcomes:

1. The student will describe reasons to keep art.
2. The student will identify museums by the collections that they house.
3. The student will differentiate between national museums, regional museums and virtual museums.
4. The student will describe the types of art objects that could be found in national museums, regional museums and virtual museums.
5. The student will identify examples of art museums that are themselves works of art.

6. The student will investigate the process of restoration and preservation of art.
7. The student will define iconoclasm and give an example of art that has been destroyed through negligence, dominance or ethnic cleansing.
8. The student will provide examples of non-objective art.
9. The student will define art history, aesthetics, art criticism, archeology and cultural anthropology.

Course Performance Objective #6

Human relationship to food and shelter goes beyond survival as evidenced in works of art. Students will identify works of art that have the theme of food and shelter.

Learning Outcomes:

1. The student will recognize works of art from other cultures that reflect the need for survival.
2. The student will identify works of art used for serving and food storage.
3. The student will describe how landscape and still-life art can be used to glorify food.
4. The student will identify and describe works of art that are about the act of eating.
5. The student will describe differences in group and individual architecture for shelter.
6. The student will recognize stylistic differences in domestic architecture due to materials, culture and aesthetic choice.
7. The student will recognize important milestones in commercial architecture from Roman through 20th century structures.

Course Performance Objective #7

Students will recognize works of art that have been used to aid, symbolize or depict fertility as well as lovemaking, pregnancy and birth.

Learning Outcomes:

1. The student will identify fertility gods and goddesses of the ancient Western world.
2. The student will describe the varied proportioning used in fertility figures.
3. The student will describe uses for fertility figures.
4. The student will recognize and describe examples of human couples that represent “the mother and father” of humankind.
5. The student will recognize works of art about love making, sexuality and gender in a variety of cultures.
6. The student will investigate abstracted sexual imagery.
7. The student will recognize works of art that are about pregnancy and childbirth.

Course Performance Objective #8

Humans try to understand and communicate with the divine realm with rituals, prayer, music and art. Students will investigate and describe the various types of deities and places of worship in world culture.

Learning Outcomes:

1. The student will identify early deities such as the Earth Mother, Snake Goddesses and Egyptian deities.
2. The student will describe materials utilized in the making of early deities.
3. The student will describe how the subject matter of early deities is rendered.
4. The student will recognize Greek gods and goddesses in human form.
5. The student will recognize Hindu and Buddhist representations of gods through symbolism.
6. The student will investigate the many Christian representations of God.
7. The student will identify gods for special purposes in the Kwakiutl, Mexican and Mayan cultures.
8. The student will describe the use of sacrificial and prayer imagery as a vehicle for communication with the gods.
9. The student will recognize the representation of the cosmos in a variety of art forms.
10. The student will identify places of worship and their general characteristics.
11. The student will identify the term pilgrimage.
12. The student will compare differences between temple complexes in Greek, Egyptian, Mesoamerican, Hindu, Buddhist, European and Islamic cultures.

Course Performance Objective #9

Students will explore funerary and commemorative art to determine how rituals and religions affect tomb design.

Learning Outcomes:

1. The student will describe tomb construction from ancient European burial sites.
2. The student will describe Egyptian tombs and furnishings.
3. The student will compare tomb furnishings of the Etruscan culture with those of the Egyptian culture.
4. The student will recognize artifacts from the funeral complex of Shi Huangdi.
5. The student will discuss the development of grave monuments of the Greeks and Romans.
6. The student will identify places of worship that are also used for burial purposes.
7. The student will define the term reliquary.
8. The student will investigate and describe modern commemorative art in the form of cemeteries, commemorative art and memorials to the dead.
9. The student will identify works of art celebrating the “Day of the Dead”.
10. The student will describe the personal and political impact of the commemorative work known as “The AIDS Memorial Quilt”.

Course Performance Objective #10

Students will investigate works of art that have been used to promote the power, politics, and glory of governments and rulers.

Learning Outcomes:

1. The student will describe how art is used in the service of the state and rulers.
2. The student will describe the various kinds of art and architecture that have been used for political purposes.
3. The student will identify works of art that document peace and war.
4. The student will describe how art can be used to glorify the ruler.
5. The student will identify objects of royalty and prestige found in art.
6. The student will describe how palace construction is used to reinforce the power of the ruler or state.
7. The student will define architectural styles that reinforce a government’s identity.
8. The student will identify the purpose of a Roman triumphal arch.
9. The student will describe works of art whose subject is war.
10. The student will identify modern war and peace memorials.

Course Performance Objective #11

The student will identify the strategies artists use to protest injustice through art.

Learning Outcomes:

1. The student will describe how various works of art are protests against military action.
2. The student will identify strategies that artists use to protest or affirm values of economically or politically repressed peoples.
3. The student will identify works of art that use beauty as protest.
4. The student will identify works of art that use illustration or narrative as a form of protest.
5. The student will identify works of art that use humor to communicate the message of protest.
6. The student will identify works of art that utilize shock to affect the public conscience.
7. The student will define the term “status quo”.
8. The student will describe works of art that challenge the status quo.

Course Performance Objective #12

The student will investigate works of art that deal with the body, race, gender, clan and class as themes of expression.

Learning Outcomes:

1. The student will describe how portraits have been used to depict emotions, reveal both the inner and outer self and

to fabricate different personas.

2. The student will analyze a variety of self-portraits by artists who chose themselves as subjects.
3. The student will recognize differences in the idealized body in a variety of cultures.
4. The student will describe ways that artists have used the body as art material.
5. The student will recognize works of art that promote ethnic history and values.
6. The student will describe how gender is reflected in art and architecture.
7. The student will provide examples of works of art that critique gender roles.
8. The student will identify works of art that help solidify families and clans.
9. The student will describe differences in the nuclear family in various cultures.
10. The student will identify works of art that distinguish class and rank.
11. The student will define the term “genre”.
12. The student will describe art objects that indicate class status in a variety of cultures.

Course Performance Objective #13

The student will identify the themes of nature, knowledge and technological advances as presented in various works of art.

Learning Outcomes:

1. The student will evaluate the use of fantastic animals in art to express power, act like humans in narratives and serve as a source of protection.
2. The student will identify commonly used animal imagery in art.
3. The student will compare the treatment of the landscape in Western art vs. the arts of Asia.
4. The student will evaluate the use and symbolism of flowers and gardens in works of art from both the west and east.
5. The student will define the term “earthworks”.
6. The student will recognize images that have been created to instruct a specific body of knowledge.
7. The student will explore and describe works of art that derive from the internal realm of the mind.
8. The student will define the term “surrealism”.
9. The student will evaluate works that reveal technological advances before and after the Industrial Revolution.
10. The student will describe the impact of computers on art and art making.

Course Performance Objective #14

The student will analyze works of art that are part of the visual culture involving performance, pop culture and entertainment.

Learning Outcomes:

1. The student will identify architecture for entertainment and houses of the arts.
2. The student will define the terms “organic architecture, post-modern architecture and deconstructivist architecture”.
3. The student will identify works of art that utilize the landscape as a diversion.
4. The student will analyze sports areas and works of art that encompass sports imagery.
5. The student will identify works of art that include music and dance imagery.
6. The student will define the term “performance art”.
7. The student will recognize ritual dance and masquerades as art forms that must be experienced and are not collectible.
8. The student will describe the impact of film, television and cartoons on the visual culture.

Course Performance Objective #15

The student will gain further insight into the work of an artist or art technique from different periods of art by presenting an oral report on that subject. As the student gains skill in formal analysis, he/she will be encouraged to include his/her own critical comments about the artist reviewed.

Learning Outcomes:

1. The student will research and give a 4–8 minute oral presentation to the class on a specific artist or topic.
2. The student will utilize PowerPoint to show images of the work of that artist or topic.

3. The student will include a title page and works cited page in the PowerPoint presentation.
4. The student will discuss biographical information about the artist in the oral presentation.
5. The student will discuss the themes and subject matter used by that artist.

Course Performance Objective #16

The student will gain further insight into one artist or art technique from different periods of art by completing a comparative research paper. As the student gains skill in formal analysis, he/she will be encouraged to include his/her own critical comments about the artist reviewed.

Learning Outcomes:

1. The student will produce a 3 – 5 page comparative research paper on an artist or topic from the Paleolithic through Modern eras.
2. The student will include a brief biography/history of the artist.
3. The student will include 3 works of art by the artist that will be discussed utilizing formal analysis.

Course Performance Objective #17

The student will gain further insight into the work of various artists by attending a museum and writing a paper about that experience.

Learning Outcomes:

1. The student will attend a museum and produce a 2 – 3 page paper comparing the work of two or more artists viewed during the trip.
2. The student will use the formal elements of design and principles of organization to describe the works viewed.
3. The student will also include a general overview of the museum and describe the differences in viewing works of art first hand versus viewing them in books or as projected images.

General Education Requirements:

The general education goals covered in '*Art Appreciation*' are communication, critical thinking & problem solving, society & human behavior, science & technology, aesthetic perspective, historical perspective and information literacy. See student handbook for additional details.

General Outcomes Assessment:

A college-wide outcomes assessment program has been put into place to enhance the quality and effectiveness of the curriculum and programs at Salem Community College. As part of this assessment program, the learning outcomes for this course will be assessed. Assessment methods may include tests, quizzes, papers, reports, projects and other instruments. Copies of all outcomes assessments are available in an electronic assessment bank maintained by the Institutional Research and Planning Office.

Course Activities:

Classroom activities will include PowerPoint lectures and demonstrations introducing new course material, participation in class discussions, participation in class response questions utilizing TurningPoint technology, and an oral presentation to the class utilizing PowerPoint slides. Students are required to visit a museum on their own time and produce a written report describing the visit. Students will also do further research on an artist of their choosing and produce a 3 to 5 page comparative analysis paper.

Course Requirements and Means of Evaluation:

Please refer to the instructor's syllabus addendum (to be distributed in class) for specific information regarding the course requirements and means of evaluation.

Academic Honesty Policy:

Students found to have committed an act of academic dishonesty may be subject to failure in this course, academic probation, and/or suspension from the college. See the Student Handbook for additional details.

Attendance Policy:

Regular and prompt attendance in all classes is expected of students. Students absent from class for any reason are responsible for making up any missed work. Faculty members establish an attendance policy for each course and it is the student's responsibility to honor and comply with that policy.

ADA Statement:

If you have a 504 Accommodation Plan, please discuss it with your instructor. If you have any disability but have not documented it with the Disability Support coordinator at Salem Community college, you must do so to be eligible for accommodations. To contact the Disability Support Coordinator, call 856-351-2773, or email disabilitysupport@salemcc.edu to set up an appointment. To find out more information about disability support services at Salem Community College, visit www.salemcc.edu/students/student-success-programs/disability-support.

Instructor Information:

(See handout)

Supplies:

Notebook, pen/pencil.

Additional Costs:

As necessitated by the required supplies.