

ARHI 0101 - ART APPRECIATION

Catalog Description

Formerly known as ART 10

Hours: 54 lecture

Description: Introductory course for non-art majors offering a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures. (C-ID ARTH 100) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze an artwork in terms of line, color, and form.
- CSLO #2: Evaluate and distinguish a variety of common materials and techniques used in art making.
- CSLO #3: Identify various approaches to art interpretation used by art historians.
- CSLO #4: Identify and assess the role historical context plays in the function and meaning of artworks.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

At the conclusion of this course, the student will be able to:

1. Evaluate and critique works of art and architecture based on formal elements and principles of design employing appropriate art historical terminology.
2. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture.
3. Differentiate art historical methodologies.
4. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures. Explain how the culture of the artist informs the meaning of the work.
5. Discuss the roles and functions of artists in past and present historical contexts. Explain how the historical context of the artist informs the meaning of the work.
6. Compare and contrast works of art with similar themes from different cultures and historical time periods.
7. Explain how the meaning of a work of art is shaped by a viewer's belief and value system.

8. Describe major controversies from the history of art and explain the ramifications of each.
9. List and describe the formal elements of art.
10. Identify works of art in a variety of media by artist, title, and date and explain how the artist has utilized each of the formal elements in each work.
11. Identify major processes and techniques used to make artworks and explain the steps involved with each.
12. List artists who have made significant contributions to the art world and describe the style and themes associated with each.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3A Arts

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Used to evaluate students' ability to verbally analyze paintings, sculpture and architecture and their correct use of correct vocabulary and terminology. This method allows the instructor to evaluate student understanding and to identify any areas of confusion or lack of understanding. For example, students may discuss (either in small groups in the classroom or on a discussion board) ways to describe and analyze the art work at a local gallery exhibit or museum.
- Essay Examinations
 - Example: In-class essay questions related to lecture topics. For example: Students are asked to name and explain the architectural elements of churches, mosques and temples in the cultures featured in the lectures. In both of these methods, students are evaluated in terms of their ability to analyze similarities and differences in the imagery and architecture of different cultures and historical contexts and their ability to relate them to various artistic media and techniques. They are also evaluated on their correct use of vocabulary and terminology.
- Objective Examinations
 - Example: Includes matching and defining assigned vocabulary and main ideas from chapters of the textbook. Quizzes may be multiple choice, fill-in the blank, or compare/contrast essay, or a combination of all three. For example: The quizzes and exams will contain an image of the Buddha and one of Jesus and students will be asked to explain the similarities and differences between them and the cultural assumptions each image represents. Standard Grading.
- Reports
 - Example: Students visit a museum or gallery exhibition, choose two artists, research the biographies of those artists and then submit a written report analyzing and evaluating in detail the art

works in the museum or gallery in relation to the biographies of the artists, using correct terminology and vocabulary.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor creates class and small group discussions focused on comparing and contrasting formal elements, principles of design and social functions of religious imagery in cultures that were featured in the lectures.

Distance Learning

1. Instructor uses wikis, discussion boards, blogs and audio-visual lectures to present information and encourage student-student interaction A. Students use wikis to research religious iconography and imagery in a variety of world cultures B. Students post their findings on discussion boards and are required to comment on each other's posts.

Typical Out of Class Assignments

Reading Assignments

1. Read the chapter in your text that deals with controversial art and select one art controversy about which you feel strongly. In a three-page, typed, double-spaced paper describe the details surrounding the controversy, how it was or was not resolved, discussing your own interpretation of the work and explaining your feelings about this controversy (that is, with which side do you agree?)
2. Read the chapter in your text that deals with Printmaking. In a four-page, typed, double-spaced paper, describe and analyze the technique of woodblock printing, comparing and contrasting Japanese and European techniques. Explain how Japanese techniques influenced late 19th century European and American techniques, giving examples of the works of no less than 2 Japanese and 2 European or American artists.

Writing, Problem Solving or Performance

1. Identify a Romanesque and a Gothic cathedral from the textbook. In a three-page, typed, double-spaced paper describe and analyze the similarities and dissimilarities of the structures.
2. Research the photographic work of Margaret Bourke-White and Dorothy Lange. In a four-page, typed, double-spaced paper, describe and analyze their work using Feminist methodology and terminology.

Other (Term projects, research papers, portfolios, etc.)

Visit a museum or gallery exhibition, research the works and biographies of two artists and write a report analyzing and evaluating the artworks in relation to the biographies of the artists, using correct terminology and vocabulary.

Required Materials

- A World of Art
 - Author: Sayre, Henry
 - Publisher: Prentice-Hall
 - Publication Date: 2012
 - Text Edition: 7th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Living with Art
 - Author: Mark Getlein
 - Publisher: McGraw-Hill
 - Publication Date: 2016
 - Text Edition: 11th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Prebles' Artforms
 - Author: Duane Preble, Sarah Preble, & Patrick Frank
 - Publisher: Pearson
 - Publication Date: 2010
 - Text Edition: 11th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.