

# ARHI 0120 - SURVEY OF WESTERN ART II: RENAISSANCE TRADITIONS

## Catalog Description

Formerly known as ART 1B

Hours: 54 lecture

Description: Survey of developments in western art and visual culture from 1400-1850. Significant artists and monuments of each major period and region discussed, analyzed, and placed within historical context. Special attention given to the evolving status of the artist, the development of major European art institutions, and the functions of art and architecture within society. (combined with ARHI 130, C-ID ARTH 120) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Analyze images for hidden meanings and agendas related to religion, economics, social class, gender, race, and ideals of beauty.
- CSLO #2: Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements in both written and verbal form.
- CSLO #3: Evaluate how the status and role of the artist changes from Early Renaissance period through the mid-nineteenth century.
- CSLO #4: Identify and differentiate between the major materials and media used to create works of art in Europe from the Renaissance through Romantic periods.
- CSLO #5: Identify and differentiate between the major styles of art in Europe during the Renaissance, Mannerist, Baroque, Rococo, Neoclassical, and Romantic periods.

## Effective Term

Fall 2016

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Upon completion of this course the student is expected to be able to:

1. Identify, examine, and assess representative paintings, sculptures, and architecture from the Renaissance, Baroque, and Enlightenment periods employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.

3. Discuss the function(s) of art and intended audiences during the Renaissance, Baroque, and Enlightenment periods.
4. List and describe notable characteristics of historical styles including Italian Renaissance, Northern Renaissance, Mannerism, Baroque, Rococo, Neoclassicism, and Romanticism.
5. Compare and contrast works of art from the Renaissance, Baroque, and Enlightenment periods and discuss the stylistic similarities and differences of each.
6. Compare and contrast works of art from the Renaissance, Baroque, and Enlightenment periods and discuss how the differences relate to social, political, religious, and economic changes.
7. Identify and differentiate between the major materials and media used to create works of art
8. Discuss contributions made by notable artists from the Renaissance, Baroque, and Enlightenment periods.
9. Explain how the role of the artist and art institutions changes from the Early Renaissance period through the mid-nineteenth century.

## 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: Class discussions can be used as continual assessments of students' abilities to verbally analyze artworks and use proper terminology. For example, students may be asked to discuss how a work of art on the screen is typical of a specific historical style (such as Rococo)
- Essay Examinations
  - Example: Essays exams may test students on application of knowledge and comparison of style, content, function, and context of works. Such as, an in class timed essay where the student is given two images to compare in terms of style, content, function, and historical context. Students would be assessed in terms of ability to make connections between works, both in terms of similarities and differences, tying those similarities and differences to media, technique, and historical context. They would also have to demonstrate ability to use required terms and correctly identify style, media, and techniques in the images.
- Objective Examinations
  - Example: Objective exams may test students on basics of terminology and recognition of major artists and artworks/monuments. Such as, a fill in the blank quiz where students must identify major media and techniques of the 15th century and an image identification (artist, title, and date).
- Reports
  - Example: Reports in the form of assigned formal papers can be used to address specific themes in the course, such as asking each student to choose one major artist to research and in a

paper analyze their contribution to art during their period. The final paper would be assessed for research methods and citing, ability to clearly organize and state information, and application of historical and aesthetic approaches to an artist and their products.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor presents A. Visually oriented lectures, such as PowerPoint presentations, about artworks and their historical contexts. For example, a lecture on 15th century Flemish panel painting, comparing their humanistic approaches to the previously studied Italian Renaissance painting, the impact of media (fresco vs. oil), and the similarities and differences of social, economic, and religious context. Students will build their ability to identify and differentiate works of art (CSLO 5: Identify and differentiate between the major styles of art in Europe during the Renaissance, Mannerist, Baroque, Rococo, Neoclassical, and Romantic periods), identify media (CSLO 4: Identify and differentiate between the major materials and media used to create works of art in Europe from the Renaissance through Romantic periods), and relate art to its historical context (CSLO 1: Analyze images for the values of the specific culture that produced it, and CSLO 3: Evaluate how the status and role of the artist changes from Early Renaissance period through the mid-nineteenth century).

Distance Learning

1. The instructor also creates B. Class and small group discussions (online and on ground) such as:
2. Compare and contrast works of art from the Renaissance, Mannerist, Baroque, Rococo, Neoclassical, and Romantic periods and discuss the stylistic similarities and differences of each
3. Analyze a primary document relating to social and cultural context of art making (contracts, artistic biography, historical art criticism)
4. Work together to analyze an unknown image in terms of subject and style as if coming across an image in a museum or gallery setting. In these types of activities, students will actively apply their knowledge and skills to new situations, engaging with visual literacy and analysis skills, including CSLO 2 (Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements) as well as the before mentioned CSLOs 1, 3, 4, and 5)

## Typical Out of Class Assignments

### Reading Assignments

1. Read chapter in your text and select one painting created by an Italian Renaissance artist. In a three-page, typed double-spaced paper, thoroughly describe the painting in terms of style and function and explain the historical context surrounding its creation.
2. Read provided primary document from instructor (such as Renaissance contract between artist and patron). Analyze the document for clues about the relative status of the artist and the patron, as well as what specific aspects of the process were most tightly controlled. Post your response

to the class discussion board and respond to at least three other student responses.

## Writing, Problem Solving or Performance

1. Identify the two works displayed in class providing artist, title, and date. Compare and contrast the works with regard to their original function and cultural context. In a group, discuss what can be learned about the evolution of art in the western tradition in this time from the comparison.
2. Looking at an unknown image (one that has not been studied in class and is not in the text), decide which historical style it most closely resembles. In a discussion post, defend your choice with evidence from the image itself.

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

Choose one work of art from the Renaissance, Baroque, Neoclassical, or Romantic period. Write a five-page research paper about the work which explains the work's original function, its cultural context, and a discussion of any conflicting interpretations that have been offered by art historians. The paper must be typed and in MLA format. Research a woman artist and/or artist of color whose work is not included in the textbook. Choose one of their representative works and in a formal paper, argue how it stylistically fits within one of the major movements studied in class.

## Required Materials

- Art History, v.2
  - Author: Stokstad, Marilyn & Michael Cothren
  - Publisher: Prentice-Hall
  - Publication Date: 2013
  - Text Edition: 5th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Art Across Time, v. 2
  - Author: Adams, Laurie Schneider
  - Publisher: McGraw-Hill
  - Publication Date: 2010
  - Text Edition: 4th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Jansen's History of Art: The Western Tradition
  - Author: Davis, Penelope; Hofrichter, Frima; Jacobs, Joseph; Simon, David; Roberts, Ann; Janson Family Tr
  - Publisher: Pearson
  - Publication Date: 2015
  - Text Edition: 8th
  - Classic Textbook?:
  - OER Link:
  - OER:

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

Khan Academy Online Text [www.khanacademy.org/humanities](http://www.khanacademy.org/humanities)