

Art 180 Understanding Art

Spring 2016

Tues-Thurs 5:30-7:50pm

Coker Campus, Hartsville SC

Text: **Gateways to Art:**

DeWitte Larmann, Shields, 1st Edition

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Purpose and Procedure

The aim of this course is twofold:

- First, the aim is to gain an understanding of the importance of art in today's world. We will accomplish this through the study of artists, visual perception, art theory, artistic techniques and materials and through a survey of art through the ages. This portion of the course will follow the text.
- The second aim of the course, and perhaps the most significant, is to develop the ability to see and comprehend what one sees. Each individual has his or her own opinion about what they see. The purpose of this class is to understand what you see and to develop the ability to defend your opinion. We will accomplish this through class discussions and by observing and comparing works of art.

Exams

The short answer portion of exams will consist of definitions, fill in the blank, multiple choice, and/or true-false questions. Essay questions will be a major part of some exams and will focus on the analysis and comparison of artworks. Students may be asked to turn in sample test questions in order to have input into the test format.

****** You must complete all the exams (and required papers) to pass this course. You may take the final and drop your lowest test grade. You **MUST** take the final if you miss any other exams. There will be NO make-up tests.

Required Computer Skills

You will be expected to research topics in our library (books and periodicals) and via Internet Databases. You must also be able to use MS Word or similar to produce a spell-checked document, and submit it on the our Coker online program "Blackboard." You must be able to access materials and upload assignments on Blackboard. Word Perfect must be saved as a Word ".doc" I do take 'hard copies' if everything else fails, but I prefer digital.

Electronic Devices and Email

Cell Phones must be **POWERED OFF** during class (no silence, no vibrate.) Forgetting to power off cell phones will result in points subtracted from your grade.

Email: I will communicate important information via email so you must check your Coker email at least once a day.

Proper email format:

- Always include a subject line.
- Begin with Dear insert professor's name here,
- Use correct spelling, grammar and punctuation in your message. Proofread it. It is not a text message.
- End email with your name. (sign it)

Grading and Attendance

Most Exam, Review or Quiz grades are averaged together. Blackboard has a column specifically for that and will calculate your grade (%) as each test or review is uploaded. On occasion I have been known to add extra credit assignments. While not required, if your grade is teetering beyond where you might fear to tread, you may want to give the extra burden some serious thought. Making a dash for a better grade during last week of class is usually too late.

Class participation: I expect each student to contribute to class discussions. I keep general notes on participation or level of engagement with the subject matter. On a side note to grading; class participation can make the difference in a borderline grade.

Students are responsible for all work covered in class regardless of absences.

I will not grade work that is turned in late. If you are absent you are still responsible for turning in your work.

I expect all students to attend class on time and prepared. I will excuse only four (4) absences. The 5th lowers your grade, one whole grade. The 7th absence is an automatic failure. If you know you will be absent, email *ahead of time* to get any assignments. Check your email for any changes. Emailing me does not excuse the absence.

If you use this format, I will respond.

Academic Dishonesty, Cheating or Plagiarism
(See Student Responsibilities/p4 Coker College Handbook Online)

I will fail anyone who engages in academic dishonesty, cheating or plagiarism. It is copying and pasting an article into your review.

Academic dishonesty includes turning in work that you have copied or paraphrased, or work that was completed by someone else.

Cheating includes copying answers and bringing information or answers into exams on any substrate or device.

Plagiarism includes using sources in papers and written assignments without citing the source.

••> Class material is subject to change

Relative COURSE OUTLINE

The class material is subject to change. This is relative to 8 wk classes. We can not get through all the chapters in 8 weeks.

COKER COLLEGE CORE SKILLS

I. Introduction of Art and its study - "What is "Art"? - Quiz I	
II. Chapter 1 Art in 2 dimensions	
III. Chapter 2 Art in 3 dimensions	Exam I
IV. Chapter 3 Depth, value + space	Quiz II
V. Chapter 4 Color	Quiz III
VI. Chapter 5 Time + motion	Quiz IV
VII. Chapter 6 Unity, variety + balance	Quiz V
VIII. Chapter 7 Emphasis + focal point	Quiz VI
IX. Chapter 8 Emphasis + focal point	Quiz VII
X. Chapter 9 Pattern + rhythm	Quiz VIII
XI. Chapter 10 Content + analysis	Exam II

XII. Chapters 11+ <i>As time permits:</i> drawing, painting, graphic design, print making, photography, sculpture, and architecture.	
XIII. Chapters on History of Art <i>As time permits:</i> pre-historic+ancient med., middle ages, India, China+Japan, renaissance, etc.	
XIV. Formal Analysis of selected artworks Required final analysis - Paper - Analyzing art artwork will occur throughout the course and will require an understanding of Formalism as well as the Fundamentals of Art.	
XV. Final Exam Exam schedule	March 3rd
XVI. Art Reviews Art reviews of gallery shows generally throughout the semester. We get in as many as possible in the 8 week period we have in this class.	

Creative Thinking

Remedial

Work is trite, trivial and obvious. Students are unable to develop numerous solutions to artistic problems. Students imitate rather than create.

Freshman/Sophomore

Students produce original imaginative or unique solutions to artistic problems. Students move beyond imitation but may not be able to explain why.

Junior/Senior

Students produce original, imaginative or unique solutions to artistic problems. They are able to express why their work is distinct or innovative.

Graduate

Students are able to produce original, imaginative or unique solutions to artistic problems. Students produce a body of work that synthesizes complex or open-ended ideas, independent of instruction.

Analytical Thinking

Remedial

Students are unable to analyze, synthesize or interpret concepts beyond an elementary level.

Freshman/Sophomore

Students are able to analyze, synthesize and interpret concepts. They are able to critique artworks using the language of art theory. They are less capable of critiquing their own work.

Junior/Senior

Students are able to analyze, synthesize and interpret concepts. They are able to critique artworks using the language of art theory. Students are capable of critiquing their own work.

Graduate

Students are able to analyze, synthesize and interpret concepts. They are able to critique artworks using the language of art theory. Students are capable of critiquing their own work independent of instruction.