

Tentative Schedule: Spring, 2007

ART 5LS: The Visual Arts

| Week | Dates | Content | Readings* |
|------|-----------|---|---------------|
| 1 | 1/16–19 | Orientation/Overview | Chapter 18 |
| 2 | 1/22–26 | The Creative Process 1 <i>Exam #1 assigned</i> | Chapter 19 |
| 3 | 1/29– 2/2 | The Creative Process 2 <i>Exam #2 assigned</i> | Chapters 20 |
| 4 | 2/5–8 | The Nature of Art 1 | Chapters 1, 2 |
| 5 | 2/12–16 | The Nature of Art 2 Phase I: Project concept due <i>Exam # 3 assigned</i> | Chapter 16 |
| 6 | 2/20–23 | Themes and Purposes 1 | Chapter 15 |
| 7 | 2/26-3/6 | Themes and Purposes of Art 2 <i>Exam #4 assigned</i> | Chapter 3 |
| 8 | 3/5–9 | The Visual Elements 1 | Chapter 4 |
| 9 | 3/12–16 | The Visual Elements 2 | Chapter 17 |
| 10 | 3/19–23 | Principles of Design 1 | Chapter 5 |
| 11 | 3/26–29 | Principles of Design 2 Phase II: Progress report due <i>Exam #5 assigned</i> | Chapter 6 |
| 12 | 4/2–6 | SPRING BREAK | Chapter 21 |
| 13 | 4/9–13 | Drawing | Chapter 7 |
| 14 | 4/16–20 | Painting 1 | Chapter 22 |
| 15 | 4/23–27 | Painting 2 <i>Exam #6 assigned</i> Museum evaluation due | Chapter 9 |
| 16 | 4/30–5/4 | Photography Phase III: Project due | Chapter 11 |
| 17 | 5/7–11 | Sculpture 1 <i>Exam #7 assigned</i> | Chapter 14 |
| 18 | 5/14–18 | Sculpture 2 | |
| 19 | 5/21–25 | FINALS WEEK | |

* Readings are assigned in advance. Read them *in preparation* for the following week's classes.

Late policy

ART 5LS: The Visual Arts

Exams

- 1) Exams in MWF classes are assigned on Wednesdays and collected on the following Monday class session.
- 2) Exams in TTh classes are assigned on Thursdays and collected on the following Tuesday class session.
- 3) Exams in Summer classes are assigned on Wednesdays and collected on the following Monday class session.
- 4) Exams in Saturday classes are assigned weekly and are due at the following session.
- 5) Exams not turned in at the beginning of the class session are *late*.

Evaluations

- 1) Evaluation deadlines are specified in your Syllabus Schedule.
(You *may* turn them in *prior* to the deadlines.)
- 2) Evaluations not turned in at the beginning of the class session are *late*.

Penalties

- 1) Same day but after class session: final score reduced by 5 points
- 2) Thereafter: final score reduced by 5 *additional* points (*10 total*)
- 3) After one week (*seven days from assigned due date*), exams and evaluations will *not* be accepted, and you will receive a zero score on that assignment.

Course project

- 1) Phase deadlines are specified on your Syllabus Schedule.
- 2) Phases not turned in at the beginning of the class session are *late*.
- 3) Late Phases will be assessed a flat 10 point penalty *per phase*.

Grading System

ART 5LS: The Visual Arts

I. Criteria

- A. Examinations (7 @ 50 points each)..... 350 points
 - 1. Each exam consists of one or two essay questions totaling points.
 - 2. Exams will be assigned approximately every two weeks
 - 3. Students are expected to submit a proper bibliography of resources consulted.
 - a. Failure to do so will result in an *automatic* 5 point penalty
- B. Reading/Slide identification quizzes (5 @ 20 points each) 100 points
 - 1. *There are no make-ups for slide quizzes!*
- C. Written art evaluations (1 @ 75 points each).....75 points
 - 1. One art event at
 - a. Art museum (See approved list)
 - 2. See *Art Evaluation* handout for details and credit criteria
- D. Course creative project..... 300 points
 - 1. Two or three-dimensional art or creative product *plus process documentation*.
 - 2. Procedures
 - a. Phase I: Propose concept *no later than*..... (5 weeks)
 - b. Phase II: Submit progress report *no later than*..... (11 weeks)
 - c. Phase III: Submit completed project *no later than*..... (16 weeks)
 - See the *Late Policy* handout for late policies and penalties
 - 3. Projects will be returned at the scheduled Finals meeting for review/discussion.
- E. Final Exam 50 points
- F. Total points possible..... 875 points

II. Grade determination

- A. Examinations..... 40%
- B. Quizzes..... 15%
- C. Written observations..... 10%
- D. Course project..... 30%
- E. Final exam..... 5%
- F. Grading scale
 - 1. A: 90–100% B: 80–89% C: 70–79% D: 60–69% F: 0–59%

III. Attendance

- A. Regular attendance in class is expected.
 - 1. If you find it necessary to miss class, you are still responsible for its content.
- B. You are allowed the equivalent of one week's absence without penalty.
 - 1. After this point, each absence will result in a four point penalty *per hour*.
 - a. Three classes per week: Four points per class
 - b. Two classes per week: Six points per class
 - 2. These points will accrue and will be deducted from your total accumulated points.
- C. Absences and deadlines
 - 1. Absence *for any reason* on the due dates for class assignments will result in late penalties unless you have notified your instructor ahead of time and he/she has approved it.
 - 2. See the *Late Policy* handout for details.

IV. Other factors

- A. Active participation in class, in terms of discussion and in-class activities is expected.
- B. Completion of assigned readings is necessary, *and expected*.
- C. Plagiarism and cheating
 - 1. As defined by the dictionary, plagiarism is "*the appropriation or imitation of the language, ideas and observations of another author, and representing them as one's own original work*"
 - a. Quotations from research material must be set apart with quotation marks and attributed to their source, through footnotes or in text.
 - 2. Where plagiarism is suspected, the instructor may, at his/her discretion ask for students to verbally re-state and explain the content of their work and/or submit their original reference resources.
 - 3. Where plagiarism or cheating has been demonstrated to have occurred, students may expect to receive at minimum, an F letter grade and zero points on that assignment.
 - a. At the instructor's discretion, and depending on the severity of the offense, he or she may also assign an F letter grade *for the course* and recommend additional disciplinary action to the Area dean and College president.
- D. Accommodations
 - 1. Students with documented learning and/or physical disabilities may receive reasonable classroom and/or testing accommodations. Please make these arrangements with the instructor during office hours at the beginning of the semester or as soon as possible after documentation has been determined. Last minute requests may not be determined "reasonable".
- E. Notice to students: The course in which you have enrolled has been designated by Los Medanos College as part of our General Education program. These courses, many of which fulfill AA/AS degree and transfer requirements, are all designed to reflect a common, integrated philosophy of foundation-level academic preparation. Regardless of the specific subject content of your course, it will address developing your skills in:
 - 1) reading, writing and oral communication; 2) interdisciplinary problem-solving;
 - 3) critical and creative thinking; 4) ethical decision-making; and 5) utilizing all of these with a diverse social, multicultural and global perspective. Collectively, these courses will prepare you for active participation as responsible citizens in a complex world.

The Evaluation of Art

ART 5LS: The Visual Arts

I. Characteristics of “great” art

A. This is not a checklist, but factors to *think about* when looking at art.

1. It expresses universal truths and humanity
2. It reflects its creator and culture in subject, expression and technique
3. It is influential, communicating to many people and diverse cultures
4. It is simple, visually unified, and uses an economy of means
5. It produces an emotional and/or intellectual response
6. It is ageless (not trendy or faddish) and bears repeated encounters
7. It demonstrates craftsmanship and integrity in its materials

II. Factors in art criticism and evaluation

A. In evaluating a work of art, it can be difficult to break down and articulate your emotional and intellectual reactions. The questions listed below provide you with a consistent structural framework that will help you organize your response to an individual work of art.

1. What historical period and style does this work represent? When and where was it created? How does it reflect the time and culture in which it was created?
2. What do I know (*based on research*) about the artist? Is there anything about his/her background that might influence my reaction to the work? Might I share any sense of kinship with him/her?
3. Does this work depict any particular subject— a story, person, place or event? If so, how does the artist treat it? (*Positively? Negatively? Emotionally? Intellectually?*) What content or message is he/she trying to communicate?
4. What feelings, memories or associations does this work evoke in me? Does it make me feel happy, sad, frightened, disgusted, uplifted or inspired?
5. What materials and methods were used to create this work? Would your reaction to the work be different if *different* materials and methods had been used? (*How important are they to the effect the work has on the viewer?*)

B. Influences that can affect *your* evaluation

1. Your age and educational level
2. Your previous exposure/experience with various forms of art
3. Your cultural background/biases
4. Your perception
5. Your reaction and the reaction of others
6. Your memory
 - a. Take notes at the time, or as soon as possible afterward. (*See the requirements listed below.*)

III. Evaluations

A. Specific requirements for evaluations

1. Attend a total of *one* art museum.
 - a. See *approved* list handout. If you have a question ask the instructor.
2. Write your evaluation of each, including:
 - a. A printed program, ticket stub or other documentation.
 - b. An overview, observation and personal reaction to the work

B. Overview

1. Describe the exhibition in general terms, including your overall experience and any commentary of interest that will illustrate your attitude or state of mind at the time.

C. Observation

1. Choose *one* work from all that you see
2. Look at and describe the form of the work (What is it made of? How big is it? etc.)
3. Look at and describe the subject of the work (What does it show?)

D. Personal reaction

1. Address the *content* of the work and how it makes *you* feel.
2. We are not so much interested in an inventory of the individual parts that make up a work as the sum of those parts as a reaction between you and the work.

E. Artist information

1. Include brief, relevant data about the artist you know *or are able to research*.

IV. Credit criteria

A. Each evaluation is worth 75 points, based on the following criteria:

B. Overview 20 points

C. Observation 20 points

1. The form and subject of the work

D. Personal reaction 20 points

1. The content of the work and how it affects *you*.

E. Artist information..... 15 points

F. Timeliness (*Credit/No credit*)

1. All evaluations must be turned in *within two weeks* of the event.
2. No evaluation will be accepted after the stated deadlines, but may be submitted anytime *prior* to those deadlines.

G. Presentation

1. Evaluations *must be typewritten* and submitted in a *paper* report cover.

H. If you have any questions about these standards or if you are in any doubt about the acceptability of an event, *ask your instructor!*

Course Project Guidelines

ART 5: The Visual Arts

I. Phase I: Concept

- A. Submit *no later than* _____.
- B. Concept
 - 1. The concept (idea) of the creative project
- C. Resources
 - 1. Consult *at least 3* resources (books, magazine or newspaper articles or interviews)
 - a. You are *expected* to consult resources
 - b. NOTE: Encyclopedia and INTERNET articles are *supplemental*, and should *not* constitute your only resources.
 - 2. List the following for *each* source:
 - a. Title of book, magazine, newspaper or INTERNET site
 - b. Title of article in magazine, newspaper or encyclopedia
 - c. Author, or name of person interviewed
 - d. Publisher (company name) and date of publication
 - 3. Interviews should be listed by name of interviewee and date conducted
 - 4. The specific information you derived from your research should appear in your project documentation.
- D. Objectives
 - 1. Write a statement about what you hope to learn from doing this project, and *why* you chose *this* concept.
- E. Experience
 - 1. Specify any experience you have had with artistic materials and methods, specifically those you have chosen to work with.
 - a. We encourage you to choose a method or medium that is *new* for you.

II. Phase II: Progress report

- A. Submit *no later than* _____.
- B. Progress report on creative project (This implies that you should have already made a start, that *progress has occurred* and includes any documentation to this point)
 - 1. Diary or narrative form of creative process
 - 2. Sketches, design plans, models, process photographs, storyboard/script or preliminary experiments
 - 3. Updated list of resources.
- C. Description of the process you will use for your project. Include references and a discussion of historical practices.

III. Phase III: Completed project

- A. Submit *no later than* _____.
- B. Completed creative project
 - 1. The project should be as described and documented in Phases I and II, updated to actual completion.

- a. Remember to include sketches, design plans, models, process photographs, video documentation, storyboard/script or preliminary experiments.
 - All of these are important in order that *anyone* could understand the nature of your final product and *how it came to be*.
2. Project must be accompanied by *written documentation* of the creative process you followed in its production.
 - a. Documentation includes 1) Phases I and II 2) Objective outcomes, 3) Process, 4) Evaluation and 5) Bibliography.
 - b. See *Project Format* handout for details and specific requirements
 - c. This *must be typewritten* and placed in a *new* paper report cover.

IV. Grading guidelines

| | |
|---|----------|
| A. Physical product | |
| 1. Presentation | 25 pts. |
| 2. Appropriateness | 25 pts. |
| 3. Craftsmanship and completeness..... | 25 pts. |
| 4. Originality..... | 25 pts. |
| B. Research | |
| 1. Appropriate use of resources | 10 pts. |
| 2. Variety of resources | 10 pts. |
| 3. Proper documentation and referencing..... | 10 pts. |
| C. Documentation of process | |
| 1. Phases I | 10 pts. |
| 2. Phase 2..... | 25 pts. |
| 3. Objective outcomes | 15 pts. |
| 4. Process | 60 pts. |
| 5. Evaluation | 15 pts. |
| D. Mechanics | |
| 1. Spelling, punctuation and proofreading | 15 pts. |
| 2. Grammar and sentence structure | 15 pts. |
| 3. Neatness and presentation | 15 pts. |
| D. Total possible points | 300 pts. |
| E. Grading scale | |
| 1. A: 270 - 300 | |
| B: 240 - 269 | |
| C: 210 - 239 | |
| D: 180 - 209 | |
| F: 0 - 179 | |

LATENESS: Failure to submit Phases I, II and III on their due dates will result in a flat 10 point deduction *per phase*. Do *not* be late.

Project Format

ART 5: The Visual Arts

I. Creative project documentation format

- A. Organize your documentation according to the following sequence:
- B. Title page
 - 1. Title (*concept*)
 - 2. Your name
ART 5: The Visual Arts
Section number
Instructor
Date
- C. Phase I and Phase II
 - 1. These constitute a record of your proposal along with your instructor's response at each stage of your process..
- D. Objective outcomes
 - 1. Referring to the objectives you set for yourself in Phase I, state the outcomes of those objectives... what *did* you learn?
 - a. Remember: this is an *essay*, in which you restate your original objectives and *articulate* whether they were fulfilled in the process.
 - b. In addition, state what *additional* things you learned that were not included in your original objectives.
- E. Process documentation
 - 1. Describe your process from idea inception to execution (write as though you were trying to explain what you did to someone who knows *nothing* about the class.)
 - a. You may use either narrative or diary format
- F. Product evaluation
 - 1. Evaluate your product objectively (as though *someone else* created it and base your evaluation only on *what you see* and *not* what you know.)
 - a. This is *not* your opinion, but a reasoned response to the work as a product, as you have evaluated the work of other artists.
- G. Bibliography (*You are expected to consult resources and indicate what you learned from them within your documentation.*)
 - 1. See the formatting instructions in your **Visual Arts Study Guide**
- H. If you quote or paraphrase from your resources, you *must* attribute them in footnotes, endnotes, or parenthetically, within the text of your documentation.
 - 1. See the formatting instructions in your **Visual Arts Study Guide**

II. Presentation

- A. Your paper *must be typed* double-spaced on standard 8½ x 11 inch paper.
 - 1. When you have completed it and organized it as described above, place it in your *project three-hole paper report cover*.
- B. If you have any questions about these standards, *ask your instructor!*