This course syllabus is intended as a set of guidelines for Art Appreciation. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor: Professor Jennifer Pilon
Jlp6430@dcccd.edu
972-273-3077
Office: P220 or Division Office T135, Central campus

Instructor Office Hours:
Monday 8:45 – 9:20 pm & 12:30 – 1:00 pm
Tuesday 11:50 pm – 12:20 pm

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 73205
Credit hours: 3
Class meeting time: Monday, 9:30 am to 10:50 am Room J201

Course description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts (3 Lec.)

Course prerequisites: Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Required Textbooks and Materials
Core Foundational Component Area: Creative Arts 050

Course description: Art Appreciation
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: College level ready in Reading.
Course Description: Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. (3 Lec.)
Coordinating Board Academic Approval Number 5007035126

Course prerequisites: Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

ACGM Course-Level Student Learning Outcomes and Assessments
ARTS 1301
A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

Approval Number ................................................................. 50.0703.51 26
maximum SCH per student ................................................................. 3 maximum
SCH per course ............................................................................. 3 maximum contact
hours per course .............................................................................. 48

Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture

Specific Course Learning Outcomes for all ARTS 1301 courses at North Lake College
These are the outcomes the students must demonstrate to successfully complete an assignment/course.

1. The student will write a critical review on art seen in a gallery as a team assignment. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2
2. The student will visit an art museum to experience original art in a museum setting. The critical review and worksheet completed there will aid in comprehension and vocabulary. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2
Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture.

### Departmental SLO Learning Outcomes: Critical Thinking and Teamwork ACGM 2015

**TEAM GALLERY REVIEW**

In ARTS 1301, to meet these Learning Outcomes, the student, participating in a team, will write a critical review on art seen in a professional art gallery following a rubric given by the instructor and utilizing the Visual Elements and Principles of Design. A minimum of 75% of the students will communicate an understanding of the critical process, the media process and art historical cultural references as measured by the departmental rubric and measured with objective standards of Critical Thinking VALUE rubric (see appendix C.).

Assignment will be based on student attendance in a professional gallery exhibition in their community documented by a photo of the student in the gallery with team members as proof of gallery attendance. Critical thinking will be demonstrated by the completion of a three paragraph critical review addressing the Visual Elements and Principles of Design, process of art making and cultural references on an object of the student’s choosing. A rubric will be provided in for student and instructor use to assess performance (see Appendix C). This writing assignment will include sources to avoid plagiarism (4.1).

### Departmental SLO Learning Outcomes: Communication and Social Responsibility ACGM 2015

**MUSEUM REVIEW and WORKSHEET**

In ARTS 1301, to meet these Learning Outcomes, after completing a visit to a museum of Art, the student will complete a critical review and worksheet to assess communication skills and awareness of social responsibility. A minimum of 75% of the students will demonstrate an understanding of the critical process, the media process and art historical cultural references as measured by the departmental rubric, and measured with objective standards of Critical Thinking VALUE rubric (see appendix C.)

Assignment will be based on student attendance in a museum exhibition in their community documented by a photo of the student at the museum. The date, place and time of the event will be cited as a source material. A critical analysis will be a minimum of 300 words, typed double-paced 12 point font.

A communicative review of the religious and political moral climate of that art period will be considered (4.2 and 5.1, 5.2) in regard to the social responsibility addressed in the art that is critiqued. A rubric will be provided in for student and instructor use to assess performance. This writing assignment will include sources to avoid plagiarism (4.1).

These assignments will be submitted...
These assignments will be submitted in a timely manner, and late work will not be accepted (6.2)
Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2

General Education Outcomes

The DCCCD has adopted the following General Educational (Gen Ed) Outcomes as a means of measuring teaching/learning success for all core curriculum classes. Following are the six categories, and the two or three outcomes under each of those categories.

Gen Ed Outcome 1: Communication Skills
1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills
2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency
3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
3.2 Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values
4.1 Display integrity, honesty, and fairness.
4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.
5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills
6.1 Collaborate effectively and reliably as part of a team.
6.2 Apply efficient time and task management.

Means of Assessment of Course Learning Outcomes
Course Learning Outcomes will be assessed by a variety of means.
1. Chapter quizzes will be assessed by questions over the text.
2. Two comprehensive tests will assess critical thinking and retention.
3. One gallery visit with team power point critical reviews to assess critical thinking and writing.
4. One Museum of Art visit with critical review and worksheets to assess critical thinking and writing skills.
5. Discussion Board to assess analysis and peer interaction.
6. Team Teaching on non-Western cultures

Evaluation Procedures
Two comprehensive tests will be a combination of short answer essay, matching and multiple choice to test knowledge, comprehension and retention. These tests will be taken from
material discussed in class and in our textbook. A test review sheet will be provided on eCampus and in class.

Written critical reviews for museum and gallery will be evaluated by rubric based on completion of review as given by instructor. A rubric will be provided in the Appendix for student and instructor use.

Exams and Assignments

Discussion Boards and Class Participation 15%
(Discussion grades are based on the replies to Discussion Board topics. Class Participation is based sign in sheets for art activities during class)

Paper (One Museum Critical Review) 10%

Museum review is turned in on class webpage!

Team Gallery Review 20%

Turned in on class webpage!

Quizzes (5 total) 15%
Quizzes are True and False and Multiple Choice and are taken online.

Final Exam 20%

Art Project 20%

Grading Scale
A = 90 - 100 Excellent, meets and exceeds criteria
B = 80 - 89 Above average, meets and exceeds most criteria
C = 70 - 79 Average, ordinary effort to meet requirements
D = 60 - 69 Below average, substandard, most criteria discarded
F = below 60 Failing

READ THIS: Discipline/ Course/ Department/Policies

Late Assignment Policy: Late work is not accepted without written medical documentation. If there is an emergency, please contact the instructor. If late work is approved by instructor, there will be an automatic 50% reduction in the grade, and a submission deadline of one week after the original due date. This deduction is waived if a doctor’s note is provided.

Student Responsibilities:
1. Attend class, either on campus or online, be prepared by reading chapter and taking chapter quiz for each chapter.
2. Submit assignments on time and in the form required by the instructor.
3. Visit the Writing Center (A309) for help in completion of writing assignments.
4. Be aware of grades throughout the semester via eCampus.

Online Class Etiquette:
1. Complete online assignments on time.
2. You may work ahead.
3. All tests are to be completed individually. Any sharing of information will result in a zero on the test.
4. No plagiarism is allowed and will result in a zero on the assignment.
ARTS 1301.73206—ART APPRECIATION
Professor Jennifer Pilon

Art stretches our intellectual horizons. It taps our emotions. It deepens our humanity and makes us less alone in the world. Rita Gilbert, Living with Art.

In this class, you will become comfortable with talking and writing about art. There will be opportunities to see original art. We will write about self-expression, why artists make art, consider what the artist wants the viewer to experience, and how art influences each of us. The study of symbols and ancient cultures will be emphasized.

ABST Division Office, T135, 972-273-3450

TECHNICAL HELP FOR ECAMPUS SITE: Technical Support for Students at helpdesk@dcccd.edu

- Currently, you should be using Mozilla Firefox or Internet Explorer or Google Chrome as your browser for the best results in eCampus.
- Do not use Safari or others. You will have inconsistent results in posting your assignments.

Class Schedule, Subject to Change

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/25/2019</td>
<td>Introduction and Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>4/1/2019</td>
<td>Chapter 2 Quiz 1 (online)</td>
</tr>
<tr>
<td>3</td>
<td>4/8/2019</td>
<td>Chapter 3 and Quiz 2 (online)</td>
</tr>
<tr>
<td>4</td>
<td>4/15/2019</td>
<td>Chapter 4 and Quiz 3 (online)</td>
</tr>
<tr>
<td>5</td>
<td>4/22/2019</td>
<td>Chapter 5 and Art Projects</td>
</tr>
<tr>
<td>6</td>
<td>4/29/2019</td>
<td>Art Project Presentations and Quiz 4 (online)</td>
</tr>
<tr>
<td>7</td>
<td>5/6/2019</td>
<td>Final Exam Review and Quiz 5 (online)</td>
</tr>
<tr>
<td>8</td>
<td>5/13/2019</td>
<td>FINAL EXAM IN CLASS ROOM J201!</td>
</tr>
</tbody>
</table>

Following are the six categories, and the two or three outcomes under each of those categories.

Gen Ed Outcome 1: Communication Skills
1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills
2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency
3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
3.2 Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values
4.1 Display integrity, honesty, and fairness.
4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.
5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills
6.1 Collaborate effectively and reliably as part of a team.
6.2 Apply efficient time and task management.

APPENDIX C Rubrics for required SLOs

TEAM GALLERY REVIEW
COMMUNICATION SKILLS AND TEAMWORK VALUE RUBRIC
meets Student Learning Outcomes required by the ACGM 2015 on Critical Thinking and Teamwork

The class will be randomly assigned a team of 3 or more students. Within a team, each team member will select 1 work of art in an approved professional art gallery. The team will be creating a power point with images of each of these art objects. The team may have to seek permission to photograph the object from the gallery or artist. Identify and describe these works of art based on the specifications given in the rubric.

The team will attempt to contact one another and agree to meet at a local gallery at an agreed time and place. If this is not possible for all team members, this can
be completed by merging at least one individual team members’ power points through the TEAM Gallery Review email button on the eCampus site. This will enable team members to post files to one another.

This will include three levels of discussion of each piece: Description, Analysis and Interpretation. The team will utilize the Visual Elements and Principles of Design, and process in the creation of this work of art following the specifications given in the rubric.

The power point/video will conclude with a comparison between the art objects submitted from team members

**Description  30 % of points earned**
Write the name of the art work being discussed, the artist’s name, the date, time, name of gallery, size, description of the piece or composition, and the location. In the description, create a visual image with words.

**Analysis  40 % of points earned**
Based on the description provided in the introduction, analyze the artist’s intent or message within the work of art. Provide notated research (inquiry) to further interpret the background of the artist and the era in which it was created. The innovation and expression of ideas of the artist should be better understood through this research. Discuss the Visual Elements and Principles of Design. Which Visual Elements and Principles of Design are present in this work of art and give examples.

**Interpretation of the art object  30% earned**
Discuss the content of the piece. Why was it created? Does it have a narrative or discuss social issues? What emotional feeling is present? Summarize your reaction to this art object.

TO RECEIVE CREDIT FOR THIS ASSIGNMENT YOU MUST PROVIDE EVIDENCE OF YOUR ATTENDANCE AT THIS GALLERY. ATTACH OF PHOTO OF YOURSELF AND AT LEAST ONE TEAM MEMBER IN FRONT OF THE WORK OF ART IN THE GALLERY. HOPEFULLY YOU WILL BE ABLE TO SUBMIT A PHOTO OF SEVERAL TEAM MEMBERS IN FRONT OF THE ART IN THE GALLERY. IF A PHOTO IS NOT ALLOWED, YOU WILL NEED TO FIND A GALLERY THAT WILL ALLOW A PHOTO.

<table>
<thead>
<tr>
<th>Look for these VISUAL ELEMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>visual tools an artist has to make a work of art</strong></td>
</tr>
<tr>
<td>1. Line: Lines can show outline, imply a third dimension, show direction or movement</td>
</tr>
<tr>
<td>2. Shape and Mass: Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.</td>
</tr>
<tr>
<td>3. Light: Light reveals form. Where is the light source? What is the range of values, from light to dark, in the art you are reviewing?</td>
</tr>
</tbody>
</table>
4. Color: How does the artist use color in the art object you are reviewing? Is it the primary colors only? Is it emotionally soothing or jarring?

5. Texture and pattern: Does the art object you are viewing have actual texture, could you feel it? Or does it have implied texture, suggesting that it is smooth or rough? Does it have an overall pattern on the surface?

6. Space: If your object is architectural or sculptural, it will have 3 dimensional space. Try to describe the space. If your object is two dimensional, how does the artist imply space, for example, through linear perspective, overlapping of objects, smaller or larger objects, or atmospheric perspective?

7. Time and motion: Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?

Look for these PRINCIPLES OF DESIGN:

the organization of the composition or design of the art work

1. Unity and Variety: Unity is a sense of oneness in the art. Variety maintains interest in art

2. Balance: Symmetrical balance occurs when both sides of the art object are similar in size or shape. Asymmetrical balance occurs when the two sides are quite different in the appearance of the objects in the art.

3. Emphasis and Subordination: How does the artist draw your eye to the center of attention of the art object? How does the artist make the rest of the painting subordinate to the center of interest?

4. Scale and Proportion: Scale means size in relation to a standard or "normal" size. Proportion refers to size relationships between parts of a whole, or between two or more items perceived as a unit. Sometimes these are deliberately incorrect, as in Hierarchal Scale in the art of antiquity.

5. Rhythm or repetition: The repeated use of a color, shape or line to create expression

ARTS 1301
Art Appreciation Class
North Lake College

Museum Critical Review Assignment and Worksheet

I hope you are inspired by your visit. Please remember to not use a flash with your cameras. Ask before taking a photo, and no CELL PHONE usage during your visits unless you are participating in the media challenges at the museums (points program). Remember that all art is precious, so stay 12 inches away from the art,
walls and art cases, please. This assignment is designed to meet both Critical Thinking and Social Responsibility Student Learning Objectives.

There are 2 parts to your Museum Critical Review assignment to be completed after visiting one or more of the following museums*:

- Dallas Museum of Art  www.dma.org
- Kimbell Art Museum  www.kimbellart.org

*Not all of the museums will have the diversity of time periods that you will need to complete the assignment. You may have to visit more than one of the listed museums if you choose to go to one of the more time or region specific museums. Your instructor may choose to allow only a few of these museums to meet the assignment assessment.

**Part 1. CRITICAL REVIEW of Favorite Artwork—50 Points**

Don't forget to find a favorite piece anywhere inside or outside of the museum. Collect the information to complete the critical review later.

The purpose of this review is to critically interpret and evaluate a work of art. (ACGM guidelines, 2015).

Based on student attendance a museum exhibition in their community
A critical analysis with personal reflection that demonstrates comprehension of event.
The date, place and time of the event will be cited as a source material
A minimum of 300 words, typed double-paced 12 point font
Measured with objective standards of Creative Thinking VALUE rubric

This critical review should be a minimum of 300 words, typed double-spaced 12-point font. The assignment will be submitted via eCampus as instructed.

1. **Description of art object (100 words) up to 30% of points earned for assignment**

Write the name of the art work being discussed, the artist’s name, the date, time, name of museum, size, description of the piece or composition, and the location. In the description, create a visual image with words.

2. **Analysis of the art object (100 words) up to 40% of points earned for assignment**

Based on the description provided in the introduction, analyze the artist’s intent or message within the work of art. Provide notated research (inquiry) to further interpret the background of the artist and the era in which it was created. The innovation and expression of ideas of the artist should be better understood through this research. Discuss the Visual Elements and Principles of Design. Which Visual Elements and Principles of Design are present in this work of art and give examples. (The visual elements and principles of design are listed and defined at the bottom of the worksheet.)

3. **Interpretation of the art object (100 words) up to 30% of points earned for assignment**
Discuss the content of the piece. Why was it created? Does it have a narrative or discuss social issues? What emotional feeling is present? Summarize your reaction to this art object.

4. PROVIDE EVIDENCE OF YOUR ATTENDANCE AT THIS MUSEUM. ATTACH OF PHOTO OF YOURSELF IN FRONT OF THE WORK OF ART IN THE MUSEUM, OR IF THIS IS NOT ALLOWED, IN FRONT OF THE MUSEUM SIGN.

Part 2: TOUR OF MUSEUM—MUSEUM WORKSHEET, 50 points

NEW ACGM guidelines 2015:
1. Select 3 works of art in this museum. Identify and describe these works of art based on their chronology (the time period they were created) and style, using the Visual Elements and Principles of Design as standard categories and terminology.

2. At least one of the objects you choose should allow you to investigate major artistic developments and significant works of art from the prehistoric period to the 14th century.

3. At least one work should reflect an understanding of intercultural values and ideas expressed by the creative artists. Write a critical analysis with personal reflection that will demonstrate comprehension of this event and its impact on the community.

4. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts by comparing one piece you have selected from a particular period to another piece you have selected from the 15th century to the present.

Here’s a space for your notes to complete your MUSEUM WORKSHEET 50 POINTS ASSIGNMENT:

1. Select 3 works of art in this museum. Identify and describe these works of art based on their chronology (the time period they were created) and style, using the Visual Elements and Principles of Design as standard categories and terminology.

2. At least one of the objects you choose should allow you to investigate major artistic developments and significant works of art from the prehistoric period to the 14th century.

3. At least one work should reflect an understanding of intercultural values and ideas expressed by the creative artists. Write a critical analysis with personal reflection that will demonstrate comprehension of this event and its impact on the community. Consider if the impact might be social responsibility in regard to political, religious or community presented in the imagery.

4. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts by comparing one piece you have selected from a particular period to another piece you have selected from the 15th century to the present.

WHICH 3 PIECES FROM THE TOUR ARE YOU SELECTING?
1. NAME OF PIECE from Prehistoric to the 14th Century

DESCRIPTION OF PIECE

DATE OF PIECE

MAJOR ARTISTIC DEVELOPMENTS

2. NAME OF PIECE that reflects intercultural values and ideas

DESCRIPTION OF PIECE

DATE OF PIECE AND CRITICAL ANALYSIS WITH PERSONAL REFLECTION THAT DEMONSTRATES COMPREHENSION OF THIS EVENT AND ITS IMPACT ON THE COMMUNITY.

3. NAME OF PIECE from the 15th century to the present

DESCRIPTION OF PIECE

DATE OF PIECE

MAJOR ARTISTIC DEVELOPMENTS

4. ANALYZE THE RELATIONSHIP OF ART TO HISTORY BY PLACING WORKS OF ART WITHIN CULTURAL, HISTORICAL, AND CHRONOLOGICAL CONTEXTS BY COMPARING ONE PIECE YOU HAVE SELECTED FROM A PARTICULAR PERIOD TO ANOTHER PIECE YOU HAVE SELECTED FROM THE 15TH CENTURY TO THE PRESENT.

Look for these VISUAL ELEMENTS: visual tools an artist has to make a work of art

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Line: Lines can show outline, imply a third dimension, show direction or movement</td>
</tr>
<tr>
<td>2.</td>
<td>Shape and Mass: Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.</td>
</tr>
<tr>
<td>3.</td>
<td>Light: Light reveals form. Where is the light source? What is the range of values, from light to dark, in the art you are reviewing?</td>
</tr>
<tr>
<td>4.</td>
<td>Color: How does the artist use color in the art object you are reviewing? Is it the primary colors only? Is it emotionally soothing or jarring?</td>
</tr>
<tr>
<td>5.</td>
<td>Texture and pattern: Does the art object you are viewing have actual texture, could you feel it? Or does it have implied texture, suggesting that it is smooth or rough? Does it have an overall pattern on the surface?</td>
</tr>
<tr>
<td>6.</td>
<td>Space: If your object is architectural or sculptural, it will have 3 dimensional space. Try to describe the space. If your object is two</td>
</tr>
</tbody>
</table>
How does the artist imply space, for example, through linear perspective, overlapping of objects, smaller or larger objects, or atmospheric perspective?

7. Time and motion: Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?

<table>
<thead>
<tr>
<th>Look for these PRINCIPLES OF DESIGN: the organization of the composition or design of the art work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unity and Variety: Unity is a sense of oneness in the art. Variety maintains interest in art</td>
</tr>
<tr>
<td>2. Balance: Symmetrical balance occurs when both sides of the art object are similar in size or shape. Asymmetrical balance occurs when the two sides are quite different in the appearance of the objects in the art.</td>
</tr>
<tr>
<td>3. Emphasis and Subordination: How does the artist draw your eye to the center of attention of the art object? How does the artist make the rest of the painting subordinate to the center of interest?</td>
</tr>
<tr>
<td>4. Scale and Proportion: Scale means size in relation to a standard or &quot;normal&quot; size. Proportion refers to size relationships between parts of a whole, or between two or more items perceived as a unit. Sometimes these are deliberately incorrect, as in Hierarchal Scale in the art of antiquity.</td>
</tr>
<tr>
<td>5. Rhythm or repetition: The repeated use of a color, shape or line to create expression</td>
</tr>
</tbody>
</table>

**ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY DIVISION**

Office Hours: 8:00 a.m. – 6:00 p.m. Monday-Thursday 8:00 a.m. - 4:30 p.m. Friday  
Location: T135, Telephone: 972-273-3450

**ARTS 1301-73205—ART APPRECIATION**  
Professor Jennifer Pilon

**CLASSROOM ETIQUETTE**

Derogatory emails sent to the faculty or other students of the class will not be tolerated, and may result in administrative actions.  
Students are expected to attend all classes to obtain all information needed for test and quiz information, students are responsible for all notes and need to be self-reliant when missing any class notes or information.  

If students use an electronic note taking device and the hard drive crashes or there are any glitches that erase the student's notes, the student is responsible for obtaining the lost notes from other students. It is not the professor’s responsibility for any lost notes.

All Students will respect each other’s ideas about art and aesthetic opinions.
I constantly update grades on ECampus, it is unacceptable for students to panic the last two weeks of class as a result of lack of knowing your grades.

**This class is half online, there should be no excuses for not completing assigned Discussion boards and Quizzes!**

If the professor does accept late assignments the grade will be reduced in half by each late class day. If an assignment is turned in 1 class late the highest grade available will be a 50%.

During the Final Exam there will be 2 slide recognition questions, the slides will only be available for viewing during the first hour of class. Students late to class more than an hour will not have the slides available for viewing!

Your Museum paper must be a minimum of 300 words, extra credit papers are to be 400 words.

The Museum and Extra Credit papers and Gallery Team Review power point are due by **Sunday, May 5th 2019 by 11:59 pm**!

*All extra credit will replace any low quiz grades ONLY, there are 2 videos you may view on Netflix and write a 400 word reaction. The movies are Ai Wei Wei:Never Sorry and “Saving Banksy”.*

*Any other extra credit will be announced at a later date.*

**Extra credit papers are due through Turn It In.com ONLY!**

**Class ID: 19686167   Password: White**

Late papers are not to be accepted unless discussed with the professor.

Do not come to me the day after the final exam for longer time to turn in late papers or projects, I have deadlines to full fill as well, and a lack of a student's foresight will not reflect on my reliability as a professor.

Students are also required to create an object of art. It is the student's responsibility to purchase supplies necessary for the project.

All artwork must be produced during the course semester or you will earn a Zero for the project.

Pick ONE of the following Projects and choose at least 1 artist that inspires your art work.

**ALL PROJECT REQUIRE:**

A work of Art
A Power Point Presentation, which will be shown to the class
A 400 typed reaction to your project and the artist you have chosen

During your Power Point Presentation, explain your art work and why it is similar or different to the work of the artist you've chosen. Include a typed 1 page paper that is a minimum of 400 words describing the medium, comparing the artist to which you are
similar or different, the concept of your work, and any struggles or observations you may have encountered in the creative process.

On the day of the presentation, have images of the chosen artist’s work for comparison with an image or for the photography project IMAGES of your own artwork. Students are also required to create a Power Point Presentation for all of the project choices.

The Power Point should have a minimum of 10 slides and be 5 minutes long.

**Project #1**  
**Everyday Object Project**

Create a 3-Dimensional work of art using objects that are seen every day. Many artists take objects that they find in their home or items deposed of by other people, and present the objects in a different context. Research the artists below and decide which one fits the vision that inspires you.

Janine Antoni  
Marcel Duchamp  
Man Ray  
Robert Rauschenberg  
Eva Hess  
Joseph Cornell  
Jasper Johns  
Joseph Beuys  
Meret Oppenheim  
James Hampton  
Anselm Kiefer  
Adrian Gray  
Michelle Reader

**Project #2**  
**Spiritual Story Painting**

Throughout history artists have illustrated stories from religious texts. Many artists depicted these tales to inform the mostly illiterate masses. Other artists wanted just to record religious experiences. Choose a painting based on a religious tale and research the artist’s style, period, and technique. Paintings can be from any of the following religions:

Judaism, Christianity, Islam, Hinduism, Jainism, Sikhism, Taoism, Confucianism, Shinto, African, Native American, FSM.

Create a painting of your own with the inspiration of the artist you have chosen. You can use the medium of the painting you have chosen or an alternative medium for painting (e.g. oil paint, acrylic)

This must be a painting, not a drawing! It also must be painted on a canvas a minimum of 12X 16 inches! The following are artists who have created works related to faith based stories or experiences (feel free to find other artists):

Artemisia Gentileschi  
Giotto di Bondone  
Sandro Botticelli  
Chen Hongshou
Project #3
Photographic Project
Photograph must be taken during the course semester.
It is required that as a photographer you take more than 20 pictures during the creative process!
Using a camera, photograph a scene or moment in time.
Analyze all aspects of the image you are going to produce. Create a visual story of the life of this moment
or event and be sure to acknowledge the setting, clothing, lighting, colors, props and expressions of the
subjects to emphasize the story you are try to depict.
Many photographers have illustrated people or scenes in their photographs by altering many dimensions of
the image. Choose a photographer and relate your images to their creative techniques. Explain the
similarities and differences and how or what inspired you.
Have your best photograph blown up to a minimum of 8X10 or larger. On presentation day have the
photograph framed for your presentation. You will only frame and print your best photograph, all other
photos will be shown on the power point presentation!
(This project is to demonstrate creativity with a camera, please give to image much thought)

Some photographers who captured people’s lives are:
Julia Margaret Cameron
Mathew Brady
Timothy O’Sullivan
Dorathea Lange
Richard Throsell
Henry Peach Robinson
Sebastiao Salgado
Alfred Stieglitz
Sally Mann
Frances Benjamin Johnston
Annie Leibovitz
Edward Weston
George Bankart
Gregory Crewdson
William Wegman
Gjon Mili
Max Dupain
Iliaria Luciani
Mark Lobo
Shelby Adams
Brassai
Christopher Anderson
David Plowden

You may also choose a professional photographer or artist of your choice.
I will evaluate your work on the following aspects of your project:
Preparedness
Speaking Speed
Practice
List of Museums and Galleries in DFW

Kimbell Art Museum
3333 Camp Bowie Blvd
Ft. Worth, Texas 76107
817-654-1034 666
Free Admission to Permanent Collection
Hours of Operations:
Tues. – Thurs & Sat. 10-5
Fri. Noon – 8
Sun. Noon – 5
Closed Mondays

Amon Carter Museum
3501 Camp Bowie Blvd
Ft. Worth, Texas 76107
817-738-1933
Free Admission
Hours of Operations:
Tues., Wed., Fri. & Sat. 10-5
Thurs. 10 – 8
Sun. Noon – 5
Closed Mondays

Crow Collection of Asian Art
2010 Flora Street
Dallas, Texas 75201
214-565-9026
Free Admission
Hours of Operation:
Thurs., 10 - 9
Closed Mondays

Modern Art Museum of Ft. Worth
3200 Darnell St.
Ft. Worth, Texas 76107
817-738-9215
Free Admission
Hours of Operations:
Tues. – Sat. 10 – 5
Sun. 11 - 5
Closed Mondays

African American Museum
3536 Grand, (Fair Park)
Dallas, Texas 75315
214-565-9026
Free Admission
Hours of Operations:
Tues. – Fri. 12 - 5
Sat. 10 – 5
Sun. 1 – 5
Closed Mondays

Dallas Museum of Art
1717 N. Harwood (at Ross)
Dallas, Texas 75201
214-922-1200
$6 Adults, Students free with ID
Hours of Operations:
Thurs. 11 – 9
Closed Mondays

Meadows Museum
5900 Bishop (SMU Campus)
Dallas, Texas 75275
214-768-2516
Free Admission
Hours of Operations:
Tues.-Sat. 10 – 5
Thursdays 10 - 8
Sun. 12 – 5
Closed Mondays

The McKinney Avenue Contemporary
2001 Flora St. Tues.,
Dallas, Texas 75201
214-242-5100
$12 Adults, $10 Students
Hours of Operations:
Wed., Fri., Sat., Sun. 11 - 6
Thursdays 11 - 9
Closed Mondays

William Campbell Contemporary Art
4935 Byers Avenue
Fort Worth, Texas 76107
214-953-1MAC
Hours of Operations:
Tues.- Fri. 10 - 5
Saturday 11 - 4
<table>
<thead>
<tr>
<th>Gallery Name</th>
<th>Phone Number</th>
<th>Hours of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Worth Community Art Center</td>
<td>817-737-9566</td>
<td>Closed Sundays and Mondays</td>
</tr>
<tr>
<td>Holly Johnson Gallery</td>
<td>817-738-1938</td>
<td>Mon.- Fri. 9 - 5</td>
</tr>
<tr>
<td>Dallas, Texas 75207</td>
<td></td>
<td>Sat. 10 - 5</td>
</tr>
<tr>
<td>Afterimage Gallery</td>
<td>214-369-0169</td>
<td>Closed Sundays</td>
</tr>
<tr>
<td>The Quadrangle #141</td>
<td></td>
<td>Mon.- Sat. 10 – 5:30</td>
</tr>
<tr>
<td>Dallas, TX 75201</td>
<td></td>
<td>Closed Sundays</td>
</tr>
<tr>
<td>Bathhouse Cultural Center</td>
<td>214-871-9140</td>
<td>Tues.- Sat. 12 – 6</td>
</tr>
<tr>
<td>Bathhouses Texas 75218</td>
<td></td>
<td>Closed Sundays and Mondays</td>
</tr>
<tr>
<td>Photographs Do Not Bend Gallery</td>
<td>214-969-1852</td>
<td>Tues.- Sat. 11 – 6</td>
</tr>
<tr>
<td>Dallas, Texas 75207</td>
<td></td>
<td>Closed Sundays and Mondays</td>
</tr>
<tr>
<td>Craighead-Green Gallery</td>
<td>214-855-0779</td>
<td>Tues.- Fri. 10 – 5</td>
</tr>
<tr>
<td>Dallas, Texas 75207</td>
<td></td>
<td>Sat. 11 - 5</td>
</tr>
<tr>
<td>Photographs Do Not Bend Gallery</td>
<td></td>
<td>Closed Sundays and Mondays</td>
</tr>
<tr>
<td>Bathhouse Cultural Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dallas, Texas 75218</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes About Visiting Galleries and Museums:

Never touch a painting or object. In fact, the guards often don't like you pointing to closely to the painting.

If you want to take pictures, always ask the museum staff first (or read the rules on the way in) and NEVER use a flash. Know that any bags you bring into the museum may be searched and you may even be asked to check them on the way in. Check for parking information and ticket prices (if any) prior to your visit. Remember that (more than likely) you will not be the only one looking at any given object in the gallery. Please be respectful of others.

Please be aware this course contains content which may be considered vulgar to some students. Subject matter pertaining to sex, violence, nudity, and adult topics will be examined.

The Art Appreciation professor maintains the privilege to modify the syllabus when needed.
Name___________________________________________

Date____________

Phone Number(s )_______________________________________

Email Address__________________________________________

What is your Major_____________________________________

Where have you taken art classes and what where they:

____________________________________________________________________________________________________

What is your childhood dream?

____________________________________________________________________________________________________

What question would you want answered about the world of art?

____________________________________________________________________________________________________

I have read the Syllabus for Art Appreciation and adhere to all of the requirements listed, particularly in regard to my role and responsibilities.

Signed________________________________________

Date___________________