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.

This is a Blended COURSE CORE TIER 2 - Humanity, Creativity and the Aesthetic Experience REQUIREMENTS: Computer accessibility. Class meets Face-to-face on T at 8:00AM with some meetings at local museums or galleries and has various online components.

Instructor: Professor Marsha Anderson
manderson@dccc.edu
972-273-3450
Instructor Conference Hours:
By appointment

Course Information

- Course title: Art Appreciation
- Course number: ARTS 1301
- Section number: 73208
- Credit hours: 3
- Class meeting time: Class meeting time: Face-to-face on T at 9:30AM with some meetings at local museums or galleries and has various online components

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


EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES.

As this is a class with an online component, there are required online study materials and activities that are available on eCampus for the entire semester and accessible almost 24/7. Therefore, access to a computer with Internet access and updated software (available free from Adobe.com) are required. If a student does not have a home computer or Internet, such options as the Student Resource Center located in the North Lake Library or at a local public library are available. Students may also search for other locations with such services.

Course Objectives/Outcomes

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 two critical reviews on art seen in a museum and a gallery. 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 worksheet completed there will aid in comprehension and vocabulary. EEOs 1,2,3,5,6,7, CCICs 2,3,4,5,6

Course Outline

See attached Appendix A for a complete course outline and assignment due dates

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. Essays, Brief Research Paper on Art Historical Object/Structure to assess writing skills, knowledge of writing a research paper with MLA documentation, critical thinking through the selection and organization of research materials by using a rubric provided in Appendix
3. Three comprehensive tests to assess critical thinking and retention.
4. One team gallery critical review to assess critical thinking and writing.
5. Art activity to assess critical thinking.
6. Field trip to the Museum of Art with critical review and worksheet to assess critical thinking and writing skills.
7. Class activities/worksheets to assess listening.
8. Attendance and participation in peer to peer teaching and class assignments.
**Evaluation Procedures**

Chapter quizzes will be taken for each chapter read in the text. Students have 3 chances to take the quiz and improve points. Students may use the text for quizzes only.

The two comprehensive tests and will be multiple choice to test knowledge, comprehension and retention. Collected Chapter exams will be taken from material from chapter quizzes in our textbook. How to review is explained in class.

A group visit to a local gallery will be evaluated by an individual PowerPoint that is attached to Blackboard. Examples are given. The group members will be organized in class.

A visit to the Museum of Art will be evaluated by attendance and listening to the docent, by the completion of worksheet over the art objects viewed and discussed, and by the completion of a (minimum) three paragraph critical review on an object of the student’s choosing and a museum worksheet. A rubric will be provided in the Appendix for student and instructor use.

The art activity will be graded by the completion of the activity on a pass/fail basis.

Essays will be evaluated by the completion of the assignments, with works cited, MLA documentation, and imagery according to the directions give.

Written team critical review 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.

A Final Group Teaching Presentation of a Chapter from the text will be given. Rubric with instructions and assessments is found on ecampus.

Class participation and discussions are essential to this class. You will be given 2 points for attendance if you arrive on time. If you arrive after 15 minutes of the beginning of class, only one point will be given. If you arrive later than 20 minutes, no points are given. Discussions points can vary and will be tallied and added at the end of each class on the class signature roll and will be added at the end of the semester. More than 50 points are required in discussion for full point credit. Students must keep up with points earned each class and add to the roll at the end of class after showing the instructor. Points earned can be from 1 to 3 points.

**IMPORTANT NOTE:** As this course requires much critical thinking and writing, all assignments must be in correct MLA Format and in college level written English as noted in the syllabus. The course itself has several helpful resources that students may use, also. The first two essays will help the professor determine the student’s ability to write at this level for this course. If the professor deems necessary that the student’s academic skills need additional writing assistance, the student will be required to visit the Writing Center and secure assistance from the Center for all subsequent written assignments for this course. This must be done in a timely manner so that the student can still turn in the assignment in Blackboard on time. Any assignments that do not meet these standards risk a zero or non-acceptance. The professor reserves the right to reject an assignment that does not meet the DCCCD standards of college level writing and correct MLA format without a second re-write of the paper.
Students will be notified after the assessment of the first and second essays whether or not they will be required to visit the Writing Center with their assignments.

Proof of the Writing Center visit (a scanned copy of all the pages of the corrected original with the Writing Center stamp and signature of the editor from the WCentre.) must be attached with all papers.

A representative of the Writing Center will come to the class to meet the students and give a presentation.

The professor is always happy to take a quick look at a partial draft before a student attaches an assignment. This must be done in time for the professor to give a valid evaluation before the deadline for the essay and a possible visit to the Writing Center.

Remember: The Writing Center does not “edit” everything. Students must learn from corrections and make those herself/himself a part of improving writing skills.

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**Exams and Assignments**

Three exams (taken online in ecampus)
One Team Gallery Critical Review

One museum field trip with critical review, museum worksheet

22 chapter quizzes (taken online in ecampus)

Daily class group discussions with required class participation

Brief Chapter Essays
Group teaching assignment
Original Work (Pass/Fail)

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**ARTS 1301. Grading Scale**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>1. Test One</td>
<td>100</td>
</tr>
<tr>
<td>2. Test Two</td>
<td>100</td>
</tr>
<tr>
<td>3. Test Three</td>
<td>100</td>
</tr>
<tr>
<td>4. Team Gallery Review with PowerPoint</td>
<td>100</td>
</tr>
<tr>
<td>5. Museum/Gallery visit with Worksheet s/ Critical Review</td>
<td>200</td>
</tr>
<tr>
<td>6. Brief Essay Writing Assignments</td>
<td>25</td>
</tr>
<tr>
<td>7. Chapter quizzes</td>
<td>220</td>
</tr>
<tr>
<td>8. Original Work: Collage</td>
<td>25</td>
</tr>
<tr>
<td>8. Final Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td>9. Approx. points for attendance (2ptsX8 =16) and daily Participation in assignments/activities (Possible pts to be earned each class)</td>
<td>30</td>
</tr>
</tbody>
</table>

(This can vary from class to class and person to person. Extra Class responses are extra credit.)
Approximate TOTAL POINTS possible  1000 points
*(These points may be re-evaluated at the end of the course, as many issues can affect total points during the semester. In this case, the percentages will also be re-calculated. Students will be advised of this during the semester.)
A= 1,000-900
B= 899-800
C= 799-700
D= 699-600
F= 599- 0

Note: All exams will be taken online. All essays and museum visit assignments will be attached as MSWord docs to ecampus site in MLA Format. Final Presentation will be done in class and Rubric is available on ecampus.

EXTRA CREDIT:

There are numerous and interesting small projects to be done for extra credit. Students are limited to two extra credit assignments. Students are urged to do their best work on assignments and not rely on extra credit to pass the class or raise their points at the end of the class. Extra Credit is designed for those who want to enrich their coursework. Extra credit must be completed and turn in during the corresponding chapter/module for which it was designed. It cannot be turned in at the end of the course to “make up points”.

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 10% 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.

Note: Roll will be taken as attendance is required and points are given for attendance and class participation. Anyone arriving at class after 30 mins of the beginning of class will not be given credit for attendance. Students may attend another session of same class/same day (on time) to make up the absence. Instructor must be advised of this request.

Student Responsibilities:
1. Attend class, be prepared by reading chapter and taking chapter quiz before class.
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. Do this in time to submit your final draft on time.
4. Make at least one friend in class so that notes and directions can be exchanged.
5. Be aware of points earned/grades throughout the semester via eCampus.

Classroom Etiquette:
1. Come to class on time. CLASS ACTIVITIES MUST BE COMPLETED IN CLASS, please be present.
2. No cell phone usage or text messaging in class.
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.

*Online Class Etiquette:*

1. Complete assignments on time.
2. You may work ahead on some quizzes and assignments. (Do not do quizzes more than a week ahead, as the quizzes are used to assist in learning and understanding of the chapters, both online and in class.
3. All tests are to be completed individually without text or notes online. Any sharing of information will result in a zero on the test.
4. No plagiarism is allowed and will result in a zero on any assignment (See DCCCD Policy below).

The professor reserves the right to change or amend this syllabus or calendar at anytime. Changes will be announced in class.

**IMPORTANT DATES for this course**

<table>
<thead>
<tr>
<th>Spring Academic Semester, 2019</th>
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<tbody>
<tr>
<td>January 22 (T)</td>
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<tr>
<td>January 29 (T)</td>
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<tr>
<td>March 11-15</td>
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<tr>
<td>March 19</td>
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<tr>
<td>March 22</td>
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**INSTITUTIONAL POLICIES**

“Institutional Policies relating to this course can be accessed from the following link

[www.northlakecollege.edu/syllabipolicies](http://www.northlakecollege.edu/syllabipolicies)

**Course-Level Student Learning Outcomes and Assessments**

Course: ARTS 1301

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

<table>
<thead>
<tr>
<th>Departmental SLOS for Communication and Team Work</th>
<th>Departmental SLOS for Critical Thinking and Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM GALLERY REVIEW 2018</td>
<td>MUSEUM REVIEW and WORKSHEET 2018</td>
</tr>
<tr>
<td>In ARTS 1301, the student 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 demonstrate an understanding of the process and required critical thinking and communication skills necessary to complete a successful critical review. Students will complete this assignment as a team project (2 or more persons). The paper is supported with Visual Communication Presentation consisting of images presented as a power-point. The visit to a professional art gallery will be evaluated by proof of gallery attendance, by the completion of a three paragraph critical review (see rubric, Appendix C) 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</td>
<td>In ARTS 1301, after completing a visit to a museum of Art with a critical review and worksheets to assess critical thinking and communication skills, 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. Based on student attendance in 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 Critical Thinking VALUE rubric (see appendix C). A review of the religious and political moral climate of that art period will be considered to demonstrate an understanding of social responsibility seen in the art reviewed. (4.2 and 5.1, 5.2). A rubric will be provided in for student and instructor use to</td>
</tr>
</tbody>
</table>
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 do art and see original art. We will talk about self-expression, why artists make art, 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.

TELEPHONE: Department, 972-273-3462 (Speak with Ms. Goldstein)
TECHNICAL HELP FOR ECAMPUS SITE: 972-669-6402
REQUIRED TEXT: Gilbert's Living with Art, by Mark Getlein, 10th edition
ISBN # 978-0-07-337925-8 other editions may not have all images and information

No use of cell phones, text messaging or pagers in class, please. Computers to be used for taking notes only. Be ready to email notes to professor at end of class on request.

Class Schedule, subject to change:
You must complete your chapter quiz before coming to class
As a rule, most written assignments will be due the Monday Night before
our Tuesday Class at 11:59PM. Always take note in class, however and ask if you do not know.

### Proposed Calendar

*(Professor holds the right to modify this calendar. Information about change will be given in class and on e-Campus.)*

Most assignments are due the Monday night (11:59pm) Most Exams are given

<table>
<thead>
<tr>
<th>WEEK One: Jan 22 - 28</th>
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<tbody>
<tr>
<td>Read Syllabus on e-Campus - Ask questions</td>
</tr>
<tr>
<td><strong>Write and attach Bio:</strong> Check in for Financial Aid: Due Friday 11:59</td>
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<tr>
<td>Study of descriptive and formal analysis, writing critical reviews, ‘</td>
</tr>
<tr>
<td>Read Chapters 1, 2-3, Begin study and quizzes on e-Campus Due following Tuesday in class</td>
</tr>
<tr>
<td><em>(all 3 attempts with text must be completed by corresponding collected chapters Exam)</em></td>
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<tr>
<td>Write Essay “What is Art” (Module 1) Due Monday of Week 2</td>
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<tr>
<th>WEEK Two: Jan 29 – Feb 4</th>
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<tbody>
<tr>
<td>Read and study: Chapter 4, 5 (Be sure to read carefully and take good note, as knowing and un chapters are essential to your major written assignments.)</td>
</tr>
<tr>
<td>Continue quizzes on e-Campus quizzes on e-Campus</td>
</tr>
<tr>
<td>Examine Team Critical Review/ Gallery VISIT and ask questions, Groups formed</td>
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<tr>
<td><strong>Due:</strong> Essay “What is Art” (Module 1) – Monday of Week 3 11:59pm</td>
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<tr>
<th>WEEK Three: Feb 5 - 11</th>
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<tbody>
<tr>
<td>Chapter 6, 7, 8 - Continue quizzes on e-Campus</td>
</tr>
<tr>
<td>Work on Team Critical Review Ppt. Visit North Lake Gallery or Irving Arts</td>
</tr>
<tr>
<td><strong>Exam I - Chapters 1-7 e-Campus, - Friday/7am – Monday/11:59pm)</strong></td>
</tr>
<tr>
<td><strong>ALL EXTRA CREDIT DUE for this Module. No other accepted for this semester</strong></td>
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<tr>
<th>WEEK Four: Feb 12 18</th>
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<tbody>
<tr>
<td>Chapters 9, 10, 11 - Continue quizzes on e-Campus</td>
</tr>
<tr>
<td><strong>Due:</strong> Team Critical Review/ Gallery Ppt Powerpoint due Saturday night 11:59pm</td>
</tr>
<tr>
<td><em>(No late ppts accepted)</em></td>
</tr>
<tr>
<td>Read and study Museum Critical Review/ Worksheet Assignment. Plan visit. Ask questions.</td>
</tr>
<tr>
<td>Visit one of the following only: DMA, Kimbell, Meadows Museum (SMU)</td>
</tr>
</tbody>
</table>

*To WITHDRAW WITH “W” GRADE: Check Econnect for correct date for this course.*
WEEK Five: Feb 19 - 25

Chapters 12, 13  
Continue quizzes on e-Campus (Quizzes 8– 13 all 3 attempts must be completed by Exam 2)

Museum Critical Review/worksheet Assignment. Make visit and write.

*ALL EXTRA CREDIT DUE for this Module. No other accepted for this semester*

Exam 2 - Chapters 8-13  e-Campus, - Friday/7am – Monday/11:59pm)

WEEK SIX: Feb 26 – Mar 3

Chapters 14, 15  
Continue quizzes on e-Campus (Quizzes 8– 13 all 3 attempts must be completed by Exam 2)

**Final Presentations Groups Assigned**

Museum Critical Review / Worksheet Assignments due Sunday night at 11:59pm

WEEK SEVEN: Mar 4 – 10

Chapter; 16  Continue doing and studying quizzes on e-Campus: attempts must be completed by Exam 3)

**CHAPTERS: ALL EXTRA CREDIT DUE Monday Night 11:59pm. No other accepted for this semester**

Exam 3: Chapters 14 -16  
Exam must be finished by 11:55 : March 10

WEEK Eight March 11-15

**SPRING BREAK**

March Finals Week Nine: Mar 16 -23  

**Final Group Presentations**

Last quizzes on e-Campus- attempts must be completed on Final Presentation Day

**ABSENCES**

Attendance is required. If you have an urgent personal problem that interferes with attendance, consult with me.
SCHOOL CLOSING
If North Lake College closes for bad weather, you may find information from the following sources:
- http://www.dcccd.edu
- http://www.northlakecollege.edu
- (927) 273-3000, North Lake College weather hot-line

APPENDIX B

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.

*All work must be in MLA Documentation Style*

**WHAT IS MLA DOCUMENTATION STYLE?**

In MLA documentation style, you acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper. The parenthetical citation that concludes the following sentence is typical of MLA style:

Ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century b.c.e. (Marcuse 197).

The citation "(Marcuse 197)" tells readers that the information in the sentence was derived from page 197 of a work by an author named Marcuse. If readers want more information about this source, they can turn to the works-cited (bibliography) list, where, under the name Marcuse, they would find the following information.


(from Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, 5th ed.)

**Works Cited:**

You may use the data bases available from our library. There are six very fine free databases for your use. Also, search for .net, .edu and .org sources. Do not limit yourself to .com sources. You can search for these using Google if you type in your subject followed by the .edu or .org.

**Do NOT use Wikipedia or encyclopedias as a source. Paper will not be accepted.**

You can request books for your research from other DCCCD libraries. If you are searching for a book on just one building or painting and do not find one in our library, you need to do a wider search.

The sources are alphabetized by author’s last name. If the author’s name is unknown, alphabetize by the subject line. All internet sources must include at
least a subject line in addition to the url. Second line of an entry should be indented 5 spaces.

**Titles of works of art are italicized or underlined.**

**MLA help link for our library**
https://www.northlakecollege.edu/services/academic-support/library/pages/default.aspx

**One of the best sites for MLA Format: is called Pudue Owl:** This is online and is an excellent source for MLA form
http://owl.english.purdue.edu/owl/resource/747/01/

**APPENDIX C**

Rubrics for required SLOs: Museum and Gallery assignments

**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 A 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>
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<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>
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<tr>
<td>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?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>
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, if you use a camera. Ask before taking a photo. 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
- Meadows Museum of Art
- 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, and artist’s must 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.

<table>
<thead>
<tr>
<th>Look for these VISUAL ELEMENTS: visual tools an artist has to make a work of art</th>
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<tbody>
<tr>
<td>1. Line: Lines can show outline, imply a third dimension, show direction or movement</td>
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<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>
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<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>
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</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 |