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: Richard Miller

RMiller2@dcccd.edu

Instructor Office Hours:

Wednesday am by appointment
Course Information

Course title:  Art Appreciation

Course number:  ARTS 1301

Section Number:  ARTS 73212

Credit hours:  3

Class meeting time Wednesday 11:00-12:20 pm 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


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

Course Objectives

This course offers paths by which the student may approach, understand, and ultimately increase their capacity to relate to and enjoy works of art. To do this, each course attempts to introduce (through the examination of visual art and an involvement with art materials), a basic knowledge and vocabulary, which will enhance the student's ability to look at art, nature, and their environment in a more responsive way.
Specific Course Learning 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 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

1. The student will write two critical reviews on art seen in a museum and a gallery. EEOs 1,2,3,6, CCICs 2,5
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. Critical analysis paper from direct observation in a Gallery setting will assess writing skills, analytical skills, and critical thinking through the selection and organization of research materials by using a rubric provided in Appendix

3. Three comprehensive tests will assess critical thinking and retention.

4. Class art activity to assess critical thinking,

5. Museum field trip with critical review and worksheets to assess critical thinking and writing skills.

6. Class worksheets to assess listening.

7. Attendance and participation in peer to peer teaching and class assignments.

<table>
<thead>
<tr>
<th>Departmental SLO</th>
<th>Departmental SLO</th>
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<tbody>
<tr>
<td>TEAM GALLERY REVIEW</td>
<td>MUSEUM REVIEW and WORKSHEET</td>
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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 in writing an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. Students will complete this assignment as a team project (2 or more persons). The assignment is supported with Visual Communication Presentation consisting of images.

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
presented as a power-point.

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). These assignments will be submitted in a timely manner, and late work will not be accepted (6.2)

GenEd 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2

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 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

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**Evaluation Procedures**

1. Chapter quizzes will be assessed by questions over the text.

2. Three comprehensive tests will assess critical thinking and retention.

3. Two critical reviews to assess critical thinking and writing.

4. Class art activity to assess critical thinking,

5. Field trip to the Museum of Art with critical review and worksheets to assess critical thinking and writing skills.

6. Class worksheets to assess listening.

7. Attendance and participation in peer to peer teaching and class assignments.

8. The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester.
Evaluation Procedures

Three comprehensive tests will be a combination of short answer essay 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.

A class visit to the Museum of Art will be evaluated by attendance and listening to the docent, by the completion of worksheets over the art objects viewed and discussed, and by the completion of a three-paragraph critical review on an object of the student's choosing. 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.

Written critical reviews 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.

The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester for extra credit.

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.

Exams and Assignments

<table>
<thead>
<tr>
<th>30% of grade:</th>
<th>(3) Major Exams</th>
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<tr>
<th>20% of grade:</th>
<th>Museum/Gallery Critical Review Papers</th>
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<tr>
<th>10% of grade:</th>
<th>Collaboration Assignment</th>
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### Grading Scale

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<tbody>
<tr>
<td>Exam One</td>
<td>Exam One</td>
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<td>Exam Two</td>
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<td>Final Exam</td>
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<tr>
<td>Chapter Quizzes</td>
<td>Chapter Quizzes</td>
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<td>Unit Quizzes</td>
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<td>Collaboration Assignment</td>
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<td>Group Discussions</td>
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<td>Art Activities</td>
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<td>Slide Lectures</td>
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<td>Class Notes</td>
<td>Class Notes</td>
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<tr>
<td>Museum/Gallery Visits</td>
<td>Museum/Gallery Visits</td>
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<td>Museum/Gallery Papers</td>
<td>Museum/Gallery Papers</td>
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**Grading Scale**

- **A=** 90-100%
- **B=** 80-89%
- **C=** 70-79%
- **D=** 60-69%
- **F=** 0-59%
**TESTS**: will be a combination of true/false, multiple choice, identification, and/or essay format.

**QUIZZES**: will be a combination of true/false, multiple choice, and identification.

**DAILY**: will be class notes, pop quizzes, individual class presentation, group presentations, participation in class discussions, class writing assignments, class art assignments, online assignments, and class critique assignments.

**MUSEUM/GALLERY VISITS**: will visit an art museum and art gallery during the course of the semester. Each visit will be documented in a Critical Review paper.

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**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 25% 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 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.

4. Make at least one friend in class so that notes and directions can be exchanged.

5. Be aware of grades throughout the semester via eCampus.
**Classroom Etiquette:**

1. Come to class **on time**.

2. Students **must** notify the instructor of **any early departure from class**. Failure to do so will result in the **withdrawal of the student from the class**.

3. **No cell phone usage or text messaging in class**. Use of cell phone or texting during class time will result in **dismissal for the remainder of that class period**.

4. Use of **laptop computers** in class is strictly for accessing **course related material and content**.

Any student using a laptop for non-course related purposes such as but not limited to, instant messaging, checking email, random web surfing, will result in **dismissal for the remainder of that class period**.

5. Use of cell phone or texting during a test will result in a **zero on the test**. All tests are to be completed individually. Any sharing of information will result in a zero on the test.

6. No plagiarism is allowed and will result in a **zero on the assignment**.

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**Course-Level Student Learning Outcomes and Assessments   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

**ABSENCES**

You are allowed 3 absences without penalty. Tardiness or inattentiveness in class is one point, whereas timely, attentive attendance is three points per class. **Be on time.** If you have a personal problem that interferes with attendance or tardiness, consult with me.
EXTRA CREDIT

You may receive as many as five extra credit points added to your final grade by attending an approved art event and writing a one page summary of that event. You may earn one point per event. In addition, you must include a ticket, pamphlet or other form of proof of attendance.

The summary and proof of attendance is due by March 6th, 2019.

SCHOOL CLOSING

If North Lake College closes for bad weather, you may find information from the following sources:

(972) 273-3000, North Lake College weather hot-line

INSTITUTIONAL POLICIES

www.northlakecollege.edu/syllabipolicies

APPENDIX A Course Outline

ART APPRECIATION

SPRING SEMESTER 2019

Richard Miller - Instructor

TECHNICAL HELP FOR ECAMPUS SITE: 972-669-6402

REQUIRED TEXT: Gilbert’s Living with Art, by Mark Getlein, 10th edition

ISBN-13: 978-0073379258 other editions may not have all images and information.

No cell phones, text messaging or laptops in class, please
**Class Schedule, subject to change:**

**Week 1**

**Module 1 - The Creative Impulse**

*The Language of Visual Experience*

- Introduction - The Critical Process
- Why Man Creates - Chapter 1
- What is Art? - Chapter 2

**Week 2**

Themes and Purposes of Art - Chapter 3

*Video - Maya Lin: Viet Nam Veterans Memorial / Memorial to Civil Rights*

- Design Terms Quiz
- Elements of Art - Chapter 4
- Principles of Design - Chapter 5

**Exam I**

**Week 3**

**Module 2 - Media and Technique of Art**

*2-Dimensional Media*

- Drawing - Chapter 6
- Drawing: Class Assignment - Automatic Drawing

*Video - Keith Haring: Drawing the Line*

- Painting: Materials/Methods - Chapter 7
- Printmaking: Materials/Methods - Chapter 8
The Camera Arts

Photography - Chapter 9

Week 4 Motion Pictures, Video and Animation – Chapter 10

Film Analysis

Graphic Design and Illustration - Chapter 11

Week 5 3-Dimensional Media

Sculpture: Materials and Methods - Chapter 12

Video: Bronze Casting

Kinetic Sculpture

Video: Alexander Calder - The Mobile

Environmental Sculpture

Video: Christo's Valley Curtain

Craft Art - Chapter 13

Video: Dale Chihuly-Glass Art

Architecture - Chapter 14

Exam II

Week 6

Module 3 – Art History

Renaissance Art - Chapter 17

Video: Michelangelo
Late 18th and 19th Century Art – Chapter 21

Neo-Classicism, Romanticism, and Realism
toward Impressionism

*Video: Monet - Impressionism*

Post Impressionism

*Video: Van Gogh*

Early 20th Century – Chapter 22

Avant-Garde

Week 7

Pablo Picasso - Cubism

Art Between the World Wars - Chapter 23

DADA and Surrealism

*Video - Degenerate Art - The Nazi War on Modernism*

Postwar Modern Movements - Chapter 24

Abstract Expressionism

*Video - Jackson Pollock and the New York School*

Pop Art, Minimalism, Post-Modernism

Week 8

Final Exam
## Important Dates

### Assignment Summary

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Introduction Discussion</td>
<td>1/28</td>
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<tr>
<td>Syllabus Quiz</td>
<td>1/28</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>1/28</td>
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<tr>
<td>Iconography Collage</td>
<td>1/29</td>
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<tr>
<td>Design Terms Quiz</td>
<td>1/30</td>
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<tr>
<td>Automatic Drawings</td>
<td>2/5</td>
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<tr>
<td>Digital Painting</td>
<td>2/11</td>
</tr>
<tr>
<td>Team Gallery Review PowerPoint</td>
<td>2/17</td>
</tr>
<tr>
<td>Museum Critical Review</td>
<td>3/4</td>
</tr>
<tr>
<td>Exam I</td>
<td>1/31</td>
</tr>
<tr>
<td>Exam II</td>
<td>2/21</td>
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<tr>
<td>Final Exam</td>
<td>3/18-3/20</td>
</tr>
</tbody>
</table>

- **Chapter Quizzes 1-10** Should Be Completed by Week 2

- **Chapter Quizzes 11-20** Should Be Completed by Week 5

- **Chapter Quizzes 21-25** Should Be Completed by Week 7

- **Module 1 Quiz** Should Be Completed by Week 2

- **Module 2 (2-Dimensional Media) Quiz** Should Be Completed by Week 4

- **Module 2 (3-Dimensional Media) Quiz** Should Be Completed by Week 5

- **Module 3 Quiz** Should Be Completed by Week 7

*All Dates Subject to Change by Instructor*
APPENDIX B  CRITICAL REVIEW

Directions and Rubric

Museum Critical Review Assignment and Worksheet

CRITICAL THINKING AND SOCIAL RESPONSIBILITY VALUE RUBRIC

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 Communication 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
- Modern Art Museum of Fort Worth www.themodern.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-- 75 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, 125 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 125 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>
</tr>
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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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<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>
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<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>
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<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>
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<tr>
<td>7. Time and motion: Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?</td>
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<table>
<thead>
<tr>
<th>Look for these PRINCIPLES OF DESIGN: the organization of the composition or design of the art work</th>
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<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>
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<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 “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.</td>
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<tr>
<td>5. Rhythm or repetition: The repeated use of a color, shape or line to create expression</td>
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APPENDIX C

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.

APPENDIX D Collaboration Assignment (Two Parts)

TEAM GALLERY REVIEW

COMMUNICATION SKILLS AND TEAMWORK VALUE RUBRIC, 100 points.

The class will be randomly assigned a team of 3 or more students. The Teams that are created will meet either in class or in eCampus. Once the team is established, they should meet to discuss which professional art gallery in which to meet and the rubric for the assignment. 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. If the students are not allowed to photograph the work, the students should choose another gallery. 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 sharing the individual team members’ power points through email to the group.

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 will conclude with a comparison between the art objects submitted from other team members.

EACH INDIVIDUAL TEAM MEMBER WILL POST THEIR COMPLETED POWER POINT IN THE ASSIGNMENT BOX FOR GRADING BY THE INSTRUCTOR. THEY WILL NOT MERGE THE POWER POINT AND SUBMIT IT AS A TEAM BECAUSE OF THE ISSUES WITH GRADING THIS IN ECAMPUS.

**Description** 30% of points earned________

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.

**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. BE SURE to credit any sources you use to learn more about the artist or art work to AVOID plagiarism.

PROVIDE EVIDENCE OF YOUR ATTENDANCE AT THIS GALLERY. ATTACH OF PHOTO OF YOUR TEAM IN FRONT OF THE WORK OF ART IN THE GALLERY. IF YOU CANNOT MEET AS A TEAM, SUBMIT A PHOTO OF EACH MEMBER IN FRONT THE THE ART IN THE GALLERY. IF A PHOTO IS NOT ALLOWED, YOU WILL
NEED TO FIND A GALLERY THAT WILL ALLOW A PHOTO.

**Look for these VISUAL ELEMENTS:**

*visual tools an artist has to make a work of art*

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Line</td>
<td>Lines can show outline, imply a third dimension, show direction or movement</td>
</tr>
<tr>
<td>2. Shape and Mass</td>
<td>Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.</td>
</tr>
<tr>
<td>3. Light</td>
<td>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. Color</td>
<td>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</td>
<td>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</td>
<td>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>
<tr>
<td>7. Time and motion</td>
<td>Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?</td>
</tr>
</tbody>
</table>

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**Look for these PRINCIPLES OF DESIGN: the organization of the composition or design of the art work**

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unity and Variety</td>
<td>Unity is a sense of oneness in the art. Variety maintains interest in art</td>
</tr>
<tr>
<td>2. Balance</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>The repeated use of a color, shape or line to create expression</td>
</tr>
</tbody>
</table>