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 Lisa Koen
lkoen@dcccd.edu
Main office for Visual and Performing Arts: 972-273-3560
Instructor Office Hours: Via Email

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 73431
Credit hours: 3

Course description: Text and website reading focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. (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
ISBN-10: 0073379255
EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. THE10TH EDITION IS THE NEWEST EDITION OF THE TEXT. THE COURSE IS BASED ON THE 10TH EDITION.
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 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

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. Team Gallery Review to assess critical thinking through the selection and organization of materials and working with a team.
3. Seven comprehensive tests will assess critical thinking and retention.
4. One gallery critical reviews to assess critical thinking and writing.
5. Visit Dallas Museum of Art or other museum to complete critical review and worksheets to assess critical thinking and writing skills.

Evaluation Procedures
Seven 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 our textbook.
Written critical reviews for museum and gallery will be evaluated by rubric based on completion of review.
**Exams and Assignments**

35% of grade: Seven multiple chapter tests
10% of grade: One museum field trip
10% of grade: Discussion Boards
5% of grade: Gallery critical reviews
2% of grade: Start Here Assignments
23% of grade: 23 chapter quizzes
15% of grade: One research paper with works cited and imagery

**Grading Scale**

*THIS CLASS WILL BE EVALUATED BY ADDING ALL OF THE POINTS EARNED IN THE FOLLOWING MANNER:*

**Exams and Assignments**

- 38% Seven major exams
- 17% One critical team review
- 23% 23 chapter quizzes
- 22% One museum essay and one worksheet
- 100.00%

**Grading Scale**

*THIS CLASS WILL BE GRADED BY THE POINTS EARNED:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Chapter Quizzes (23)</td>
<td>230</td>
</tr>
<tr>
<td>Test ONE: <em>CHAPTERS 1-5</em></td>
<td>55</td>
</tr>
<tr>
<td>Test TWO: <em>CHAPTERS 6-10</em></td>
<td>55</td>
</tr>
<tr>
<td>Test THREE: <em>CHAPTERS 11-13</em></td>
<td>55</td>
</tr>
<tr>
<td>Test FOUR: <em>CHAPTERS 14-15</em></td>
<td>55</td>
</tr>
<tr>
<td>Test FIVE: <em>CHAPTERS 16-17</em></td>
<td>55</td>
</tr>
<tr>
<td>Test SIX: <em>CHAPTERS 18-20</em></td>
<td>55</td>
</tr>
<tr>
<td>Test SEVEN: <em>CHAPTERS 21-22</em></td>
<td>55</td>
</tr>
<tr>
<td>Team Gallery Review</td>
<td>165</td>
</tr>
<tr>
<td>Museum Research Paper and Worksheet</td>
<td>220</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
</tr>
<tr>
<td>Extra Credit (Optional) Additional 3-paragraph essay (4)</td>
<td>25 pts. each</td>
</tr>
</tbody>
</table>

*THIS CLASS WILL BE GRADED BY THE POINTS EARNED:*

A= 900-1000
B= 800-899
C= 700-799
D= 600-699
F= 0-599
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 may be 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:
- Attend class, either on campus or online, be prepared by reading chapter and taking chapter quiz for each chapter.
- Submit assignments on time and in the form required.
- Visit the Writing Center for help in completion of writing assignments.
- 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.
5. Communication on online discussion boards, email and other forms of interpersonal communication among classmates will remain respectful of differences at all times.
6. Please be respectful of individual or cultural differences when communicating with one another.
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180
A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators Brookhaven Terri Edrich TitleIX-BHC@dcccd.edu 972-860-4825 Cedar Valley Grenna Rollings TitleIX-CVC@dcccd.edu 972-860-8181 Eastfield Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358 El Centro Shanee’ Moore TitleIX-ECC@dcccd.edu 214-860-2138 Mountain View Regina Garner TitleIX-MVC@dcccd.edu 214-860-8561 North Lake Rosemary Meredith (acting) TitleIX-NLC@dcccd.edu 972-860-3992 Richland Bill Dial TitleIX-RLC@dcccd.edu 972-238-6386 Dallas Colleges Online Le’Kendra Higgs TitleIX-LEC@dcccd.edu 972-669-6672

District Title IX Coordinator Office of Institutional Equity LaShawn Grant TitleIX-District@dcccd.edu 214-378-1633
INSTITUTIONAL POLICIES

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

www.northlakecollege.edu/syllabipolicies
Course-Level Student Learning Outcomes and Assessments   ARTS 1301

Upon successful completion of this course, students will:
Apply art terminology as it specifically relates to works of art.
Demonstrate knowledge of art elements and principles of design.
Differentiate between the processes and materials used in the production of various works of art.
Critically interpret and evaluate works of art.
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 2017</td>
<td>MUSEUM REVIEW and WORKSHEET 2017</td>
</tr>
</tbody>
</table>

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 performance. A review of the religious and political moral climate of that art period will be considered (4.2 and 5.1, 5.2). 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)

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

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 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
APPENDIX A

ARTS 1301—ART APPRECIATION

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.

TELEPHONE. ABST Division Office, T135, 972-273-3450

TECHNICAL HELP FOR ECAMPUS SITE: Technical Support for Students at http://ecampus.dcccd.edu/

- Currently, you should be using Mozilla Firefox or Internet Explorer as your browser for the best results in eCampus.
- Do not use Safari or Google Chrome. You will have inconsistent results in posting your assignments.
CLASS CALENDAR. DUE DATES ARE POSTED ONLINE ONLY:

Class Schedule, subject to change

ALL WORK MUST BE SUBMITTED USING THE VIEW/ASSIGNMENT LINK,
NOT IN AN EMAIL ATTACHMENT

DUE DATES ARE POSTED ONLINE UNDER ASSIGNMENTS ONLINE

MODULE 1 – Weeks 1-4
- Introduce Yourself!
- WHERE GOOD IDEAS COME FROM by Steven Johnson
- Why look at art?
- Read Chapter 1 in "Living with Art"
- Q01
- Concept of beauty in art
- Read Chapter 2
- Q02
- Art Themes
- Read Chapter 3
- Q03
- The Skill of Describing
- Read Chapter 4
- Q04
- Read Chapter 5
- Q05
- Review Art Principles
- Test 1
- Test 1 Essay
- Review Team Gallery Review Assignment
- Review Visual Elements Vocabulary
- Review Visual Elements Vocabulary
- Review Team Gallery Review Requirements & Points
- TEAM GALLERY REVIEW ASSIGNMENT
- Gallery Review Teams
-
MODULE 2 – Weeks 5-8

- How to Draw Tips | The 5 STAGES of a Drawing
- Read Chapter 6
- Q06
- The stages of completing a painting
- Read Chapter 7
- Q07
- What is Printmaking?
- Read Chapter 8
- Q08
- A short history of the camera arts
- A Brief History of Film- Animated Documentary
- A Brief History of the Internet- Animated Documentary
- Read Chapter 9
- Q09
- The Universal Arts of Graphic Design
- Read Chapter 10
- Q10
- Test 2
- Sculpture Tutorial- Modeling Clay Preparation, Armature & Mold Making
- Lost Wax Casting
- Sculptural Techniques
- Assemblage Sculpture
- Read Chapter 11
- Q11
- Maria Martinez Pottery
- Read Chapter 12
- Q12
- The Future of Architecture and Design
- How To Think Like An Architect
- Read Chapter 13
- Q13
- Test 3
MODULE 3 – Weeks 9-12

- West African Dogon Masks Documentary by BBC
- The Beauty of Islamic Art Based on Sacred Geometry
- Read Chapter 18
- Q18
- The Art of India
- The Culture Show : The Art Of Chinese Painting
- The Culture Show : The Art Of Chinese Painting 2
- Art of Asia: Japan - Pictures of the Floating World
- Read Chapter 19
- Q19
- Mexico Ancient History Mesoamerica
- Lost Kingdoms Of Central America
- Discovering American Indian Art
- Read Chapter 20
- Q20
- Test 4
- Review Basic Museum Essay Guidelines
- Review Visual Elements Vocabulary
- Review Principles of Design
- Review Museum Essay Requirements & Points
- Submit Museum Essay
- EXTRA CREDIT 1
- EXTRA CREDIT 2
- EXTRA CREDIT 3
- EXTRA CREDIT 4
MODULE 4 – Weeks 13-16

- The Ancient Minoans Aegean Empire
- Ancient Greeks: Golden Age of Civilization
- Roman Art History
- Read Chapter 14
- Q14
- Art of Eternity - Painting Paradise
- Read Chapter 15
- Q15
- Test 5
- Northern Renaissance
- History of the Renaissance
- Read Chapter 16
- Q16
- Baroque - Overview
- Read Chapter 17
- Q17
- Test 6
- A HISTORY OF MODERN ART
- Read Chapter 21
- Q21
- Read Chapter 22
- Q22
- NOVA - Documentary on New Art and the Young Artists behind it
- Read Chapter 23
- Q23

FINAL EXAM – Week 16

  o Complete Test 7, covering Chapters 21 and 22.

Class Schedule, subject to change-
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 C Rubrics for required SLOs
CRITICAL THINKING SKILLS VALUE RUBRIC.

ARTS 1301
Art Appreciation Class
North Lake College

Museum Critical Review Assignment and Worksheet

I hope you are inspired by your visit!

This assignment is designed to meet both Critical Thinking and Social Responsibility Student Learning Objectives.

MUSEUM VISIT GUIDELINES
1. Remember that all art is precious, so stay 12 inches away from the art, walls and art cases, please.

2. Please remember to not use a flash with your cameras. Ask before taking a photo, and refrain from CELL PHONE usage during your visits unless you are participating in the media information app at the museums.

There are 2 parts to your Museum Critical Review assignment to be completed after visiting one or more of the following museums if you are in the Dallas Fort Worth area*:

- Dallas Museum of Art www.dma.org
- Meadows Museum of Art
- 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. MUSEUM ESSAY: Favorite Artwork-- 100 Points**

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

- **Step 1:** Locate a favorite piece anywhere inside or outside of the museum. Collect the information to complete the critical review later.

Step 2: take notes about the work of art you select.
- The date, museum and period of the work will be cited as a source material

Step 3: write the essay

minimum of 300 words, typed double-spaced 12-point font.

Follow this outline

**Paragraph 1: DESCRIBE THE ARTWORK**
30% of points earned for assignment

- Include the name of the artwork being discussed, the artist's name, the date, and size if listed. Include the name of the museum.
- Write your first impression. What do you think the artist is trying to accomplish?
- Write a visual description of the artwork. Use the vocabulary of art and the principles of design.
- 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.

**Paragraph 2: Analyze the art object**
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.
- Conduct research if applicable. The innovation and expression of ideas of the artist should be better understood through this research.

**Paragraph 3: Interpret the work of art**
30% of points earned for assignment

- What emotional feeling is present?
- What do you think the artist tried to accomplish or communicate?
- Summarize your reaction to this art object.
Part 2: TOUR OF MUSEUM—MUSEUM WORKSHEET, 120 points

NEW ACGM guidelines 2015:

Step 1
- Select 3 works of art in this museum.
- 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.
- 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.

Step 2
- Complete the worksheet below.

Step 3
- Write one paragraph for each work of art.
- What is the cultural, historical, and chronological contexts?
- Compare one piece you have selected from an early period to another piece you have selected from the 15th century to the present.
Worksheet

Parts 1 & 2

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

Part 3

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

1. **Line:** Lines can show outline, imply a third dimension, show direction or movement.

2. **Shape and Mass:** Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.

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?

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.
TEAM GALLERY REVIEW – 120 points total
COMMUNICATION SKILLS AND TEAMWORK VALUE RUBRIC
meets Student Learning Outcomes required by the ACGM 2015 on Critical Thinking and Teamwork

Step 1: Select your team.
   • In ecampus, you will sign up to be on a team of 3 or more students.

Step 2: Contact your team via email.
   • Introduce yourself.
   • Try to arrange a meeting to go to a gallery. It can be North Lake or any commercial gallery.
   • If you cannot arrange to meet, discuss how you will share your work. On your team site, you can share your work with your colleagues – or – you may elect to send to each other via email.

Step 3: Complete your individual presentation.
   • Create a Powerpoint slideshow for the artwork you select.
   • Your slide show will have 3 slides. See below for the description of each slide.

Step 4: Upload or share your file with your team members.
Step 5: Select an artwork from ONE of your team members.
Step 6: Create an additional slide.
Step 7: Compare the work you selected with the work the team member selected.
   • Compare the two works of art.
   • How are these works the same? How are they different?
   • Compare one or more of the visual elements and one or more of the principles of design.
   • What do you think the artist your team member selected is trying to accomplish?
Slide 1
Description 30 % of points earned
- Photo (if available)
- Include the gallery, the name of the artist, the name of the artwork, the date your went to the gallery, and if available, the size of the artwork.
- Describe what you see using the vocabulary of art – select one or more of the visual elements and principles of design.

Slide 2
Analysis 40 % of points earned
- Describe your first impression.
- What do you think the artist is trying to accomplish?
- Support your first impression by describing the visual elements that demonstrate your idea.

Interpretation of the art object you selected and comparison with art selected by team member 30% earned

Slide 3
- Consider these questions.
  - Does it have a narrative or discuss social issues?
  - What emotional feeling is present?
  - Summarize your reaction to this art object. Has it changed after your analysis?

Slide 4
- Photo (if available) of your work of art and the artwork you selected from your team member’s presentation.

Slide 5
- Comparison of two works of art (your own and the one your team member chose)
### Look for these VISUAL ELEMENTS:

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

1. **Line:** Lines can show outline, imply a third dimension, show direction or movement.
2. **Shape and Mass:** Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.
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?
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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.