

Art Appreciation Syllabus

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Office Hours: 1pm to 6pm Wednesday through Saturdays

Communication

Your Blackboard and email is the official means of communication for Dr. Roncone and you are therefore reminded that you should read your emails and check the Blackboard at least every 48 hours. The BLACKBOARD is the major platform by which all papers and exams are delivered in the virtual learning environment for those students who take instruction through the distance learning program. Students should therefore familiarize themselves with this facility and log-on to this site daily during the teaching semester.

Guidelines on the grading of student's work

It is important to emphasize that these are guidelines, not rules, and are intended to assist students and staff, not to bind them to bureaucracy. It should also be noted that assigned marks may be reviewed under certain conditions, for example if the student requests a second marker mediation. **Please note that if you request a second examiner for any paper during the semester, and the second examiner lowers the grade then your initial grade will change to reflect this.** This measure is set in place to ensure the mark you receive is a rational and fair reflection of the standard of your work.

Marking: marks are assigned on a scale that runs from 0-20

16.5-20.0 (First Class Pass Standards)

Work in this category would be clearly distinguished. It would:

- Demonstrate independence of thought, insight, and/or critical thinking
- Show an excellent understanding of the topic
- Show evidence of wide reading and research
- Include highly relevant ideas
- Answer the question clearly and fully
- Be well-structured, and cogent and sophisticated in its argument
- Use highly relevant and detailed examples/illustrations (written and/or visual)
- Contain appropriate use of notation and bibliography and be of exemplary presentation
- Demonstrate an excellent command of English

13.5-16.4 (The pass standard expected for an Upper Second standards)

Work in this category would be of very good quality, and would:

- Demonstrate a satisfactory to very good understanding of the topic
- Show frequent evidence of relevant reading and research
- Include relevant ideas
- Answer the question fully, with only occasional or minor failures of comprehension or knowledge
- Structure the arguments competently, with only occasional or minor failures of argument
- Use relevant examples/illustrations (written and/or visual)
- Contain appropriate use of notation and bibliography
- Show evidence of reading of relevant texts
- Include some relevant ideas
- Show a competent to limited ability to argue logically or organize answers/essays coherently
- Contain limited choice or use of examples
- Use examples/illustrations (written and or visual)

7.5-10.4 (The pass standard expected for a Third Class)

Work in this category would show:

- Show some understanding of the topic
- Show evidence of reading
- Include basic relevant ideas
- Attempt to answer the question
- A rudimentary comprehension of the topic
- A very heavy dependency on secondary literature, and/or over-use of quotes
- Haphazard or weak structure and organization of the argument
- Little relevant use of examples
- Consistently poor literacy or significant numbers of poor literacy, mistakes in grammar, spelling, punctuation and syntax
- Inadequate presentation

7-7.4 (Of a Pass Standard that receives credit)

Work in this category would:

- Demonstrate a rudimentary understanding of the topic
- Show evidence of reading from secondary sources
- Few relevant ideas
- Fail to answer the question properly
- Structure the argument badly
- Fail to use relevant examples
- Demonstrate undue dependence upon secondary sources

0-6.99 (fail grade, a mark not worthy of credit)

Work in this category would:

- Show little or no understanding of the topic
- Show very little evidence of reading and research

- Include very few relevant ideas
- Fail to answer the question or answer a different question
- Fail to structure the argument
- Fail to use relevant examples
- Be unduly dependent on secondary sources without acknowledgement (This can include academic misconduct)
- A fail mark will be awarded to scripts that are left blank

Art Appreciation: Art, Culture and Politics from 1900 to Now

Planned Timetable: 2pm Tuesday, Wednesday and Thursday

This College Level Credit Course will offer a survey of some of the most compelling episodes in 20th and 21st C art, including Cubism, Abstract Expressionism, Post-Modernism and Contemporary. International in focus, lectures will address how artists, architects, photographers and designers have responded to the increasingly industrialized and fast-paced nature of the modern experience. Students will also explore how the century's major political and social upheavals led to a constant re-evaluation of what might be expected of art. Each week will be devoted to a specific theme, such as 'the metropolis' Post-War crisis' or 'myths of modernism,' for example.

Learning and Teaching methods and Delivery: Lectures and tutorials

Assessments: Written examinations 50% (end of Semester examination); classwork 50% I Slide Exam (25%), 1 class essay (25%)

Lecturer/Teacher: Dr. Natalie Maria Roncone

List of Class Texts for course: *The Story of Art*: E.H. Gombrich, 1995, paperback

Supplemented texts will be supplied by class teacher in the form of handouts.

Presentation and Submission of Work

Essays should be presented word-processed and double-spaced and include generous margins to allow space for written comments. Always ensure that you leave sufficient time to proof-read your essay before submitting it.

It is your responsibility to ensure your essay is handed in on time. You are also expected to submit your best effort.

Word length is to be recognized and strictly adhered to as a crucial element in the grading of all work. Students who fail to adhere to the word length will be subject to the following penalties: from 5.1% - 10% above/below the given word-length, a penalty of 1 mark; above/below 10%, a penalty of 5 marks. These lengths do not include bibliography, but do include footnotes. Students must respect these word-lengths and must, of necessity, include an accurate statement of word length on the first page of the essay.

Note that a grade of 1 will be awarded to work submitted more than 10 days late unless prior arrangements or notifications have been agreed.

Art Appreciation: Art, Culture and Politics from 1900 to Now

Planned timetable: Tuesday 2pm, Wednesday 2pm and Thursday 2pm

This College Level Credit Course will offer a survey of some of the most compelling episodes in 20th C and Contemporary art, including Cubism, Abstract Expressionism, Post-Modernism and Contemporary Art. International in focus, lectures will address how artists, architects, photographers and designers have responded to the increasingly industrialized and fast-paced nature of the modern experience. Students will also explore how the century's major political and social upheavals led to a constant re-evaluation of what might be expected of art. Each week will be devoted to a specific theme, such as the 'metropolis' 'Post-war crisis' or 'myths of modernism' for example.

Learning and Teaching methods and Delivery: Lectures and tutorials.

Assessments: Written examinations 50% (end of semester examination); classwork 50%, one Slide Exam (25%), one class essay (25%)

Lecturer/Teacher: Dr. Natalie Maria Roncone

List of class texts for course: *The Story of Art: E. H. Gombrich*, 1995, paperback

Supplemented/weekly texts will be supplied by the teacher in the form of handouts.

Art Appreciation class essay

Please remember to write your surname, name and question on each page. Books and the use of a Dictionary are allowed.

1. Analyze and interpret three representations of the female nude produced during this period. You may choose your examples from painting and/or sculpture.
2. Discuss the ways in which ideas of speed and movement were conveyed in three paintings and/or sculptures of this period.
3. Examine three works of art and demonstrate how each is associated with Expressionism and/or Dada.
4. Examine three paintings and demonstrate how each is associated with either Abstract Expressionism or Pop Art.
5. How are character and identity suggested in three portraits produced during this period? You may select your examples from any media.
6. Analyze and interpret three examples of performance art and/or video art.
7. Analyze the idea of abstraction in the work of the New York School.
8. Discuss the idea of Consumerism in the work of Andy Warhol.
9. Compare and contrast the critical theories of Harold Rosenberg and Clement Greenberg between Formalism and Action Painting, using works by the Abstract Expressionist painters to support your argument.
10. Analyze the use of computer media in the work of David Hockney.