

FA 1315: FINE ARTS APPRECIATION (ART CONCENTRATION)

10–10.50am, Monday, Wednesday, and Friday | Aug–Dec, 2016 | Room MAB 302, Sul Ross State University
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Office Hours: MW 8.25-9.55am TR 8.25-9.25am, and by appointment

COURSE INTRODUCTION

The survey course introduces students to selected fine arts areas. The course is taught in three blocks by three professors, one each for music, art, and theater. A specialist in each area will present information of a practical and historical nature, emphasizing aesthetic values and cultural contexts of various works of art.

Additionally, students will gain an appreciation and understanding of the fine arts. Students will learn a basic overview of the history, styles, and movements of the visual and performing arts, as well as methods, practices, and vocabulary for critiquing, evaluating, and interpreting the fine arts.

CORE SKILL OBJECTIVES

1. Teamwork
2. Communication
3. Critical Thinking
4. Social responsibility
5. Personal responsibility

MATERIALS AND TEXT

There is no required text for this course. Reading materials will be handed out in class or online. A flash-drive (minimum capacity of 8G) is required to store the class PowerPoints, and can be picked up at the SRSU library or bookstore.

ART GRADING (OUT OF 200 POINTS)

Attendance/Discussion	40 <i>points</i>
Social Responsibility project	30 <i>points</i>
Quizzes	70 <i>points</i>
Essay	30 <i>points</i>
Movie Response	30 <i>points</i>

RULES AND EXPECTATIONS

Attendance is mandatory and will be taken during each class. For the purpose of grading, a tardy will be counted as one-third of an absence. Students are expected to attend the entire class time unless they have made prior arrangements with the instructor. Students who leave early or get up and leave class for any other reason will be counted as absent for that day. In the case of medical problems or serious personal conflicts, excused absences will be granted, but only with prior approval or documentation.

Documentation must be provided in the form of a note from a doctor or a medical professional, on in the case of a personal emergency, a letter from counseling services. It is the student's responsibility to contact the instructor to let him/her know if the student cannot attend class and to make prior arrangements for excused absences.

Student athletes must inform the professor prior to absences related to athletic department activities via a SIGNED REQUEST/ABSENCE FORM from their coach. Additionally, student athletes must schedule with the professor when the work they miss is due.

Non-sports related university-sanctioned activities that require your absence from the class must be accompanied by official and appropriate documentation to be excused.

Attendance is mandatory and will be taken during each class. Nine absences result in you being dropped from the course with a grade of “F” as per university policy. Upon the 4th unexcused absence you will be dropped one letter grade. Upon the 6th unexcused absence you will be dropped another letter grade. And upon the 8th unexcused absence you will be dropped yet another letter grade. If you accumulate more than five (5) unexcused absences of any one block, you will automatically fail that block. This means that 30% of your overall grade in the course would be an “F.”

No social-networking websites. No instant-messaging. No checking personal emails. Headphones and earbuds are allowable ONLY when you are working, but not when the professor or a fellow student is speaking. **Doing any of these, or anything I consider disruptive to the class, will drastically drop your attendance and participation grade. You may be also asked to leave the class and will be marked absent for that day.**

Do not use cellphones in class. If I see you using a cellphone, the entire class will receive a pop quiz. You will receive zero for your quiz, as will the person to your left and right.

Late work will not be accepted.

Plagiarizing, cheating, or any other dishonest behavior in the classroom will not be tolerated. Rules and regulations regarding plagiarism, dishonesty, and other issues concerning classroom participation can be found in University Rules and Regulations and Student Handbook. This course will abide by these established policies. A student found to be engaging in these activities will be penalized to the full extent of Sul Ross State University policy.

EMAIL

You are expected to check your email account EVERY day. This is the account that is registered at Blackboard, and is usually your Sul Ross email account.

RESPONSES AND ESSAYS

The student’s ability to organize and compose their thoughts and ideas, and share them with others through a written record for posterity, is a crucial skill to have, both in the arts and in other avenues in life. Papers should exhibit concise reasoning, good organization, and proper formatting. Bibliographies are required, as well as proper style and formatting.

The course uses MLA Style for scholarly writing, and only this form will be accepted. Footnotes and bibliographies may not be required but if you do use outside materials you must use footnotes and you MUST observe proper stylistic and formatting rules.

Use of the vast majority of sources from the internet will not be allowed, including Wikipedia and some Google references. While the Internet is a good source of basic information, it is not always reliable. It is most useful as a research tool to help you find solid sources, not as a source itself. Internet sources are acceptable only with permission from the professor and on a case-by-case basis.

Rough drafts will not be accepted as final submissions.

LATE WORK AND MAKE-UP WORK

Late work will not be accepted. The only exceptions include a medical or personal emergency, in which case the student must arrange with the professor when late assignments are due.

In the event of a medical or personal emergency, the student must contact the professor before an assignment's due date or within 24 hours of the emergency and provide the appropriate documentation. What constitutes appropriate documentation is at the discretion of the professor and the university. Students will not be granted extensions for final exams/papers.

ADA NEEDS

It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If a student would like to request such accommodations because of a physical, mental, or learning disability, please contact the ADA Coordinator in Ferguson Hall, room 112 or call (432) 837-8691. Please relate all requests for special accommodations to the instructor by the third class period.

SLOs

1. Students will become aware of the vocabulary utilized to discuss and describe the fine arts.
2. Students will be introduced to the elements, principals, theories, and styles of music, art, and theater.
3. Students will be introduced to the tools and techniques of the fine arts.
4. Students will gain an ability to critically engage the fine arts, developing critical thinking skills through the examination of individual works in the fine arts and periods in the fine arts.

Please note that this syllabus is subject to change.

COURSE SCHEDULE

WEEK SIX

- Sept 26 (M): Presentation: *Functions of Art*
- Sept 28 (W): Presentation: *Elements of Design in Art*
Quiz #01
- Sept 30 (F): Presentation: *Prehistoric Art*

WEEK SEVEN

- Oct 3 (M): Essay Introduction
Documentary: *Cave of Forgotten Dreams*
- Oct 5 (W): Documentary: *Cave of Forgotten Dreams*
- Oct 7 (F): Presentation: *Ancient Art*

WEEK EIGHT

- Oct 10 (M): Presentation: *Greeks and Romans*
Quiz #02
- Oct 12 (W): Presentation: *Middle Ages to the 17th Century*
- Oct 14 (F): **Choose a social issue you would like to address in a piece of art (series of photographs, drawing, sculpture, etc.)**
Presentation: *18th – 19th Century*
Quiz #03

WEEK NINE

- Oct 17 (M): **Essay due today no later than 9.59am**
Presentation: *18th – 19th Century (part II)*
- Oct 19 (W): Presentation: *Modern and Contemporary*
Quiz #04
- Oct 21 (F): **Social Responsibility art projects due today**
Documentary: *Wasteland*

WEEK TEN

- Oct 24 (M): Documentary: *Wasteland*
- Oct 26 (W): Class discussion on *Wasteland*

Music and Fine Arts Block
RAP SONG AND ARTWORK RUBRIC

Presentation – How well do you communicate your ideas to your audience? Did you clearly explain what you were trying to achieve, and why you focused on the areas you explored? – 10 pts	
Effort – Does your song or artwork have enough work put into it? Does it feel rushed, or did you take enough time to create a strong piece of work? – 20 pts	
Aesthetics – Is your song lyrically interesting or lazy? Does your artwork appear sloppy or carefully made? – 10 pts	
Social Responsibility – Did your song or artwork cover the topic of social responsibility? – 10 pts	
TOTAL: Out of 50 pts	

ESSAY

Find a work of art that moves, inspires, moves, and or intrigues you. Choose carefully because you will be writing a paper on it.

- The work can be from any style or from any time period.
- Your choice of media: photography, painting, drawing, printmaking, sculpture, or ceramic.
- The work must have been critically studied and written about (a post on a blog does not count. An article in an art journal or art history book does count).
- Email your choice of artwork to the professor within **48-hours** of receiving the assignment. You do not need to attach the image but must include a link to the image, as well as the artist's name, date of creation, and the media (e.g. metal sculpture).

Suggested artists:

Claude Monet	French painter	1840-1926
Ansel Adams	American photographer	1902-1984
M.C. Escher	Dutch painter	1898-1972
Rembrandt	Dutch painter	1779-1860
Pierre-Auguste Renoir	French painter	1841-1919
Jacob Lawrence	American painter	1917-
Leonardo DaVinci	Italian painter	1452-1519
Salvador Dali	Spanish painter, sculptor	1904-1989
Pablo Picasso	Spanish painter	1881-1973
Vincent Van Gogh	Dutch painter	1853-1890
Andy Warhol	American designer, painter	1928-1987
Diego Rivera	Mexican muralist painter	1886-1957
Jackson Pollock	American painter	1912-1956
Henri Matisse	French painter	1869-1954
Georgia O'Keeffe	American painter	1887-1986
Roy Lichtenstein	Native American Painter	1923-1997
Edgar Degas	French painter	1834-1917
Joan Miro	Spanish Painter	1893-1983
Edvard Munch	Norwegian painter	1863-1944
Mary Cassatt	American painter	1844-1926
Edward Hopper	American painter	1882-1967
Paul Klee	Swiss-born painter	1879-1940
Marc Chagall	Russian-born painter	1887-1985
Rene Magritte	Belgium painter	1898-1967
Edouard Manet	French painter	1832-1883

Paul Cezanne	French painter	1839-1906
Paul Gauguin	French painter	1848-1903
Henri de Toulouse Lautrec	French painter	1864-1901
Andrew Wyeth	American Painter	1917-
Romare Bearden	American Painter	1914-1983
Alexander Calder	American painter	1898-1976
David Hockney	British painter	1937-
Keith Haring	American painter	1959-1990
Jasper Johns	American painter	1930-
Fernando Botero	Colombian painter	1932-
Piet Mondrian	Dutch painter	1872-1944
Robert Bateman	Canadian painter	1930-
Maxfield Parrish	American painter	1877-1966
Sandro Botticelli	Italian painter	1445-1510
Wassily Kandinsky	Russian painter	1866-1944
John Singer Sargent	American Painter	1856-1925
Mark Rothko	American painter	1903-1970
Amadeo Modigliani	Italian painter	1884-1920

ESSAY DETAILS AND STRUCTURE

- Your essay needs to have a word count of 300-500 words. (Microsoft Word gives you a running word total at the bottom left of the screen).
- BREAKDOWN:
 - Describe the painting. What do you see? What is the main area of focus? What is interesting to you? – **15%**
 - Does the composition lead your eye a particular way? – **5%**
 - Talk about the elements of art and principles of design (e.g. use of colors, textures, balance, etc.) – **20%**
 - Is the meaning obvious? Does each element of the artwork have a meaning (for example, an artwork may have a *memento mori* that symbolizes mortality)? This is where critical art essays and art history books are essential. – **40%**
 - How important is this artwork compared to everything else the artist created? Why? – **10%**
 - How important is this artwork in relation to the history of art? Was it a turning point for perspective, style, form of expression? – **10%**
- Submit your essay by 10am, the date listed in the syllabus. Use the following format to save your essay: LASTNAME-FIRSTNAME-ESSAY.DOCX
- Late work will NOT be accepted, and earn you 0%.

SOCIAL RESPONSIBILITY ARTWORK

You are to create an artwork that explores a Socially Responsible theme. For instance, pollution, climate change, equal pay, equal rights, voting rights, etc.

Submit your final work as a series of JPEGs. For example, if you created a sculpture then photograph the sculpture from multiple angles. If you took a series of photographs then email them to me. If a made a drawing or painting then scan or photograph them under good light. All work must be emailed to adumitrescu@sulross.edu no later than the deadline listed in the syllabus calendar.

FUNCTIONS OF ART

Overall art's main function is to communicate...

1. Art for the design of functional objects. Think **tools**.
2. Art to tell stories and illustrate.
3. Art to inspire faith or enrich worship. Controls space. **Religious**.
4. Art to honor and glorify. Gods and Nobility.
5. Art for magical power. Identifies the unknown i.e. Gods/Demons. Defines fantasy.
6. Art to record history, to depict the passage of time passage of time, or heritage.
7. Art for decoration and ornamentation. Controlling or defining environment.
8. Art for adornment to indicate social rank. Nobility, a testament to rank.
9. Art to define and show beauty. Example of perfection. Glorification.
10. Art to express and explore personal feelings and ideas.
11. Art to define and reflect the current times and culture. Mirrors everyday life.
12. Art as propaganda to sell ideas, feelings, objects.
13. Art to give insight and a new angle on reality.
14. Art to redefine art.

Film Study Worksheet for Cave of Forgotten Dreams

- Read the questions before you watch the documentary. Space below is provided to make NOTES. Write up your answers in full before submitting your responses.
- Submit the answers to the questions below in paragraph form. Be sure to include the question before adding your own response.
- You should have a **minimum** of 700 words.
- Email your document to the professor using the following format: LASTNAME-FIRSTNAME-CAVE.docx

1. State the title of the film and the year it was released. Then briefly describe what the film is about.

Notes: _____

2. Identify the people, places, events, or aspects of people, society, or nature that are the focus of this film. Describe and clarify the significance of each.

Notes: _____

3. List four facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.

Notes: _____

4. Nonfiction can enrich viewers in several important ways. Describe an aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.

Notes: _____

Elements of Art

The elements of art are the building blocks used by artists to create a work of art.



Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.



Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.



Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.



Color is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the *color wheel* (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.



Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.



Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.



Pattern is the repeating of an object or symbol all over the work of art.



Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.



Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

Film Study Worksheet for Cave of Forgotten Dreams

- Read the questions before you watch the documentary. Space below is provided to make NOTES. Write up your answers in full before submitting your responses.
- Submit the answers to the questions below in paragraph form. Be sure to include the question before adding your own response.
- You should have a **minimum** of 700 words.
- Email your document to the professor using the following format: LASTNAME-FIRSTNAME-CAVE.docx

1. State the title of the film and the year it was released. Then briefly describe what the film is about.

Notes: _____

2. Identify the people, places, events, or aspects of people, society, or nature that are the focus of this film. Describe and clarify the significance of each.

Notes: _____

3. List six facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.

Notes: _____

4. Nonfiction can enrich viewers in several important ways. Describe an aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.

Notes: _____

5. Was there anything that you saw or heard in the film that was unconvincing or which seemed out of place?

Notes: _____

6. What particularly appealed to you in the cinematic presentation of the film, such as the way in which particular scenes, images, or sounds were presented?

Notes: _____

7. If the filmmakers were to ask you how the film could be improved, what would you tell them? Describe the changes you would suggest in detail and the reasons for your suggestions.

Notes: _____

8. If someone asked you whether you would recommend this film, how would you respond? Fully explain your reasons.

Notes: _____

Additional notes:
