**ART 102: Understanding Art**

Winter 2014

Tuesday|Thursday 11:30-12:50

NSH 106

Kathryn Cellerini Moore

Office Hours: T 1:00p, or by appointment

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**Required Text**: Preble’s Artforms, 10th ed, by Patrick Frank.

**Required Supplies**: Textbook (bring to class), note-taking implements, ruled paper (no perforations) and pencils/pens adequate for QOD.

**Catalog Description**

This course surveys the basic elements of visual form. Traditional and contemporary visual arts from around the world are examined in ways designed to provide a framework for meaningful responses to form and content.

Students will examine principal concerns of art and artists through the study of visual art and aesthetics. This course is designed to provide students with opportunities to view, enjoy, reflect and communicate their ideas about visual art. The student will be exposed to art historical and contemporary art practices to illustrate how culture and environment contextualize art pieces.

**Course Format**

Most classes are formatted for lecture and interactive discussion, supplemented with audio- visual images, video, and visiting artist presentations. At the end of each class students will be asked to answer a set of questions. The answers to these questions will have been offered during that day’s lecture. The QOD (question of the Day) is due before you leave, serves as attendance, and gives the instructor an idea as the whether the class comprehended the material presented.

Students are highly encouraged to participate in discussions and must be prepared ask thoughtful questions! Students are responsible for all class information and the majority of the text information. Lectures, class materials, and readings will supplement each other, not replace each other.

In addition to daily written response assignments, students are required to attend all visiting artist lectures (which are scheduled during our regular class meeting time). You may also choose to visit up to 4 galleries, museums, and arts|culture events in order to successfully complete 4 gallery response for extra credit. Take your families! See course schedule for due dates.

**Student Goals for Success**

Students are encouraged to develop knowledge, appreciation, and understanding of works of art as visual records of the time and culture from which they are produced and as tangible evidence of creative spirit. Upon successful completion of the course, the student will:

* Respond orally and in-writing to works of art.
* Demonstrate knowledge of the language of art.
* Describe works of art in terms of form, content, concept, and purpose.
* Interpret works of art in relation to the society who produced them.
* Describe artistic processes and media.
* Articulate similarities and differences between works, periods, and movements.

**Course Policies**

All persons benefit from a proper learning environment. Any distracting behavior will not be tolerated. Students should please:

* **Arrive on time, be present, and ready to learn.**
* **Keep side conversations to a minimum and in low volume.**
* **Keep cell phones and audio devices on silent and put away. No No No texting during class.**
* **Leave the classroom to take phone calls or to receive emergency| important messages.**
* **Be considerate when eating or drinking beverages during class.**
* **Be open to new approaches and ideas.**
* **Turn in hand-written, QOD responses before you leave class; turn in typed art-review assignments on time.**
* **Expect to take exams at scheduled times. If you miss an exam you will receive a “0” for that exam.**

**Course Schedule (Tentative)**

Use this as a guide for reading the text and preparing for in-class writing assignments. Students can expect to read a few hours each week outside of class for a more complete comprehension of the material.

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| --- | --- | --- | --- | --- |
|  | Tuesday | Thursday | Reading | Notes |
| Week 1 | Syllabus; What is Art? | Visual Communication | Ch 1, 2 |  |
| Week 2 | Visual Communication | How Art is Built | Ch 2, 3 |  |
| Week 3 | Drawing | Printmaking  | Ch 4, 6 |  |
| Week 4 | Visiting Artist: Jose Ojeda | Painting | Ch 5, 326-353 | VAR TR EOC |
| Week 5 | Painting|Review | Midterm Exam |  |  |
| Week 6 | Photography | Visiting Gallerists:Duplex Collective | Ch 7, Ch 13 |  |
| Week 7 | Film, Cinema, Oh My! | Modernity & Post Modernity | Ch 8, pgs 367-9,386, 324-338; Chs 23 & pgs 395-416 | VAR TU EOC |
| Week 8 | Sculpture | Sculpture | Ch 10, 11, 12, pgs 214-232 |  |
| Week 9 | Performance, Activism, Public Art | Visiting Artist: Arianna Warner | Pgs 418-420, 424, 440-451, and handouts | Extra Credit Due TR EOC |
| Week 10 | Movie: Ai Weiwei | Flex Day |  | VAR and Movie ResponseTR EOC |
| Week 11 | Curator’s Rationale Paper DueAt 4:00 pm on March 18. |  |  |  |

MIDTERM FORMAT: Short Answer, True False, Compare/Contrast Images and Artworks from Book and daily powerpoint presentations.

FINAL FORMAT: Curator’s Rationale Paper. MLA format with Citations. Email to Kathryn @

cellerk@linnbenton.edu

EXTRA CREDIT: 4 Gallery Responses will be accepted at 10 points each, for a total of

 40 points.

**Final Grade Evaluation**

Attendance|QOD: 20%

Midterm Exam: 25%

Final Paper|Presentations: 25%

Visiting Artist Lecture Responses

Movie Response: 30%

\*\*\*Under normal circumstances there will not be incomplete grades given in this class. \*\*

**Statement on Special Needs:** If you feel you may need accommodation for any time of disability, pleasenotify the instructor and to seek assistance with the Office of Disabilities Services located in RCH 105 at LBCC’s Main Campus. The phone number is: 541.917.4690.

**Diversity Statement:** We are in a college community enriched by our diversity of students and staff. Each individual and group has the potential to contribute to our learning environment.

**Discrimination|Harassment Policy:** ALL STUDENTS AND STAFF DESERVE EQUAL RESPECT FROM EVERYONE. Discrimination, harassment, etc. of any sort will not be tolerated and any such incident will be reported to the proper officials. If you feel you have been discriminated against in any interaction at Linn-Benton Community College or have been harassed by another person while at LBCC please contact us immediately based upon the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Situation | Contact Person | Phone | Email |
| Student complaint about another student | Lynne Cox | 541.917.4806 | coxly@linnbenton.edu |
| Student complaint about LBCC Staff Member | Marsha Edwards | 541.917.4425 | edwardm@linnbenton.edu |
| LBCC Staff member complaint about another staff or student | Marsha Edwards | 541.917.4425 | edwardm@linnbenton.edu |

**GALLERY VISIT and RESPONSE FORMATTING**

**Typed, 1” margins, 12 pt Ariel or Calibri font, Regular spacing,**

**FULL NAME**

**ART 102, 8am or 11:30a, Winter 2014**

**Gallery Response # \_\_\_**

**DATE**

**EMBED IMAGE of the artwork (if possible)**

**Date and TIME you viewed the work**

**Include copy or original admission stub or gallery paraphernalia.**

 Your first paragraph should introduce the work of art by addressing the following: What is it and what does it look like? Where is the work of art? When was it made? What is the medium? Who is the artist? In what period and civilization was the work created (LOOK AT THE ACCOMPANYING WALL TAG)?

Your second paragraph should address concerns and questions. For example, why are you drawn to this piece? What significance does the piece play in society? What is the artist trying to communicate? What is the form and content? How does the work compare or differ from art pieces you’ve seen in class? READ THE ARTIST STATEMENT TO HELP ANSWER THESE QUESTIONS. READ ABOUT THE EXHIBITION. ASK THE GALLERY DOCENTS QUESTIONS.

In your third paragraph, summarize your findings, thoughts, and impressions on the work. How has the artwork you’ve reviewed shifted your thinking about art making processes, media, or content? If you pose questions for the artist, try to answer them yourself. Critical thinking!!

Proper Formatting of artwork for wall tags or digital images:

 Andy Warhol

 *Elvis 665*

1979

 Collage on archival paper

In a paper, the title of the artwork is always italicized. For example:

Andy Borfhale grew up in Pennsylvania and within a few decades was a pioneering artist in the pop art movement. His most famous works include the *Green Campbell Soup* series, *Elvis 6659*, and *Marilynnn*.

VISITING ARTIST AND SCHOLAR ASSIGNMENTS

Visitors will present their work and research to you during our regularly scheduled class times.

Readiness and Protocol:

A day or two before the visit

Seek the artist’s professional website. Look at images, read essays, and write

down 4 questions to ask our guest during their visit.

Day of presentation

Be punctual and professional. Take notes, listen carefully. At the end of the presentation be prepared to ask questions and discuss the content and context of their research.

Due at the beginning of the following class

All notes, questions, and your typed, 1 page personal response to the artist’s work.

Paperclip notes and typed response together, please.