Art Appreciation 1301

Fifth Edition 2018
Pachelbel Rant – Comedy

http://www.youtube.com/watch?v=JdxkVQy7QLM (5:15)

Rives: “If I controlled the internet” - Poem

http://www.ted.com/talks/rives_controls_the_internet.html (4:04)

Rives: “The 4 am Mystery” - poem

http://www.ted.com/talks/rives_on_4_a_m.html (9:09)

TED - Spinning Beach Balls of Death - Art performance/Installation

http://www.youtube.com/watch?v=W_6SfMZxoLc (3:35)

Lindsey Stirling: Shadows – Violin video

http://www.youtube.com/watch?v=JGCsyshUU-A (3:55)

Paperman – Love story animation


The Employee – animation

http://www.shortoftheweek.com/2011/12/06/the-employment/ (7:08)

OK Go

Rube Goldberg http://www.youtube.com/watch?v=qybUFnY7Y8w (3:54)

Car music http://www.youtube.com/watch?v=MejbOFk7H6c (3:54)

Parade http://www.youtube.com/watch?v=UJKythlXAIY (3:57)

http://www.youtube.com/watch?v=VpZmIIIxUz0 (1:31)

The lamp video - ikea

http://www.sterntag.com/?cat=22 (1:01)
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Collin College Division of Fine Arts
Sample Syllabus

COURSE SYLLABUS

Course Information

Course Number: ARTS 1301

Course Title: Art Appreciation

Course Description: Introduction to the visual arts, emphasizing the understanding and appreciation of art. Reviews two- and three-dimensional art forms, methods, and media; examines the visual elements and principles of design; and briefly surveys art styles from the prehistoric to the 21st century.

Credit Hours: 3
Lecture Hours: 3

Placement Assessment: Placement in READ 0310

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

1. Use effective oral, written or visual means to communicate an informed personal reaction to creative aesthetic processes or works of visual art and/or artists. (Communication Skills)
2. Demonstrate critical thinking by correlating a creative aesthetic process or style or visual work of art with an artist, school, region, historical period or culture. (Critical Thinking)
3. Recognize essential terminology and concepts relevant to the creation of visual art works of a stylistic period or culture, or media and process. (Communication Skills)
4. Synthesize different points of view while working effectively as part of a team. (Teamwork)
5. Show social responsibility through intercultural study and discovery of regional, national and/or global artistic traditions in the visual arts and creative aesthetic processes. (Social Responsibility)
6. Show individual responsibility through participation and/or attendance of visual art events, exhibitions, forums, lectures, group/club meetings, or other personal research, readings and investigations related to the visual arts. (Person Responsibility)

Withdrawal Policy: See the current Collin Registration Guide for last day to withdraw.

Collin College Academic Policies: See the current Collin Student Handbook

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.
Instructor's Name: Scott Trent  
Office Number: L255  
Office Hours: By appointment  
Phone Number: 214-202-7325 cell  
Email: strent@collin.edu (all official school correspondence), scott@inxlab.com  

Class Information:  
Section Number: P03, P04, P05, S10, 2P1 (Mon – Thrs., 1-3 pm.)  
Meeting Times: 8:00 - 9:15 am, 10 – 11:15 am, 11:30 – 12:45 pm, 2:30 – 3:45 pm, Tue/Thrs.  
Meeting Location: PRC L248, A264  

Minimum Technology Requirement:  
Basic computer skills, including the ability to use MS Word, PowerPoint, some type of graphic application, such as Adobe Photoshop, and create a pdf file.  

Minimum Student Skills:  
Ability to follow directions, articulate ideas, and work within groups. Since a service learning project will be involved with the class curriculum, a professional appearance and demeanor will be expected when interacting with community partners.  

Netiquette Expectations:  
All electronic communication is expected to be professional, courteous and appropriate for classroom discussion. Sign all email correspondences and files submitted via email must have the student’s name in the title. If uncertain whether the instructor will have the appropriate application to view the file, convert all submitted documents to a pdf format.  

Course Resources: None  

Supplies: None  

Text book: *Gateways to Art: Understanding the Visual Arts*, DeWitte, Larmann, & Shields is the suggested book by the Fine Arts Department. In this class, the text book is not required. The art appreciation work book is required. (Details provided the first day of class.)  

Attendance Policy:  
Attendance is expected. Attendance is essential for success in this class. A class presentation quiz grade requires students to be present and complete a questionnaire about student presentations. Students must be in attendance to submit quiz. This counts 15% to student’s final grade. In class assignments will not be able to be made up or provided in advance. If you miss a class, please find a fellow student to provide the lesson for that day. Do not contact the instructor for the assignments for that day. In class assignments are designed to be done in class and help evaluate the student’s overall participation in the course. If a student misses four classes they will not pass the course.  

Method of Evaluation:  
Grades are based on the scale of 100 points. Each assignment is worth 100 points which apply to the final grade based on the percentage listed below. No late work is accepted! Since most work is presented as a class presentation, there are no opportunities to submit work late.
Workbook 35%
- In-class quizzes
- Art reflections
- Gallery visit
- Artist interview
- Banksy
- Self-portrait
- Visual element exercise
- Collage
- Art period exercises

Class Presentations [ 5 ] 40%
- visual elements
- art
- artist
- media
- art period

Final exam 25%

Total 100%

Grade scale
A = (90-100)
B = (80- 89)
C = (70- 79)
D = (60- 69)
F = (Below 59)

Class projects:

Requirements for Participation in Collaborative Activities:
All students will be expected to participate in class projects and coordinate with fellow students when group work is assigned.

Criteria Used To Evaluate Participation In Such Activities:
Evaluation will be based on a combination of group assessment, class participation, and ability to satisfy exercises as assigned.

Delivery Method of Feedback and/or Graded Material:
All submitted material will be returned with comments and a grade, while weekly check-ins will serve to provide feedback and monitor the group’s progress.

Standards for Instructor Response and Availability:
All assignments will be graded and returned to students within one week. Email responses can be expected within 48 hours. Face to face meetings can be scheduled twice a week during office hours or before/after class. Email is the quickest way to reach me, use strent@collin.edu or scott@inxlab.com
## Course Calendar:

<table>
<thead>
<tr>
<th>Day</th>
<th>Class</th>
<th>Lecture/Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue.</td>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Thr.</td>
<td>2</td>
<td>Art period lecture – Timeline of ideals</td>
</tr>
<tr>
<td>Tue.</td>
<td>3</td>
<td>Art lecture – self-portrait/critique exercise</td>
</tr>
<tr>
<td>Thr.</td>
<td>4</td>
<td><strong>Renaissance</strong> (Select visual element/design principle)</td>
</tr>
<tr>
<td>Tue.</td>
<td>5</td>
<td>Visual element presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>6</td>
<td><strong>Baroque - Rococo</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>7</td>
<td>Visual element presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>8</td>
<td><strong>Neo-Classicism</strong> (Select media)</td>
</tr>
<tr>
<td>Tue.</td>
<td>9</td>
<td>Media presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>10</td>
<td><strong>Realism</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>11</td>
<td>Media presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>12</td>
<td><strong>Romanticism</strong> (Select artist)</td>
</tr>
<tr>
<td>Tue.</td>
<td>13</td>
<td>Gallery exercise – no class meeting</td>
</tr>
<tr>
<td>Thr.</td>
<td>14</td>
<td><strong>Impressionism</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>15</td>
<td>Artist presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>16</td>
<td><strong>Post-Impressionism</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>17</td>
<td>Artist presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>18</td>
<td><strong>Cubism</strong> (Select art)</td>
</tr>
<tr>
<td>Tue.</td>
<td>19</td>
<td>Art presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>20</td>
<td><strong>Surrealism</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>21</td>
<td>Art presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>22</td>
<td><strong>Dada</strong> (Select art period)</td>
</tr>
<tr>
<td>Tue.</td>
<td>23</td>
<td>Art Period presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>24</td>
<td><strong>Abstract Expressionism – Pop Art</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>25</td>
<td>Art Period presentation</td>
</tr>
<tr>
<td>Thr.</td>
<td>26</td>
<td><strong>Minimalism – Post Modernism</strong></td>
</tr>
<tr>
<td>Tue.</td>
<td>27</td>
<td>Banksy Exercise</td>
</tr>
<tr>
<td>Thr.</td>
<td>28</td>
<td>Workbook due</td>
</tr>
<tr>
<td>Tue.</td>
<td>29</td>
<td>In-class assignment</td>
</tr>
<tr>
<td>Thr.</td>
<td>30</td>
<td>Student conferences</td>
</tr>
<tr>
<td>Tue.</td>
<td></td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Thr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Summer Class Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Class 1</td>
<td></td>
<td>Introduction - workbook</td>
</tr>
<tr>
<td>Tues., Class 2</td>
<td></td>
<td>Art lecture – Timeline &amp; value of art</td>
</tr>
<tr>
<td>Wed., Class 3</td>
<td></td>
<td>Visual element lecture – group presentation due Mon.</td>
</tr>
<tr>
<td>Thurs., Class 4</td>
<td></td>
<td>Group work (visual element) – <strong>Interview an Artist</strong></td>
</tr>
<tr>
<td>Mon., Class 5</td>
<td></td>
<td><strong>Visual element</strong> presentations</td>
</tr>
<tr>
<td>Tues., Class 6</td>
<td></td>
<td>Renaissance - Baroque – Rococo (lecture + <strong>test 1</strong>)</td>
</tr>
<tr>
<td>Wed., Class 7</td>
<td></td>
<td><strong>Visual Element</strong> exercise – group work</td>
</tr>
<tr>
<td>Thurs., Class 8</td>
<td></td>
<td><strong>Self-portrait</strong></td>
</tr>
<tr>
<td>Mon., Class 9</td>
<td></td>
<td>Realism - Romanticism - Neo-Classicism (lecture + <strong>test 2</strong>)</td>
</tr>
<tr>
<td>Tues., Class 10</td>
<td></td>
<td>Assign artist exercise</td>
</tr>
<tr>
<td>Wed., Class 11</td>
<td></td>
<td>Impressionism - Post-impressionism - Cubism (lecture + <strong>test 3</strong>)</td>
</tr>
<tr>
<td>Thurs., Class 12</td>
<td></td>
<td>Presentation – <strong>Artist</strong></td>
</tr>
<tr>
<td>Mon., Class 13</td>
<td></td>
<td>Pop art – Dada – Surrealism lecture – assign collage exercise (lecture + <strong>test 4</strong>)</td>
</tr>
<tr>
<td>Tues., Class 14</td>
<td></td>
<td><strong>Collage</strong> presentations</td>
</tr>
<tr>
<td>Wed., Class 15</td>
<td></td>
<td>Abstract Expressionism – Minimalism – Post Modernism (lecture + <strong>test 5</strong>)</td>
</tr>
<tr>
<td>Thurs., Class 16</td>
<td></td>
<td><strong>Gallery visit</strong></td>
</tr>
<tr>
<td>Mon., Class 17</td>
<td></td>
<td>Presentation – <strong>Banksy</strong></td>
</tr>
<tr>
<td>Tues., Class 18</td>
<td></td>
<td><em>(Workbook due!)</em></td>
</tr>
<tr>
<td>Wed., Class 19</td>
<td></td>
<td>Student conferences</td>
</tr>
<tr>
<td>Thurs., Class 20</td>
<td></td>
<td>Final</td>
</tr>
</tbody>
</table>
Student name: _______________________________________  Final Grade: ______________

35% Workbook

40% Presentations

25% Final exam

**Presentations**

Visual element __________
Media ______
Artist ______
Art ______

**Workbook**

In-class quizzes ______  Collage ______
Art reflections ______  Visual Element ______
Gallery visit ______  Art Period ______
Artist interview ______  Self-portrait ______
Banksy ______  Receipt ______

Use the worksheet below to track your grades for the semester. Please leave the form above for the instructor to calculate the final grade.

35% Workbook

40% Presentations

25% Final exam

**Presentations**

Visual element __________
Media ______
Artist ______
Art ______

**Workbook**

In-class quizzes ______  Collage ______
Art reflections ______  Visual Element ______
Gallery visit ______  Art Period ______
Artist interview ______  Self-portrait ______
Banksy ______  Receipt ______
Grading rubric

A

1. Well researched  
2. Accurate information  
3. Demonstration of knowledge of subject  
4. Organized  
5. Comprehensive presentation  
6. Appropriate citations  
7. MLA formatting  
8. Pictures NOT words

B  At least 5 of the above elements of work

C  No more than 2 of the above elements

D  (65) Did something

All work turned in after due date or after presentation day will receive a 75 unless the work does not warrant that grade.

Some assignments require attendance on presentation day – these assignments cannot be made-up outside of class – NO exception.
Art Appreciation
First Day Introduction

1. Name (Scott or Dr. Trent)

2. Education – Experience – Professional accomplishments

3. Exchange contact information – class support each other

4. Syllabus
   - Contact information (Do not use canvas message)
   - Text book - PJ’s Text books, 5995 Preston Rd, #105, Frisco  214-872-3222
   - Workbook – Internet research – 3 sources cited
   - Test – no final exam – quizzes
   - Absences
   - Late work (75 work out of class)
   - Final exam – must be present (25%)
   - Grading metric
   - Semester schedule

5. Expectations   Talk & Think

6. Class starts on time - art reflections

7. Student introductions
   - Academic career
   - Professional career
   - ?
Art Appreciation
Workbook processing

1. Name on inside of workbook

2. Check that letters and numbers are used on final exam page 122

3. Mix - Grade first half of final exam (pg. 122)

4. Write name on cover of book

5. Fill-in grades - Populate workbook with grades from online gradebook

6. Self-assessments -
   - Second half of final exam (3 legitimate characteristics & drawing)
   - Art reflections
   - Quizzes
   - Self-portrait
   - Gallery visit
   - Artist interview

7. Fill-in and calculate grade worksheet (pg. 9)

8. Write your hoped grade – top right corner of page (pg. 9)

9. Hand-in workbook
Introduction to Art
Lecture

Day #1

- What is Art? - John Cage, 14’33 Performed by the London Symphony Orchestra
- Who is an artist?
- The illusion of art - OK Go, Needing/Getting
- What are visual elements? - El Employee
- Types of art: Abstract, realistic, impressionism, cubist, kinetic, performance
- Classifications: Classic, Fine art, pop art, craft, design, sculpture, installation
- Recreate art - Draw Mona Lisa exercise pg.

Day #2

- Art timeline - New ideas - 2 cellos
- What is the value of art to society? Frank Gehry
- Affect/purpose of art - Richard Serra, ikea lamp
- What is the value of art? Edvard Munch - $119,000,000

To fully understand and appreciate a work of art – recreate it.
Draw Mona Lisa, Leonardo da Vinci

1. What are dominating features of painting?
2. What are elements which are aesthetically appealing?
3. What features stands out about subject?
ART

It’s easy to confuse our appreciation for art with a personal preference or aesthetic bias.

The individual’s preference is irrelevant to the larger purpose of public art. The value of such art is the dialog inspired and passion incited. Art that sparks conversations between strangers is more valuable than the art which has no voice or no more character than a potted plant.

Christo and Jean Claude are artists who create large-scale, public installations. One work created in 1995, titled “Wrapped Reichstag” was a castle in West Berlin, Germany where the art team completely wrapped the castle with polypropylene sheeting. They covered the entire structure using 1 million square feet of material and 9.7 miles of blue polypropylene rope. The entire process took 24 years to complete. They left it up for 14 days. You might ask, why? Or, what’s the point? Christo would respond, it’s more about the process of creating such a project, and less about the final art. I would add, what else could have inspired an entire town to come together and interact? Whether you understand the millions spent or appreciate the vision of the artists, you must recognize the impact of the art and see that the work inspired thousands of people to have conversations and interactions they would not have had otherwise.

Photo: Wolfgang Volz
Introduction to art

- Classic art
- Type art (classic, fine, design, craft)
- What is art?
- Who is an artist?
- What affect does art have? (example - Richard Serra)
- What makes a painting worth 120 million dollars?
- Why do we study the artists we do?
- What is the value of art to society?
- The illusion of art
- If you want to understand a work of art – recreate it.

What is art?

Art is anything created with intention of being art by an artist. If I place a marker on the desk in an upright position, with the cap lying next to it, and the label is facing outwards, it can be art or simply a marker placed on the desk. The distinction is who placed the marker and what was the intention of the placement. An instructor placing the marker on the desk, in between notes on the whiteboard is not art. If the instructor places the marker as an artist, with intention for the marker to be art, and consideration of the marker’s presentation impact on an audience or message conveyed, then its art.

A critic, scholar or curator can judge the work whether the new creation is worth our attention; but, they cannot claim whether the “work” is art or not.

Identifying the artist’s intention in the creation of the art is the factor necessary to understand, appreciate and judge art.

Fine art is created with no purpose, cannot have a function, is not designed to solve a problem or created to sell. Fine art is the created for the primary purpose of creative expression. This means to create something different than what was present before and not have an ulterior motive for the work. This can take any form; but, must be created with the primary purpose of original expression to be fine art.

Pop art on the other hand is created with the purpose of appealing to the masses. The intention of the artist is to create something which resonates with the audience and has a message or design which is accessible to a target audience.

Where the fine artist is not creating for a target audience, sometimes their work is not understood or appreciated; hence, the moniker, “starving artist” applies.
The challenge for an art curator and primary objective for any master art plan is not to appeal to the masses; but, identify spaces and hosts who have an appreciation for the art and make sure the art is a respectful occupant to the environment. This considers scale, safety issues, how the work complements the current occupants and how does the art enhance its surroundings. This does not and cannot prioritize personal preferences or fight to justify the funds against practical needs of the community. Art will always be an esoteric endeavor which cannot compete with the fundamental needs of the surrounding area. This is part of the value of art as it represents a higher level of thinking. Art reflects a cultural community with a rich sense of history, personal introspection and attention to the greater good of the community, beyond the walls of our home.

Art is found at the top of Maslow’s hierarchical pyramid and represents a community who can think in abstractions and beyond the day to day routines of everyday life.
Classic Art

All art presented in class must satisfy the classic work of art distinction.

Answer the following questions to gauge whether a work of art or artist fits the classification of classic:

- Has the artist/art been thoroughly studied by academic or scholars?
  
  Classic art has been vetted by scholars who deem the work noteworthy.

- Does the artist have a documented body of work?
  
  Classic art includes a body of work which represents more than the artist, but an art period.

- Have art experts and/or critics deemed the work worthy of the public’s attention?
  
  Classic art is not about being good, but a demonstration of a new way of thinking or seeing the world.

- How much can you find written about the artist and their work?
  
  There are many, many artists, but not all deserve to be studied. Classic artists are vetted and documented.

- Where has the work been exhibited?
  
  Art show, galleries and museums serve as representatives of the art world and employ experts who vet works of art. You can gauge the importance of art by venues where it is exhibited.

- Do any museums have the work on permanent display?
  
  If the art experts at a museum deemed a work of art worthy of purchasing this is an indication the art is classic.

- Is the artist credited with leading an art period or expressing a new technique or vision of the world?
  
  Classic artist are the few who are innovative, thought leaders, who often lead a movement, identifying unique ways of representing a generation or society.
Who is an artist?

An artist is anyone who claims to be an artist.

You cannot dispute whether someone is an artist if they claim the title, artist. You can critique their work, debate the uniqueness of value of the work; but, you cannot require a degree, certificate or training to wear the moniker, artist.

Why do we study the artists we do?

The 100 artists which every textbook chronicles and most art students recognize are chosen because of their contribution to the history of art.

Art is broken into art periods which reflect a movement or epoch where new ideas are explored, techniques tested or the world is reflected differently.

The artists noted as remarkable are the pioneers in their respective field. They might be the first to utilize a new technique or pushing innovative works which represent new ideas. In the music industry, it can be a new sound or a completely new way of telling a story for literature or music industry. In the visual arts, the artists who defines an art period art those who apply paint to a canvas in an unorthodox fashion such as Jackson Pollock or painters who view the world though a different lens and express their unique perspective in ways not yet seen such as Pablo Picasso. Other artist make their mark by emphasizing specific points of view which are new to the audience such as Marcel Duchamp with his sculpture titled, “Fountain” in 1921 which was actually a signed urinal.

What are the categories of art?

There are many categories of art from the visual arts to performing arts and musical performances. As described before, art is anything created by an artist with intention; yet, one can find a deeper understanding of the creation by identifying the type and categorization of art.

Generally speaking, when we refer to the visual arts, they have been divided by classic art, fine art, design or craft. Classic art is any creation by an artist which scholars, academics, critiques or experts deem as worthy of study. To warrant this distinction, the art must be innovative, new, explorative, expanding a field or redefining an industry. Anything can be a classic work of art, in any timeframe, as long as it’s been reviewed by the experts and deemed worthy of the public’s attention.

An example of a classic work of art which was deemed innovative and new by the next day of creation is Michael Jackson’s music video, Thriller. Jackson was an accomplished artist, who had a body of work studied by critics, scholars and industry experts, so when he released the video, he already had the attention of experts and the work was deemed as worthy of our attention immediately as a new and innovative work of art.
Classic art is never judged by the qualification of whether it’s “good.” Good or bad are personal preferences which do not always reflect the artist’s intention. The success of classic art is gauged by the artist’s ability to express his/her intention.

The experts will look at the art by the artist’s intention compared to the art field, art history and work done by contemporary artists. Pop art utilizes a different criterion for success, as the popular artist creates work which is designed to resonate with a specific audience. The art is created with the intention of connecting with the audience and therefore, success is much easier to gauge by how many people appreciate the work. A fine artist may never sell a work of art as their intention is purely focused on self-expression and not reliant on the approval of an audience.

Craft is art which is created that has a purpose. A quilt, vase or pieces of furniture are all examples of crafts. The Tiffany Company has made lamps which are works of art; but, will always be identified as crafts because they have a practical application. Pottery is a craft, just as an artistic clothing accessory will always be a fashion design or craft; but, never fine art.

**Art types**

The type of art describes the process, medium and way the audience interacts and views the art. The type of art considers materials and resulting effects, and medium which dictates how the viewer sees the art or experiences the work.

- Kinetic – Art which integrates some moving elements into the design.
- Installations – Art which invites the audience to participate in the work.
- Site specific – Designed to interact with the surrounding environment and engage the people who occupy the space.
- Mural - A painting which is applied directly to a wall or structure.
- Painting – Any work of art which utilizes a medium (paint) with pigment and applies this coloring to a surface.
- Sculptures: Metal, Wood, Stone, Bronze – A 3-dimensional work of art which often is viewed from multiple viewpoints.
- Performance – A temporary exhibition performed for an audience for entertainment value.
- Water fountain – A sculpture created with water as the medium.
- Lighting – Art created with light which can be sculptural or similar to a photograph or share qualities of a painting.
- Mosaic - The use of tiles or glass, pieced together on a 2-dimensional surface to form a work of art and presentation.
- Photography – An image created with the use of a camera which can be printed, projected or viewed on a screen.
Styles

The style reflects the artist’s intention in how they represent the world. It explains why the artist chose certain design elements and guides the audience how to evaluate the art. Styles often references an art period and techniques and styles prevalent during that era. For the purpose of evaluating and selecting art, these are general classifications taken from specific historical art movements.

- **Realistic** - An attempt to reflect the world as accurately as possible.
- **Abstract** - The artist’s interpretation of the world as they imagine it.
- **Graffiti** – A style that is urban, illegal, site specific, interacting with the environment, with tag, message or signature.
- **Conceptual** - Art were the ideal is equally important as the expression.
- **Color field** - Use of large areas of color to evoke feeling, tap into emotions or associate ideas with the palette of colors.
- **Landscape** - Representation in realistic style of natural scenes.
- **Surrealistic** - Attempt by artists to represent subconscious ideals with no obligation to logic or reason.
- **Minimalism** - An expression utilizing the least amount of details or design elements.
- **Impressionistic** - An image which emphasizes the reflection of light and capturing an impression of the world with less emphasis of perceived details.
- **Pop art** - Art which resonates with common ideals utilizing recognizable symbols, icons and popular culture references.
- **Ready-made** - This is a term popularized during the DaDa art movement. Artists would take recognizable objects and assemble them together to create a work of art.
- **Collage** - This type of art takes images, symbols and pictures; often recognizable or iconic and places them together in a two dimensional work of art. The collage technique is often used for art with a message or advocacy works attempting to bring attention to a cause.
- **Assembled** - This is the three dimensional representation of a collage. Different elements combined into a work of art create a unique expression.
- **Cubist** - This style of art combines multiple views; including motion and time, and represents them in a single plane.
Art timeline

Timeline of ideas - NOT art or artists

The art illustrates new ways of seeing or thinking

The artists represent individuals who were leading thinkers of the time

Cycle of art period-

1. Radical new idea/disruptive/cognitive dissonance
2. Ideas recognized by experts/scholars/critiques
3. Society thinking catches up – large-scale impact
4. New way of thinking normalizes
5. New perspective/ideas permeates/impacts conventions
6. Next idea emerges

What does an art period reflect?

- Technology
- Ideas
- Shared ideals
- Zeitgeist
- Memes
- Pop culture
- Current events
- Reflect ideals
- Explore societal issues
- Aesthetic preferences
- Thinking of time
- Predominant trends and styles
- Dominant visual elements
- Influencing world events
- Reaction/response to previous art period
What are factors which can affect the length of an art period?

Technology

Current events

Purpose/message

Visual Elements

Tools and techniques which create the illusion of art:

- Mood
- Emotion
- Depth
- Motion
- Time
- Feeling
- Message
- Visceral reaction

Pacing – texture – audio – visual  (example: The El Employee)
The illusion of art

Most art is an illusion created by the artist. For instance, the Mona Lisa by Leonardo DaVinci, is an oil on canvas painted in 1503 which shows a woman, prominently positioned on the canvas with her provocative smile which draws the viewer into her world and a posture which shows a conservative, comfortable confidence. When you look at the painting, you have an impression of her emotions, how much she weighs and even the time of day or year based on environmental cues. No matter your interpretation, critique or assessment of the work, the fact is, this is simply paint on a flat canvas, NOT a woman and no matter how realistic the image, it is an impression created by the artist’s hand of applying paint and utilizing visual elements to create the illusion of a woman staring out from the canvas.

Rene Magritte says it best with his painting, The Treachery of Images, 1929 where the sentence, "Ceci n’est pas une pipe" which translate, It is not a pipe is written at the bottom of the painting of a pipe. As a surrealist artist, Magritte challenged the viewer in his exploration of paradoxes and world perceptions with imagery, words and the juxtaposition of seemingly incompatible visual elements. Magritte was technically correct, the painting of the pipe is not a pipe, it is a painting which just happens to have an image that makes you think of a pipe; but, it is definitely not a pipe.

The musical group, OK GO utilizes digital media to create their illusions. At times it’s difficult to place them in one “box” as a musical group, installation artists or producers of elaborate videographers. They are truly multi-media artists as they combine audio, visual and graphic design work in every project. Their medium of choice is the internet as opposed to live music venue or CD sales as a more conventional band might rely.

A sample work by OK GO where they expertly demonstrate the illusion of art is their video where they create the appearance of making music with a car driving through an obstacle course. The band imagines how unconventional objects such glass jars, metal drums and guitars hanging on a chain link fence can create the sounds of instruments which we would normally expect to see playing the song. Even though they use guitar riff, they hang the guitars from a fence and drive by with a pole protruding from the car and striking the strings in a seemingly rhythmic fashion. The question for the class is how much audio is captured onsite in this course created in an outdoor desert setting and how much is overlaid on the video after recording in the studio? The students always guess the majority of the sound was captured onsite, because this is what they want to be true. The fact is very little sound is actually recorded from the site and probably 90% is created in studio with those conventional instruments. The illusion is making the visuals persuade the audience that an entire song can be played using attachments to an automobile. The fact that illustrates the success of their work is that the audience wants to believe 100% of the audio was created onsite.

Viewing art in person versus an image
Words defined

Zeitgeist
Juxtaposition
Collage
Classic art
Fine art
Design
Visual elements
Self-portrait Exercise

Find a classic work of art that represent you.

Bring in image to insert in workbook. (By next class) – be prepared to present to class

**Document:**
- Title of work
- Artist’s name
- Year paint

**Answer:** Why or how does this painting represent/reflect/resemble you?

Attach image below-
Critique Exercise
Pop Culture

Critique Favorite Show: Present next class and turn in one page paper. <Use this one!>

Use the following criteria to critique your favorite show.

- **Formal theories** - attention to the composition (How the work is done), and how it may have been influenced by earlier works.

- **Contextual theories** – considers art as a product and of a cultural and value system. (environmental influences, economic systems, cultural & political values)

- **Expressive theories** - attention to the artist’s expression of a personality or worldview. (personal intent, emotional state, mind-set, and gender)

Show Name _________________________________

What is a similar show? What are noticeable characteristics?

What setting does the show take place? What are social influences that impact the show?

What is the overarching or underlying message of the show? What is the message?

Imagine each theory and critique your show.
Critique Exercise
Classic Art

Critique the work of art – fill-in this page (to turn in) – present to class

Use the following criteria to critique the work of art.

- **Formal theories** - attention to the composition (How the work is done), and how it may have been influenced by earlier works.

- **Contextual theories** – considers art as a product and of a cultural and value system. (environmental influences, economic systems, cultural & political values)

- **Expressive theories** - attention to the artist’s expression of a personality or worldview. (personal intent, emotional state, mind-set, and gender)

Art title: ___________________________________

Artist: _____________________________________    year completed  ___________________

What does the student like about the art?  (Formal)

How does the art resonate with the student?  (Contextual)

What message does the art convey for the student?  (Expressive)
Collage Exercise

**Identify** a social issue which resonates with you and write one paragraph commentary around this issue.

**Form** a message from your issue and commentary.

Bring two magazines to class. From these publications cut out **15+ images** which represent or reflect your message.

**Create** a collage. Combine images utilizing symbols, icons, words, position, placement and juxtaposition to create a collage which expresses your message. No more than three words can be strung together in forming a sentence within the collage.

**Write** one paragraph which describes your message.

**Grade criteria:**

- Fellow students will be asked to guess the message from your collage.
- A = message clearly conveyed without hinting at the meaning
- B = Nice presentation, but message unclear
- C = Something presented with little critical thought or deep consideration
Visual Elements/Design Principles

Select a classic work of art from the list of art works on page 29
Partner and find your visual elements within the same work of art.
Presentation: Show an example of all 6 elements to class by presenting one work of art per team. Include: Art title, artist’s name, year completed, and art period created.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape</td>
<td>___________________________</td>
</tr>
<tr>
<td>Volume</td>
<td>___________________________</td>
</tr>
<tr>
<td>Mass</td>
<td>___________________________</td>
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<td>Balance</td>
<td>___________________________</td>
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<tr>
<td>Line</td>
<td>___________________________</td>
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<tr>
<td>Light</td>
<td>___________________________</td>
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<tr>
<td>Value</td>
<td>___________________________</td>
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<tr>
<td>Chiaroscuro</td>
<td>___________________________</td>
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<tr>
<td>Color</td>
<td>___________________________</td>
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<tr>
<td>Texture</td>
<td>___________________________</td>
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<td>Space</td>
<td>___________________________</td>
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<tr>
<td>Time &amp; Motion</td>
<td>___________________________</td>
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<tr>
<td>Perspective</td>
<td>___________________________</td>
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<tr>
<td>Proportion</td>
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<td>Scale</td>
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<td>Rhythm</td>
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<td>Emphasis</td>
<td>___________________________</td>
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<tr>
<td>Focal Point</td>
<td>___________________________</td>
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<tr>
<td>Symmetry</td>
<td>___________________________</td>
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<tr>
<td>Unity</td>
<td>___________________________</td>
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<tr>
<td>Variety</td>
<td>___________________________</td>
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<tr>
<td>Content</td>
<td>___________________________</td>
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<tr>
<td>Medium</td>
<td>___________________________</td>
</tr>
<tr>
<td>Style</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
Form ______________________________________________
Repetition __________________________________________
Scale ______________________________________________
Contrast ____________________________________________
Color schemes ______________________________________
Primary colors _______________________________________
Secondary colors _____________________________________
Intermediate/tertiary colors __________________________
Subordination ________________________________________
Directional forces ___________________________________
Pattern _____________________________________________
Spatial depth _________________________________________
Vanishing point ______________________________________
Eye level ____________________________________________
Hatching ____________________________________________
One pt. perspective _________________________________
Two pt. perspective _________________________________
Tone _______________________________________________
Pigment ____________________________________________
Hue ________________________________________________
Saturation __________________________________________
Warm colors _________________________________________
Atmospheric perspective _____________________________
Subject _____________________________________________
Tone _______________________________________________
Figure-ground reversal ______________________________
Void areas __________________________________________
Cool colors __________________________________________

Select **three** of the visual elements and print your first and last name on the line next to your selection.
Visual Element Exercise

Create drawing/art utilizing as many visual elements as possible.

Number and label each element – briefly explain if image does not clearly illustrate the visual element.

Place the total number of visual elements illustrated at top of page and circle.

See page 16 in workbook for list of visual elements.

Grading: *Number of elements illustrated.*

- 20+ = 100
- 10 – 19 = 85
- 6 – 9 = 75
- Less than 5 = 65

Example-
Visual element Exercise
Group Work [7 members per group]

As a group create a drawing which illustrates 5 visual elements per group member. The team member doing the drawing is not required to contribute the visual elements.

Deliverables:
- 1 drawing
- 5 visual elements per group member
- 6 group members per drawing provide visual elements –
  - 1 group member complete drawing – not required to provide visual elements
- Each group member must turn in a page with their name, a short definition of each visual element and three sources cited in MLA formatting.

Each group submits one drawing with 30 visual elements illustrated and labeled. Each participant must turn-in sheet with their name and short definition of 5 visual elements represented on drawing. Initial each item on picture. [Include three referenced resources for information]

GRADE
This is a group project where each member contributes a unique element to the final presentation; only one illustration will be turned-in with a separate page from each team member showing the individual’s research work.

20 pts. per visual element - shown on picture, labeled with short definition on separate sheet.

<20 pts. deducted for definitions without cited sources in MLA formatting.>

100 pts. for class member who illustrates the 30 visual elements
Media

Each person should contribute three slides to the final presentation. Divide research accordingly.

Sections:

1. Drawing
2. Painting
3. Printmaking
4. Visual Communication Design
5. Photography
6. Film/Video and Digital Art
7. Alternative Media and Process
8. Craft
9. Sculpture

Areas to address in class presentation:

- Define – Explain art category
- (3) sample images (Include: title, artist, year completed)
- Tools
- Introduce (1) accomplished artist in specific area (Show image of work)
- Materials (Used to make the art. Exm: clay, marble, acrylic paint, steel, inks)
- Medium (What the art is created on. Exm: canvas, wood, digital screen, wall)
- What’s unique about the medium/materials, and how does it complement the art? (For example, art made from sand; as opposed to a sculpture made from steel.)
Art Periods/Movements

Create a presentation answering the following 5 questions. Create one page with 4 images per question 6.

1. Name and dates of art period  
2. Previous & post periods  
3. Characteristics of the era  
4. Associated visual elements  
5. Social influences of time  
6. 4 images of art (3 images reflect art of the period – 1 images is from another period.)

**Name of artist, title or work, and year completed must accompany all art images!**

Grading metric:

- **100** If all 5 questions answered, and class cannot guess wrong art for period  
- **90** If all elements of assignment are presented  
- **75** If something is presented (missing elements)

---

Renaissance  

Baroque  

Minimalism  

Rococo  

Neo-Classicism  

Art Nouveau  

Romanticism
Select one of the art periods and print your first and last name on the line next to your selection.
Artist Exercise #1

Select one artist. Present 2 images and 3 items about artist.

1. Image 1 – Any image you found on internet that can be classified as art

2. Image 2 – An image of your artist’s work of art. (Include: title and year completed)

3. 3 “facts” about the artist (1 true/accurate & 2 random “facts” that are fabricated)
   Imagine what you think should be a fact about the artist – be creative!

Grade is based on providing all three sections of assignment, and whether class cannot guess true fact.

Grading metric:

100    If class cannot guess random items versus true fact
90     If all elements of assignment are presented
75     If something is presented (missing elements)
Artist Exercise #2

Select an artist from the list provided on the following pages. Create a rendering, drawing, painting, sketch, some type of replication created by the student of the artist’s work.

Provide the following details with your art rendering:

- Artist’s name
- Title of work of art
- Year classic art was completed
- One visual element
- Subject of art
- Art period & characteristic of the era

Grading explanation: 40 pts. for painting/drawing, 10 pts. for each bullet detail above = 100 pts.

Presentations: Form groups of three and present the three different renderings within one PowerPoint presentation. Each student place their image next to the classic work of art on one slide – No (3 individual slides within one PowerPoint document – All images must be digital)
<table>
<thead>
<tr>
<th></th>
<th>Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jeff Koons</td>
</tr>
<tr>
<td>2</td>
<td>Marcel Duchamp</td>
</tr>
<tr>
<td>3</td>
<td>Louise Nevelson</td>
</tr>
<tr>
<td>4</td>
<td>Claes Oldenburg</td>
</tr>
<tr>
<td>5</td>
<td>Frida Kahlo</td>
</tr>
<tr>
<td>6</td>
<td>Marc Chagall</td>
</tr>
<tr>
<td>7</td>
<td>Andrew Wyeth</td>
</tr>
<tr>
<td>8</td>
<td>Martin Puryear</td>
</tr>
<tr>
<td>9</td>
<td>Felix Gonzalez-Torres</td>
</tr>
<tr>
<td>10</td>
<td>Rene Magritte</td>
</tr>
<tr>
<td>11</td>
<td>Andy Warhol</td>
</tr>
<tr>
<td>12</td>
<td>Giotto</td>
</tr>
<tr>
<td>13</td>
<td>Honore Daumier</td>
</tr>
<tr>
<td>14</td>
<td>Gustave Courbet</td>
</tr>
<tr>
<td>15</td>
<td>Thomas Eakins</td>
</tr>
<tr>
<td>16</td>
<td>Edouard Manet</td>
</tr>
<tr>
<td>17</td>
<td>William Kentridge</td>
</tr>
</tbody>
</table>
18. Le Corbusier

19. Romare Bearden

20. Paul Cezanne

21. Paul Gauguin

22. Joan Mitchell

23. Paul Klee

24. LeRoy Neiman

25. M.C. Escher

26. Susan Rothenberg

27. Edvard Munch

28. Donald Judd

29. Grant Wood

30. Gustav Klimt

31. Georgia O'Keefe

32. Santiago Calatrava

33. Jackson Pollock

34. Willem De Kooning

35. Mark Rothko
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>36.</td>
<td>Francis Bacon</td>
</tr>
<tr>
<td>37.</td>
<td>Robert Rauschenberg</td>
</tr>
<tr>
<td>38.</td>
<td>Jasper Johns</td>
</tr>
<tr>
<td>39.</td>
<td>James Abbott McNeill Whistler</td>
</tr>
<tr>
<td>40.</td>
<td>Christo &amp; Jeanne-Claude</td>
</tr>
<tr>
<td>41.</td>
<td>Frank Gehry</td>
</tr>
<tr>
<td>42.</td>
<td>Banksy</td>
</tr>
<tr>
<td>43.</td>
<td>Norman Rockwell</td>
</tr>
<tr>
<td>44.</td>
<td>Vincent Van Gogh</td>
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<tr>
<td>45.</td>
<td>Pablo Picasso</td>
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<tr>
<td>46.</td>
<td>Henri Matisse</td>
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<tr>
<td>47.</td>
<td>Damien Hirst</td>
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<tr>
<td>48.</td>
<td>Edward Hopper</td>
</tr>
<tr>
<td>49.</td>
<td>Salvador Dali</td>
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<tr>
<td>50.</td>
<td>William Eggleston</td>
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<tr>
<td>51.</td>
<td>Jan Van Eyck</td>
</tr>
<tr>
<td>52.</td>
<td>Jacques-Louis David</td>
</tr>
<tr>
<td>53.</td>
<td>Michelangelo Merisi da Caravaggio</td>
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</tr>
<tr>
<td>54.</td>
<td>Raphael</td>
</tr>
<tr>
<td>55.</td>
<td>Sandro Botticelli</td>
</tr>
<tr>
<td>56.</td>
<td>Leonardo da Vinci</td>
</tr>
<tr>
<td>57.</td>
<td>Gian Lorenzo Bernini</td>
</tr>
<tr>
<td>58.</td>
<td>Michelangelo Buonarroti</td>
</tr>
<tr>
<td>59.</td>
<td>Diego Velasquez</td>
</tr>
<tr>
<td>60.</td>
<td>Donatello</td>
</tr>
<tr>
<td>61.</td>
<td>Eugene Delacroix</td>
</tr>
<tr>
<td>62.</td>
<td>Piet Mondrian</td>
</tr>
<tr>
<td>63.</td>
<td>David Smith</td>
</tr>
<tr>
<td>64.</td>
<td>Georges Seurat</td>
</tr>
<tr>
<td>65.</td>
<td>Claude Monet</td>
</tr>
<tr>
<td>66.</td>
<td>Francisco Goya</td>
</tr>
</tbody>
</table>
Art work exercise

1. Select two works of art: Find the two different works of art from pages 48-50.

2. Research and answer the following questions (details) about your two works of art:
   1. Artist’s name
   2. Art period associated with art work
   3. Dominant visual elements
   4. Theme of work (message)
   5. Title of art
   6. Social influence on work
   7. Unusual fact associated with work

3. Find two similar works of art to compare with your art

4. Create a document that displays works next to each other that can be presented to class. (Create a pdf through Word, PowerPoint, graphic application, or exhibit on web page)

5. Consider best sequence to present details about each work of art to get the most points.

GRADE

Presenter’s Challenge: Present accurate details about the art, while providing the least obvious details that give away which work of art is the selected one. It is helpful to find similar art that shares common details and makes it more difficult for the class to guess the correct work of art. By presenting the 7 details in a strategic order can be a strategy to not give away which is your selected art.

100 pts. if class does not guess your selected art

85 pts. if class guesses, but all seven questions are answered

65 pts. if something is presented
<table>
<thead>
<tr>
<th>List of works of art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mona Lisa, Leonardo Da Vinci, 1503-1505</td>
</tr>
<tr>
<td>I and the Village, Marc Chagall, 1911</td>
</tr>
<tr>
<td>Composition with Red, Blue, and Yellow, Piet Mondrian, 1930</td>
</tr>
<tr>
<td>Cubi XVIII, David Smith, 1964</td>
</tr>
<tr>
<td>Guggenheim Museum, Bilbao, Spain, Frank Gehry, 1997</td>
</tr>
<tr>
<td>Liberty Leading the People, Eugene Delacroix, 1830</td>
</tr>
<tr>
<td>Blue, Orange, Red, Mark Rothko, 1961</td>
</tr>
<tr>
<td>The Persistence of Memory, Salvador Dali, 1931</td>
</tr>
<tr>
<td>White Iris, Georgia O’Keeffe, 1930</td>
</tr>
<tr>
<td>Guernica, Pablo Picasso, 1937</td>
</tr>
<tr>
<td>Les Demoiselles d’Avignon, Pablo Picasso, 1907</td>
</tr>
<tr>
<td>Arrangement in Black and Gray, James Abbott McNeill Whistler, 1871</td>
</tr>
<tr>
<td>The Boating Party, Mary Cassatt, 1893-1894</td>
</tr>
<tr>
<td>The Scream, Edvard Munch, 1893</td>
</tr>
<tr>
<td>The Starry Night, Vincent Van Gogh, 1889</td>
</tr>
<tr>
<td>Still Life with Basket of Apples, Paul Cezanne, 1895</td>
</tr>
<tr>
<td>A Sunday Afternoon on La Grande Jatte, Georges Seurat, 1884-1886</td>
</tr>
<tr>
<td>The Rehearsal, Edgar Degas, 1877</td>
</tr>
<tr>
<td>Le Moulin de la Galette, Pierre-Auguste Renoir, 1876</td>
</tr>
<tr>
<td>Impression: Sunrise, Claude Monet, 1872</td>
</tr>
<tr>
<td>Le Dejeuner sur L’Herbe (Luncheon on the Grass), Edouard Manet, 1863</td>
</tr>
<tr>
<td>The Stone Breakers, Gustave Courbet, 1849</td>
</tr>
<tr>
<td>The Third-Class Carriage, Honore Daumier, 1862</td>
</tr>
<tr>
<td>The Third of May, Francisco Goya, 1808, 1814-1815</td>
</tr>
<tr>
<td>Artwork</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>The Death of Sardanapalus</td>
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<tr>
<td>The Oath of the Horatii</td>
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<tr>
<td>Happy Accidents of the Swing</td>
</tr>
<tr>
<td>Young Woman with a Water Jug</td>
</tr>
<tr>
<td>Self-Portrait</td>
</tr>
<tr>
<td>Las Meninas (The Maids of Honors)</td>
</tr>
<tr>
<td>Judith and Holofernes</td>
</tr>
<tr>
<td>The Conversion of St. Paul</td>
</tr>
<tr>
<td>The School of Athens</td>
</tr>
<tr>
<td>The Last Supper</td>
</tr>
<tr>
<td>Birth of Venus</td>
</tr>
<tr>
<td>Madonna Enthroned</td>
</tr>
<tr>
<td>Madonna Enthroned</td>
</tr>
<tr>
<td>Giovanni Arnolfini and His Bride</td>
</tr>
<tr>
<td>Landscape with Yellow Birds</td>
</tr>
<tr>
<td>Sky and Water I</td>
</tr>
<tr>
<td>Kindred Spirits</td>
</tr>
<tr>
<td>Large Reclining Nude</td>
</tr>
<tr>
<td>Madonna and Child with the Chancellor Rolin</td>
</tr>
<tr>
<td>Rue Transnonain</td>
</tr>
<tr>
<td>Le Boulevard du Temple</td>
</tr>
<tr>
<td>Paul Preaching at Athens</td>
</tr>
<tr>
<td>The Arnolfini Portrait</td>
</tr>
<tr>
<td>The Kitchen Maid</td>
</tr>
<tr>
<td>Terra Cotta Warriors</td>
</tr>
<tr>
<td>Oath of the Horatii</td>
</tr>
<tr>
<td>Artwork Title</td>
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<tr>
<td>The Third of May, 1808, Francisco Goya, 1814</td>
</tr>
<tr>
<td>The Death of Sardanapalus, Eugene Delacroix, 1827</td>
</tr>
<tr>
<td>The Thinker, Auguste Rodin, 1910</td>
</tr>
<tr>
<td>Mont Sainte-Victoire, Paul Cezanne, 1902-1904</td>
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<tr>
<td>Mahana no Atua (Day of the God), Paul Gauguin, 1894</td>
</tr>
<tr>
<td>Der blaue Berg (Blue Mountain), Wassily Kandinsky, 1908-1909</td>
</tr>
<tr>
<td>Self-Portrait with an Amber Necklace, Paula Modersohn-Becker, 1906</td>
</tr>
<tr>
<td>Les Demoiselles d’Avignon, Pablo Picasso, 1907</td>
</tr>
<tr>
<td>The Liberation of the Peon, Diego Rivera, 1931</td>
</tr>
<tr>
<td>The Two Fridas, Frida Kahlo, 1939</td>
</tr>
<tr>
<td>Nighthawks, Edward Hopper, 1942</td>
</tr>
<tr>
<td>American Gothic, Grant Wood, 1930</td>
</tr>
<tr>
<td>Recumbent Figure, Henry Moore, 1938</td>
</tr>
<tr>
<td>Autumn Rhythm. (Number 30), Jackson Pollock, 1950</td>
</tr>
<tr>
<td>Marilyn Diptych, Andy Warhol, 1962</td>
</tr>
<tr>
<td>Drowning Girl, Roy Lichtenstein, 1963</td>
</tr>
<tr>
<td>Two Cheeseburgers with Everything, Claes Oldenburg, 1962</td>
</tr>
<tr>
<td>Untitled, Donald Judd, 1967</td>
</tr>
<tr>
<td>Stone Age Waiter, Banksy, 2006</td>
</tr>
<tr>
<td>Senecio, Paul Klee, 1922</td>
</tr>
<tr>
<td>The Kiss, Gustav Klimt, 1907-1908</td>
</tr>
</tbody>
</table>
Banksy Exercise

As a group select one Banksy image (Only one per group – no shared images)

& explain meaning. Present to class addressing the following areas:

1. Message of work
2. Title
3. Explain symbolism & icons used in work
4. Potential or actual back story
5. Personal commentary

Each student must submit a one page paper explaining interpretation. <use this one!>

See images:

http://creativityconsortium.com/Banksy_exercise.html

Summarize the group’s discussion below:
Visit a gallery or museum and answer the following questions: (Acceptable venues include any place that exhibits art as the primary emphasis; where the artists are promoted and art displayed to feature the art first. A restaurant/bar/hotel/building lobby with art on the wall does not classify as a gallery.)

One option is the Collin College Art Gallery located on the first floor of building A.

1. Favorite work of art? Why?
   
   Note: Title, medium and artist’s name

2. Least favorite work of art? Why?
   
   Note: Title, medium and artist’s name

3. Find one work of art which you believe is worth $150 million dollars. Why?
Gallery exercise answers HERE!
**Time-line exercise**

Possible 100 points, each category is worth 20 points.

Fill-in details throughout semester:

- All art period names
- One artist who lived during each art period
- List the title of a work of art during the art period
- Description of art influences during each art period
- Predominant design element for each art period
- Cultural/Historical event of time
Identify: Art Period, Artist, Art, Predominant Art Style, Cultural/Historical Event for each art period. (19 art eras - 5 entries per art period)
Match the following art periods to the appropriate time period on the art time-line on the page:

- Abstract Expressionism
- Baroque
- Cubism
- DaDa
- Greek & Roman
- Hellenistic
- Impressionism
- Minimalism
- Modernism
- Pop Art
- Post-impressionism
- Post-modernism
- Realism
- Renaissance
- Rococo
- Roman Empire
- Romanticism
- Surrealism
Art Appreciation

Forms
artREFLECTION

Answer the following questions about the classic work of art for the day.

1. Title: ________________________________________________________________
2. Artist’s name: _________________________________________________________
3. Art period: __________________________ 4. Year completed: ________________
5. Dominant visual element: ______________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?

2. Title: ________________________________________________________________
2. Artist’s name: _________________________________________________________
3. Art period: __________________________ 4. Year completed: ________________
5. Dominant visual element: ______________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?
3
1. Title: ____________________________________________________________________________

2. Artist’s name: ______________________________________________________________________

3. Art period: _________________________________________________________________________ 4. Year completed: ____________________________

5. Dominant visual element: __________________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

4
1. Title: ____________________________________________________________________________

2. Artist’s name: ______________________________________________________________________

3. Art period: _________________________________________________________________________ 4. Year completed: ____________________________

5. Dominant visual element: __________________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
5
1. Title: __________________________________________________________
2. Artist’s name: ________________________________________________________
3. Art period: ___________________________  4. Year completed: ____________
5. Dominant visual element: _____________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?

6
1. Title: __________________________________________________________
2. Artist’s name: ________________________________________________________
3. Art period: ___________________________  4. Year completed: ____________
5. Dominant visual element: _____________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?
<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td><strong>1. Title:</strong></td>
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<tr>
<td><strong>2. Artist’s name:</strong></td>
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<tr>
<td><strong>3. Art period:</strong></td>
<td></td>
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<tr>
<td><strong>4. Year completed:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Dominant visual element:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Message of art:</strong></td>
<td></td>
</tr>
</tbody>
</table>

7. How does the art make you feel or what does it make you think?

<p>| | |</p>
<table>
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<td></td>
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<tr>
<td><strong>4. Year completed:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Dominant visual element:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Message of art:</strong></td>
<td></td>
</tr>
</tbody>
</table>

7. How does the art make you feel or what does it make you think?
1. Title: ________________________________________________________________

2. Artist’s name: ________________________________________________________

3. Art period: ____________________________ 4. Year completed: ______________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

---

10

1. Title: ________________________________________________________________

2. Artist’s name: ________________________________________________________

3. Art period: ____________________________ 4. Year completed: ______________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
1. Title: __________________________________________________________________

2. Artist’s name: __________________________________________________________________

3. Art period: ___________________________ 4. Year completed: ______________

5. Dominant visual element: __________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

11

1. Title: __________________________________________________________________

2. Artist’s name: __________________________________________________________________

3. Art period: ___________________________ 4. Year completed: ______________

5. Dominant visual element: __________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

12

1. Title: __________________________________________________________________

2. Artist’s name: __________________________________________________________________

3. Art period: ___________________________ 4. Year completed: ______________

5. Dominant visual element: __________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
13

1. Title: ________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ___________________________ 4. Year completed: _____________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

14

1. Title: ________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ___________________________ 4. Year completed: _____________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
1. Title: __________________________________________________________________

2. Artist’s name: __________________________________________________________________

3. Art period: ____________________________________________________________________ 4. Year completed: ______________

5. Dominant visual element: __________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

16

1. Title: __________________________________________________________________

2. Artist’s name: __________________________________________________________________

3. Art period: ____________________________________________________________________ 4. Year completed: ______________

5. Dominant visual element: __________________________________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
1. Title: ________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ____________________________ 4. Year completed: ____________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

19

1. Title: ________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ____________________________ 4. Year completed: ____________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

20
1. Title: _______________________________________________________

2. Artist’s name: ____________________________________________________

3. Art period: ___________________________ 4. Year completed: ____________

5. Dominant visual element: ___________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

1. Title: _______________________________________________________

2. Artist’s name: ____________________________________________________

3. Art period: ___________________________ 4. Year completed: ____________

5. Dominant visual element: ___________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
1. Title: ____________________________________________________________
2. Artist’s name: _____________________________________________________
3. Art period: ________________________________________________________ 4. Year completed: __________________
5. Dominant visual element: ____________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?

1. Title: ____________________________________________________________
2. Artist’s name: _____________________________________________________
3. Art period: ________________________________________________________ 4. Year completed: __________________
5. Dominant visual element: ____________________________________________
6. Message of art:

7. How does the art make you feel or what does it make you think?
1. Title: _________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ________________________________ 4. Year completed: __________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?

1. Title: _________________________________________________________________

2. Artist’s name: _______________________________________________________

3. Art period: ________________________________ 4. Year completed: __________

5. Dominant visual element: _____________________________________________

6. Message of art:

7. How does the art make you feel or what does it make you think?
Presentation Tests
Complete tests per presentation. (Must be in attendance to complete test.)

Visual Elements

List 3 visual elements & title of artwork associated with element

- Include art title
- Artist’s name
- Year completed

Student’s name ____________________________, class date ________________
1. Visual element ______________________________________________________________
   Art title
   Artist’s name
   Year completed

Student’s name ____________________________, class date ________________
2. Visual element ______________________________________________________________
   Art title
   Artist’s name
   Year completed

Student’s name ____________________________, class date ________________
3. Visual element ______________________________________________________________
   Art title
   Artist’s name
   Year completed
Student’s name ____________________________, class date ________________

4. Visual element ____________________________
   Art title
   Artist’s name
   Year completed

Student’s name ____________________________, class date ________________

5. Visual element ____________________________
   Art title
   Artist’s name
   Year completed

Student’s name ____________________________, class date ________________

6. Visual element ____________________________
   Art title
   Artist’s name
   Year completed

Student’s name ____________________________, class date ________________

7. Visual element ____________________________
   Art title
   Artist’s name
   Year completed
Student’s name ____________________________, class date ________________
8. Visual element ______________________________________________________________
    Art title
    Artist’s name
    Year completed

Student’s name ____________________________, class date ________________
9. Visual element ______________________________________________________________
    Art title
    Artist’s name
    Year completed

Student’s name ____________________________, class date ________________
10. Visual element ______________________________________________________________
    Art title
    Artist’s name
    Year completed

Student’s name ____________________________, class date ________________
11. Visual element ______________________________________________________________
    Art title
    Artist’s name
    Year completed
12. Visual element ________________________________________________________________
   Art title
   Artist’s name
   Year completed

13. Visual element ________________________________________________________________
   Art title
   Artist’s name
   Year completed

14. Visual element ________________________________________________________________
   Art title
   Artist’s name
   Year completed

15. Visual element ________________________________________________________________
   Art title
   Artist’s name
   Year completed
Medium

1. Student’s name ____________________________, class date ________________
   ▪ Did group define – Explain art category
   ▪ (1) examples of art work (Include: title, artist, year completed)
     1. ___________________________________________________________________
   ▪ A Tool
   ▪ Accomplished artist in specific area
   ▪ 1 material used
   ▪ Medium (exm: canvas, wood, digital screen)
   ▪ What’s unique about the medium?

2. Student’s name ____________________________, class date ________________
   ▪ Did group define – Explain art category
   ▪ (1) examples of art work (Include: title, artist, year completed)
     1. ___________________________________________________________________
   ▪ A Tool
   ▪ Accomplished artist in specific area
   ▪ 1 material used
   ▪ Medium (exm: canvas, wood, digital screen)
   ▪ What’s unique about the medium?

3. Student’s name ____________________________, class date ________________
   ▪ Did group define – Explain art category
   ▪ (1) examples of art work (Include: title, artist, year completed)
     1. ___________________________________________________________________
   ▪ A Tool
   ▪ Accomplished artist in specific area
   ▪ 1 material used
   ▪ Medium (exm: canvas, wood, digital screen)
   ▪ What’s unique about the medium?

4. Student’s name ____________________________, class date ________________
   ▪ Did group define – Explain art category
   ▪ (1) examples of art work (Include: title, artist, year completed)
     1. ___________________________________________________________________
   ▪ A Tool
   ▪ Accomplished artist in specific area
   ▪ 1 material used
   ▪ Medium (exm: canvas, wood, digital screen)
   ▪ What’s unique about the medium?
5. Student’s name ___________________________________________, class date ________________
   - Did group define – Explain art category
   - (1) examples of art work (Include: title, artist, year completed)
     1. ____________________________________________________________
     - A Tool
     - Accomplished artist in specific area
     - 1 material used
     - Medium (exm: canvas, wood, digital screen)
     - What’s unique about the medium?

6. Student’s name ___________________________________________, class date ________________
   - Did group define – Explain art category
   - (1) examples of art work (Include: title, artist, year completed)
     1. ____________________________________________________________
     - A Tool
     - Accomplished artist in specific area
     - 1 material used
     - Medium (exm: canvas, wood, digital screen)
     - What’s unique about the medium?

7. Student’s name ___________________________________________, class date ________________
   - Did group define – Explain art category
   - (1) examples of art work (Include: title, artist, year completed)
     1. ____________________________________________________________
     - A Tool
     - Accomplished artist in specific area
     - 1 material used
     - Medium (exm: canvas, wood, digital screen)
     - What’s unique about the medium?

8. Student’s name ___________________________________________, class date ________________
   - Did group define – Explain art category
   - (1) examples of art work (Include: title, artist, year completed)
     1. ____________________________________________________________
     - A Tool
     - Accomplished artist in specific area
     - 1 material used
     - Medium (exm: canvas, wood, digital screen)
     - What’s unique about the medium?
Art Period/Movements

1. Period name ________________________________, class date ________________
   - Name and dates of art period yes/no?
   - Previous & post periods yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ____________________________________________________________

2. Period name ________________________________, class date ________________
   - Name and dates of art period yes/no?
   - Previous & post periods yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ____________________________________________________________

3. Period name ________________________________, class date ________________
   - Name and dates of art period yes/no?
   - Previous & post periods yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ____________________________________________________________
4. Period name ____________________________, class date ____________
   - Name and dates of art period   yes/no?
   - Previous & post periods        yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
     1. ___________________________________________________________________

5. Period name ____________________________, class date ____________
   - Name and dates of art period   yes/no?
   - Previous & post periods        yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
     1. ___________________________________________________________________

6. Period name ____________________________, class date ____________
   - Name and dates of art period   yes/no?
   - Previous & post periods        yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
     1. ___________________________________________________________________

7. Period name ____________________________, class date ____________
   - Name and dates of art period   yes/no?
   - Previous & post periods        yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
     1. ___________________________________________________________________
8. Period name ____________________________, class date ______________
   ▪ Name and dates of art period  yes/no?
   ▪ Previous & post periods  yes/no?
   ▪ Characteristic of the era
   ▪ Associated visual elements
   ▪ Social influences of time
   ▪ 1 artist from art period – title of their work
     1. __________________________________________________________

9. Period name ____________________________, class date ______________
   ▪ Name and dates of art period  yes/no?
   ▪ Previous & post periods  yes/no?
   ▪ Characteristic of the era
   ▪ Associated visual elements
   ▪ Social influences of time
   ▪ 1 artist from art period – title of their work
     1. __________________________________________________________

10. Period name ____________________________, class date ______________
    ▪ Name and dates of art period  yes/no?
    ▪ Previous & post periods  yes/no?
    ▪ Characteristic of the era
    ▪ Associated visual elements
    ▪ Social influences of time
    ▪ 1 artist from art period – title of their work
      1. __________________________________________________________

11. Period name ____________________________, class date ______________
    ▪ Name and dates of art period  yes/no?
    ▪ Previous & post periods  yes/no?
    ▪ Characteristic of the era
    ▪ Associated visual elements
    ▪ Social influences of time
    ▪ 1 artist from art period – title of their work
      1. __________________________________________________________
12. Period name _________________________________, class date ________________
   - Name and dates of art period  yes/no?
   - Previous & post periods       yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ________________________________

13. Period name _________________________________, class date ________________
   - Name and dates of art period  yes/no?
   - Previous & post periods       yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ________________________________

14. Period name _________________________________, class date ________________
   - Name and dates of art period  yes/no?
   - Previous & post periods       yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ________________________________

15. Period name _________________________________, class date ________________
   - Name and dates of art period  yes/no?
   - Previous & post periods       yes/no?
   - Characteristic of the era
   - Associated visual elements
   - Social influences of time
   - 1 artist from art period – title of their work
      1. ________________________________
Artist

1. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

2. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

3. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

4. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

5. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

6. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact

7. Artist’s name ________________________________, date of art ________________
   - Title of art
   - True fact
8. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

9. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

10. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

11. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

12. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

13. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

14. Artist’s name ____________________________, date of art ________________
   ▪ Title of art
   ▪ True fact
15. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

16. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

17. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

18. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

19. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

20. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact

21. Artist’s name ________________________________, date of art ________________
   ▪ Title of art
   ▪ True fact
22. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

23. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

24. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

25. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

26. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

27. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact

28. Artist’s name ____________________________, date of art ____________
   ▪ Title of art
   ▪ True fact
Art

1. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

2. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

3. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

4. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

5. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

6. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

7. Artist’s name ________________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period
8. Artist’s name ____________________________, year art created ____________
   - Title of art work
   - Art period

9. Artist’s name ____________________________, year art created ____________
   - Title of art work
   - Art period

10. Artist’s name ____________________________, year art created ____________
    - Title of art work
    - Art period

11. Artist’s name ____________________________, year art created ____________
    - Title of art work
    - Art period

12. Artist’s name ____________________________, year art created ____________
    - Title of art work
    - Art period

13. Artist’s name ____________________________, year art created ____________
    - Title of art work
    - Art period

14. Artist’s name ____________________________, year art created ____________
    - Title of art work
    - Art period

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15. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

16. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

17. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

18. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

19. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

20. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period

21. Artist’s name ____________________________, year art created ________________
   - Title of art work
   - Art period
22. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

23. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

24. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

25. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

26. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

27. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period

28. Artist’s name _____________________________, year art created ________________
   ▪ Title of art work
   ▪ Art period
Art Periods

1. What distinguishes an art period?

2. What dictates a length of an art period?

3. How do we decide who represents/reflects an art period?

4. What role does the art play in the study of each period? (Epoch)

5. What can you learn from the study of art periods?
Art Period  **Renaissance**

1. Previous and post periods

2. Major influences  (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period  (critical thinking)
Draw *Mona Lisa*, Leonardo da Vinci - **Exercise**

Recreate the work of art, *Mona Lisa*, as accurately as possible. Focus on details, subject, perspective, position and proportions over color and medium.

Use this page for image and to answer questions.

Answer the following questions:

1. What are dominating features of painting?
2. What are elements which are aesthetically appealing?
3. What features stand out about subject?
Art Period  **Baroque – Rococo**  

1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Art Period  **Neo-Classicism**  

1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Art Period: **Realism**  

years/duration: _____________________

1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Art Period  **Impressionism**

1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Art Period  **Post-Impressionism**  

1. Previous and post periods  

2. Major influences (critical thinking)  

3. Technology/innovations of the time  

4. World events  

5. Culture and current influencing factors  

6. Three artists of the time, name and years alive  

7. Characteristic of the era  

8. Predominant Visual elements  

9. Three works of art: List artist’s name, year completed, and title  

10. What does the period name signify?  

11. Describe the art of the period (critical thinking)
1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Art Period  **Surrealism**  

1. Previous and post periods
2. Major influences (critical thinking)
3. Technology/innovations of the time
4. World events
5. Culture and current influencing factors
6. Three artists of the time, name and years alive
7. Characteristic of the era
8. Predominant Visual elements
9. Three works of art: List artist’s name, year completed, and title
10. What does the period name signify?
11. Describe the art of the period (critical thinking)
1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
1. Previous and post periods
2. Major influences (critical thinking)
3. Technology/innovations of the time
4. World events
5. Culture and current influencing factors
6. Three artists of the time, name and years alive
7. Characteristic of the era
8. Predominant Visual elements
9. Three works of art: List artist’s name, year completed, and title
10. What does the period name signify?
11. Describe the art of the period (critical thinking)
Art Period: **Minimalism**

1. Previous and post periods

2. Major influences (critical thinking)

3. Technology/innovations of the time

4. World events

5. Culture and current influencing factors

6. Three artists of the time, name and years alive

7. Characteristic of the era

8. Predominant Visual elements

9. Three works of art: List artist’s name, year completed, and title

10. What does the period name signify?

11. Describe the art of the period (critical thinking)
Describe the Current Art Period

Exercise

Include:

- Title/name of this art period. Why?
- Predominant visual elements (see visual element list in workbook)
- Sample work (at least 4) [always include artist’s name, title & year completed]
- Describe influences from previous art period (Post Modernism)
- Characteristics

Consider:

- Shared thinking of time (meme)
- Cultural influences
- Predominant trends & styles
- Zeitgeist
- Current events (Remember art periods last 5-200 years)
- Technologies

To show proper consideration:

- Bullet point 3 ideas for each consideration
- Describe the art period by answering each item under “include.” (No less than 3 bullets each)

Deliverables:

- Each group member turn-in a document (1 page). This document should show the research and demonstrate the thinking involved around the subject.

- Create a power point presentation using images to support each section. Do not include more than 3 bullet points per slide. Always include artist’s name, title of work and year completed for image of art. [Do not put notes on power point.]

- Create sample work of art which is representative of the current art period.
Art Period: Post Modernism

1. Previous and post periods
2. Major influences (critical thinking)
3. Technology/innovations of the time
4. World events
5. Culture and current influencing factors
6. Three artists of the time, name and years alive
7. Characteristic of the era
8. Predominant Visual elements
9. Three works of art: List artist’s name, year completed, and title
10. What does the period name signify?
11. Describe the art of the period (critical thinking)
Art History Assignment

Write a summary of what the art history timeline reflects. (Based on Trent’s timeline lecture.) Feel free to discuss as a class – Answer in your own words to show a degree of comprehension.

Answer the following questions:

1. What distinguishes an art period?
2. What dictates a length of an art period?
3. How do we decide who represents/reflects an art period?
4. What role does the art play in the study of each period? (Epoch)
5. What can you learn from the study of art periods?
Art Period Notes
Renaissance 1330 – 1527

Alignment of ideals of learning, reason, and self-expression with religious dogma.

There was a larger theme of God and the hereafter as humankind was being examined and man was taking a place next to God as human potential was explored. Even as the time period was described as the “rebirth,” artists pulled on the ideals of antiquity, including the Greek and Roman classics.

Influences-
- Coming out of the Dark Ages (14th century)
- The Hundred Year War
- Turmoil in Catholic Church
- Catholic church – Medici family (Pope Leo X, son of Lorenzo de Medici)

Predominant characteristics-
- Accurate perspective
- Balance and proportion
- Exploring the use of light & dark (chiaroscuro)

Artists-
- Leonardo da Vinci
- Michelangelo
- Giotto di Bondone
- Raphael
- Sandro Botticelli
- Jan Van Eyck
- Donatello

NOTES
Baroque 1590 – 1725

Eccentric redundancy and noisy abundance of details, which sharply contrasted the clear and sober rationality of the renaissance.

Artists explored the effects of shading and lighting as a dramatic effect and story-telling.

Influences-
- Printing press
- Catholic church – counter reformation

Predominant characteristics-
- Dramatic lighting
- Sensuous richness
- Overt emotional content
- Illustrate popular stories (Bible)

Artists-
- Caravaggio
- Gian Lorenzo Bernini
- Peter Paul Rubens
- Johannes Vermeer
- Rembrandt van Rijn
- Diego Velazquez
**Rococo** 1720 – 1760

*Light-hearted depiction of domestic life in upper class homes.*

This period was a reaction against the grandeur and symmetry, and strict regulations of the Baroque art period. Called the “late Baroque” are period; it was focused on the fashion conscious society of the French King, Louis XV and emphasized a decorative, ornate look and feel.

**Influences—**

**Predominant characteristics—**

- Playful and witty themes
- Ornate – light colors
- Frivolous

**Artists—**

- Jean-Honore Fragonard
- Francois Boucher
- Jean-Antoine Watteau
Neo-Classism  1750 -1825

The art of change.

The art period replaced the eroticism and frivolity of Rococo style with orderly and serious characters.

Revival of the Renaissance. The name which translates to “New Classical” imitated the ancient’s work of Greek and Roman classics, similar to the Renaissance. Referred to as the “Art of the French Revolution.”

Influences-

- Declaration of Independence  1776
- French Revolution  1789-1799
- Rise of Napoleon  1790’s

Predominant characteristics-

- Inspirational themes
- Reflected revolutionary themes, patriotism and honorableness
- Anti-aristocratic
- Art was serious, unemotional, and sternly heroic.

Artists-

- Jaques Louis David
- Angelica Kauffmann
- Anton Raphael Mengs
- Francois Gerard
- John Trumbull
- Rembrandt Peale

NOTES
Romanticism 1800 – 1850

*Imagination and emotion more valuable than reason.*

Emphasized imagination and emotion over reason, that nature is less corrupt than civilization and that human beings are essentially good.

Escape Neo-Classical fixation on classical forms - focus on current events over mythological past. Believe in the power of reason; as opposed to, enlightenment.

Influences-

Beliefs-

- Imagination and emotion more valuable than reason
- Nature is less corrupt than civilization
- Human beings are essentially good

Predominant characteristics-

- Brushwork loose and expressive
- Colors bright and vivid
- Distortion and exaggeration used over realistic representation
- Emphasis on feeling over facts
- Celebrated nature, common people, ideals, exotic subjects

Artists-

- Francisco Goya
- Eugene Delacroix
- Caspar David Friedrich
- Joseph Turner
- Thomas Cole

NOTES
Realism 1825 – 1870

Objective, unemotional works that were unadorned with imaginative flourishes.

Realist artists tried to depict the real world exactly as it appeared. They painted everyday subjects and people. They didn’t try to interpret the setting or add emotional meaning to the scenes.

Rejected Romanticism.

Influences-
- Invention of photography
- American Civil War

Predominant characteristics-
- Accurate depiction of light, color and perspective
- Attempt to represent familiar and everyday people
- Un-idealized approach

Artists-
- Gustave Courbet
- Thomas Eakins
- Henry Ossawa Tanner
- Edouard Manet
- Jean Francois Millet
Impressionism 1874 - 1880

*What the eye sees, not the mind*

Impressionism was as much a style as way of viewing the world. Instead of using firm lines to delineate an image, the artist used short brush strokes to capture the reflection of light off the subject matter. Described as capturing what the eye actually sees, rather than the mind knows.

Influences-
- Japanese prints

Predominant characteristics-
- Rough finish with an expressive quality
- Capture light as complex reflection
- Small dabs of color – separate strokes of paint
- Vibrancy is not achieved by mixed colors
- Subject: often landscapes and ordinary scenes

Artists-
- Claude Monet
- August Rodin
- Edgar Degas
- Mary Cassatt
- Pierre Auguste Renoir

NOTES
Post-impressionism  1884 – 1905

Make thoughts and feelings visible.

Influences-

Predominant characteristics-

- Bold brush work
- Simplified shapes
- Flat colors
- Textured brush work
- Exploring symbolism
- Pointillism

Artists-

- Paul Cezanne
- Vincent Van Gogh
- Edvard Munch
- Georges Seurat

NOTES
The Post-Impressionist artist Paul Gauguin was a strong influence to the Fauvist artists. He believed color could be used to translate emotions beyond words and into objects in paintings.

The fauvist artists emphasized the expressive potential of color, employing it arbitrarily, not based on an object’s natural appearance. [2]

The name came from a critic’s exclamation, ‘Donatello au milieu des fauves!’ (‘Donatello among the wild beasts!’). Fauve is French for ‘wild beasts’. He was referencing a renaissance-like sculpture in the middle of the fauvist’s gallery exhibition.

Predominant characteristics-

- A radical use of unnatural colors that separated color from its usual representational and realistic role, giving new, emotional meaning to the colors
- Creating a strong, unified work that appears flat on the canvas
- Showing the individual expressions and emotions of the painter instead of creating paintings based on theories of what paintings should look like with objects represented as they appear in nature
- Bold brush strokes using paint straight from the tube instead of preparing and mixing it

Artists-

- Henri Matisse
- Andre Derain
- Maurice de Vlaminck
- Kees van Dongen
- Jean Metzinger

NOTES
Cubism 1905 – 1918

*Show objects as the mind, rather than the eye perceives them.*

In Cubist artwork, objects are analyzed, broken up and reassembled in an abstracted form – instead of depicting objects from one viewpoint; the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context.

Beginning of modern art where artist first started exploring truly non-figurative art or abstract art. (from 1914 on, Piet Mondrian – “who linearized cubism in his 1912 Apple Tree painting.” (pablopicasso.org/cubism.jsp, viewed 10-11-2014)

Influences-

Predominant characteristics-

- Focused on the flat, two-dimensional surface
- Lack of shading and linear perspective
- Present the intellectual idea of form of an object, and its relationship to others
- Abstraction: painting now as a physical object as opposed to a window on the world

Artists-

- Pablo Picasso
- Paul Cezanne
- Georges Braque
- Juan Gris
- Jean Metzinger
- Marcel Duchamp
- Marc Chagall

NOTES
Surrealism 1924 – 1942

Sought to expand consciousness by transcending limits of rational thoughts.

Influences-
- New psychology of Sigmund Freud

Predominant characteristics-
- Juxtaposition
- Emphasized color and design rather than storytelling content.
- Subject: Exploring unconscious mind, dreams, fantasies and hallucinations

Artists-
- Salvador Dali
- Joan Miro
- Rene Magritte
- Frida Kahlo
- Max Ernst
- Meret Oppenheim

NOTES
Da Da  
1918 – 1925

*Useless to create beauty in a world that could destroy itself.*

Art is not an end in itself... But an opportunity for true perception and criticism of the times we live in.

Shock viewers into seeing the absurdity of the Western world’s social and political situation. It was an attempt to shake people out of their unthinking acceptance of dominant, destructive values. Artists approached their art as a tool for social awareness and betterment.

Influences-

- WWI (10 million killed – twice as many wounded)
- Mechanized mass killing technology

Predominant characteristics-

- Juxtaposition
- Use of recognizable imagery and symbolism to reflect current events
- Reflected a rebellious attitude – challenged the viewer’s ideals around fine art
- Collage - photomontage

Artists-

- Marcel Duchamp
- Hannah Hoch
- Man Ray
- Raoul Hausmann

NOTES
Abstract Expressionism 1945 - 1962

Making a work of art was as important as the work of art itself.

The simple expression of complex thoughts. Artists were moved to rethink the relationship between art and life. This was a time to rethink and recover from a world in shambles.

Influences-
- WWII - Holocaust – 6 million people killed, over 50 million people killed by war – 40 million displaced
- Atomic bomb (ability to destroy world)
- Nazi genocide machine – human cruelty

Predominant characteristics-
- Show signs of the artist’s hand
- Use of symbols and signs as replacement of imagery
- Large-scale, non-objective imagery
- Lack of clear focal point
- An “all-over” approach, over-sized canvas, center not most important
- Color field
- Splatter, drips and runs of paint

Artists-
- Jackson Pollock
- Willem de Kooning
- Arshile Gorky
- David Smith
- Mark Rothko
- Paul Klee
- Cy Twombly
- Wassily Kandinsky

NOTES
Pop Art 1960 - 1970

The idea is more important than the work of art itself.

The concept of pop art refers not as much to the art itself as to the attitudes that led to it.

Pop art used real, commonly used products, utilizing mass production that often challenged cultural assumptions about fine art. Artists focused on contemporary life with ironic commentary.

An introspective exploration of American culture

Influences -
- Pop culture – celebrity
- Post WWII manufacturing and media
- Single-panel comic strip
- Television – advertising
- Exploration of materialism and consumerism

Predominant characteristics -
- Primary colors, bold colors
- Collage
- Repetition
- Explore mass production process for fine art
- Ben-Day dots
- Slick look – ironic attitude
- Juxtaposition

Artists -
- Andy Warhol
- Edward Hopper
- Tom Wesselmann
- Jasper Johns
- Roy Lichtenstein
- Claes Oldenburg
- James Rosenquist
- Richard Hamilton
Minimalism 1962 – 1972

“What you see is what you see.” Frank Stella

“Less is more.” Mies Van Der Rohe

Painters urged viewers to see the work as objects, not as pictures.

Extreme simplicity of form and a literal, objective approach.

Influences-

Predominant characteristics-

- No metaphors, symbolism or artist’s hand
- Medium and materials of the work are its reality
- Completely literal presence
- Use of primary colors and neutral colors
- Hard edge, simple forms, linear rather than painterly
- Color fields

Artists-

- Mark Rothko
- Donald Judd
- Morris Lewis
- Ellsworth Kelly
- Frank Stella
- Richard Serra
- Robert Morris
Post – modernism 1975 – present

“Less is more.
Less is a bore.”  Robert Venturi

Look forward instead of past for meaning – not wisdom of past. Rejecting tradition – breaking rules

The impulse is to depart from the norm. All loses impact when it becomes the norm. (No rules left to break)

We form art. Art forms us.

Create work that illuminates the relationships between what we see and how we think.

Influences-

Predominant characteristics-

- Installations
- Symbolic value of shapes
- Use of representational color

Artists-

- Jeff Koons
- William Eggleston
- Damien Hirst
- Sherrie Levine
- Christo & Jean-Claude
- Walter De Maria
- Yayoi Kusama
- Frank Gehry
- Banksy
- Ron Mueck
- Gunther Von Hagens
Art Period Lecture Quizzes
Consider the three art periods and answer the following questions. Limit answers to this page.

1. Which artist is not from the three art periods? Circle the artist of your choice.
   - Jean-Honore Fragonard
   - Johannes Vermeer
   - Rembrandt Peale
   - Michelangelo
   - Francois Boucher
   - Leonardo da Vinci
   - Caravaggio

2. Which art period is associated with the visual element listed below?
   - Use of shading and perspective to create an accurate representation
   - Dramatic lighting
   - Elegant, ornate, light colors

3. Which art period best aligns with the theme listed below?
   - Playful and witty
   - Discovery of human potential
   - Study of light and ability to tell a story
Consider the three art periods and answer the following questions. Limit answers to this page.

1. Which artist is not from the three art periods? Circle the artist of your choice.

- Gustave Courbet
- Thomas Cole
- Francois Gerard
- Eugene Delacroix
- Jacques-Louis David
- Claude Monet
- Eduard Manet

2. Which art period is associated with the visual element listed below?

- Accurate colors to best reflect the world
- Loose brush strokes and loose interpretation
- Utilized heroic figures to inspire

3. Which art period best aligns with the theme listed below?

- Patriotism
- Idealism
- Practicality
Consider the three art periods and answer the following questions. Limit answers to this page.

1. Which artist is not from the three art periods? Circle the artist of your choice.
   - Pablo Picasso
   - Rene Magritte
   - Paul Cezanne
   - Pierre-Auguste Renoir
   - Edgar Degas
   - Vincent Van Gogh
   - Georges Seurat

2. Which art period is associated with the visual element listed below?
   - Bold, expressive brush strokes
   - Short, distinct brush strokes
   - Multiple viewpoints in a single plane

3. Which art period best aligns with the theme listed below?
   - Accurate expression of light
   - Depiction of multiple views of space, time and motion simultaneously
   - Make thoughts and feelings visible
Consider the three art periods and answer the following questions. Limit answers to this page.

1. Which artist is not from the three art periods? Circle the artist of your choice.
   - Marcel Duchamp
   - Salvador Dali
   - Roy Lichtenstein
   - Jeff Koons
   - Joan Miro
   - Hannah Hock
   - Andy Warhol

2. Which art period is associated with the visual element listed below?
   - Popular culture symbols
   - Collage
   - Juxtaposition
   - Readymades

3. Which art period best aligns with the theme listed below?
   - Reflect the world as irrational
   - Explore unconscious
   - Commentary on materialism, consumerism and shared cultural experiences
Consider the three art periods and answer the following questions. Limit answers to this page.

1. Which artist is not from the three art periods? Circle the artist of your choice.
   - Banksy
   - Jackson Pollock
   - Frank Stella
   - Donald Judd
   - Edward Hopper
   - Damien Hirst
   - Mark Rothko

2. Which art period is associated with the visual element listed below?
   - Simple forms - linear rather than painterly
   - Use of representational color, regular perspective and recognizable subject matter
   - Artist’s hand is apparent in work

3. Which art period best aligns with the theme listed below?
   - Non-objective imagery, lack of clear focal point
   - Lack of expressive content – no metaphors or symbolism
   - Relationship between what we see and how we think
Art Period Test  (Match the phrase, artist and art period together. Answer on this sheet.)

1 - Sought to expand consciousness by transcending limits of rational thoughts.

2 - What the eye sees not the mind.

3 - Show objects as the mind, rather than the eye perceives them.

4 - Making a work of art as important as the work of art itself.
   The simple expression of complex thoughts.

5 - The idea is more important than the work of art itself.

6 - Painters urged viewers to see the work as objects, not as pictures.
   What you see is what you see.  Less is more.

7 - Look forward instead of past for meaning – not wisdom of past.
   We form art.  Art form us.

8 - Useless to create beauty in a world that could destroy itself.
   Art is not an end in itself...
   But an opportunity for true perception and criticism of the times we live in.

9 - Make thoughts and feelings visible.

10 - Imagination and emotion more valuable than reason.

11 - Objective, unemotional works that were unadorned with imaginative flourishes.

12 - Eccentric redundancy and noisy abundance of details, which sharply contrasted the clear and sober rationality of the renaissance.

13 - Light-hearted depiction of domestic life in upper class homes.

14 - Alignment of ideals of learning, reason, and self-expression with religious dogma.
Artists

1. Jeff Koons
2. Gustave Courbet
3. Andy Warhol
4. Francisco Goya
5. Claude Monet
6. Marcel Duchamp
7. Leonardo da Vinci
8. Pablo Picasso
9. Jean-Honore Fragonard
10. Mark Rothko
11. Salvador Dali
12. Vincent Van Gogh
13. Michelangelo Merisi da Caravaggio
14. Jackson Pollock

Art Periods

A. Renaissance, 1400-1525
B. Baroque, 1590-1725
C. Rococo, 1720-1760
D. Realism, 1825-1870
E. Post Impressionism, 1884-1905
F. Dada, 1918-1925
G. Romanticism, 1800-1850
H. Post Modernism, 1975-present
I. Minimalism, 1962-1972
J. Pop Art, 1960-1970
K. Abstract Expressionism, 1945-1962
L. Cubism, 1908-1918
M. Impressionism, 1874-1880
N. Surrealism, 1924-1942
Art Period Test

1. Create art which resembles the specific characteristics of each art period.

2. List 3 characteristics of the art period which are reflected in your art work.

   (Bullet point characteristics.)

   Suggestion: Begin with the three characteristics, then draw your interpretation of art which illustrates the art period characteristics. Grade will reflect the student’s ability to show the three characteristics, not on artistic abilities.

Renaissance
Realism

Baroque

Impressionism
Interview an Artist

1. What do you see differently?

2. How do you decide what to paint, draw, sculpt, express....?

3. How do you decide what is the best way to express your ideas?

4. How do you consider your audience or the viewer?

5. When do you know your work is done?

6. How do you decide if your work is good?
Art Appreciation 1301 – online
Prebles’ Artforms by Patrick Frank, Eleventh Edition

Week 1  Introduction

- Lecture: What is Art?
- Introduction post- What is the value of art to society?
- Self-portrait exercise

Week 2

- Lecture: Renaissance (279) – Baroque (292) – Rococo (300)
- Quiz #1
- Visual Element Exercise

Week 3

- Lecture: Realism (368) – Romanticism (362) – NeoClassism (360)
- Quiz #2
- Media Exercise

Week 4

- Lecture: Impressionism (377) – Post Impressionism (382) – Cubism (401)
- Quiz #3
- Art Exercise

Week 5

- Lecture: Surrealism (411) – DaDa (411) – Pop Art (444)
- Quiz #4
- Collage Exercise

Week 6

- Lecture: Abstract Expressionism (434) – Minimalism (450) – Post Modernism (462)
- Quiz #5
- Gallery visit
Visual Element Exercise

Create drawing/art utilizing as many visual elements as possible.

Number and label each element – briefly explain if image does not clearly illustrate the visual element.

Place the total number of visual elements illustrated at top of page and circle.

See list of visual elements & find definitions of terms in your text book. (Chapters 3-4)

Grading: Number of elements illustrated.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+</td>
<td>100</td>
</tr>
<tr>
<td>10–19</td>
<td>85</td>
</tr>
<tr>
<td>6–9</td>
<td>75</td>
</tr>
<tr>
<td>Less than 5</td>
<td>65</td>
</tr>
</tbody>
</table>

Example-

![Visual Elements Example Image](image-url)
<table>
<thead>
<tr>
<th>Visual Elements/Design Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape</td>
</tr>
<tr>
<td>Volume</td>
</tr>
<tr>
<td>Mass</td>
</tr>
<tr>
<td>Balance</td>
</tr>
<tr>
<td>Line</td>
</tr>
<tr>
<td>Light</td>
</tr>
<tr>
<td>Value</td>
</tr>
<tr>
<td>Chiaroscuro</td>
</tr>
<tr>
<td>Color</td>
</tr>
<tr>
<td>Texture</td>
</tr>
<tr>
<td>Space</td>
</tr>
<tr>
<td>Time &amp; Motion</td>
</tr>
<tr>
<td>Perspective</td>
</tr>
<tr>
<td>Proportion</td>
</tr>
<tr>
<td>Scale</td>
</tr>
<tr>
<td>Rhythm</td>
</tr>
<tr>
<td>Emphasis</td>
</tr>
<tr>
<td>Focal Point</td>
</tr>
<tr>
<td>Symmetry</td>
</tr>
<tr>
<td>Unity</td>
</tr>
<tr>
<td>Variety</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Medium</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>Repetition</td>
</tr>
<tr>
<td>Scale</td>
</tr>
<tr>
<td>Contrast</td>
</tr>
</tbody>
</table>
Visual Elements continued

<table>
<thead>
<tr>
<th>Color schemes</th>
<th>Primary colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary colors</td>
<td>Intermediate/tertiary colors</td>
</tr>
<tr>
<td>Subordination</td>
<td>Directional forces</td>
</tr>
<tr>
<td>Pattern</td>
<td>Spatial depth</td>
</tr>
<tr>
<td>Vanishing point</td>
<td>Eye level</td>
</tr>
<tr>
<td>Hatching</td>
<td>One pt. perspective</td>
</tr>
<tr>
<td>Two pt. perspective</td>
<td>Tone</td>
</tr>
<tr>
<td>Pigment</td>
<td>Hue</td>
</tr>
<tr>
<td>Saturation</td>
<td>Warm colors</td>
</tr>
<tr>
<td>Atmospheric perspective</td>
<td>Subject</td>
</tr>
<tr>
<td>Tone</td>
<td>Figure-ground reversal</td>
</tr>
<tr>
<td>Void areas</td>
<td>Cool colors</td>
</tr>
</tbody>
</table>
Media

Create a powerpoint presentation, saved as a pdf. Select one of the types art as discussed in the text book, part two and answer the seven bullet points below in regards to your medium selected.

Sections:

10. Drawing
11. Painting
12. Printmaking
13. Visual Communication Design
14. Photography
15. Film/Video and Digital Art
16. Alternative Media and Process
17. Craft
18. Sculpture

Areas to address in presentation:

- Define – Explain art category
- (3) sample images (Include: title, artist, year completed)
- Tools
- Introduce (1) accomplished artist in specific area (Show image of work)
- Materials (Used to make the art. Exm: clay, marble, acrylic paint, steel, inks)
- Medium (What the art is created on. Exm: canvas, wood, digital screen, wall)
- What’s unique about the medium/materials, and how does it complement the art? (For example, art made from sand; as opposed to a sculpture made from steel.)
Art Exercise

Select an artist from the list provided. Create a rendering, drawing, painting, sketch, some type of replication created by the student of the artist’s work. Place your work next to an image of the original work of art. On a separate page within the document, answer the six bullet points below.

Provide the following details with your art rendering:

- Artist’s name
- Title of work of art
- Year classic art was completed
- One visual element
- Subject of art
- Art period & characteristic of the era

Grading explanation: 40 pts. for painting/drawing, 10 pts. for each bullet detail above = 100 pts.
List of artists:

<table>
<thead>
<tr>
<th>Artists</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jeff Koons</td>
<td></td>
</tr>
<tr>
<td>2. Marcel Duchamp</td>
<td></td>
</tr>
<tr>
<td>3. Louise Nevelson</td>
<td></td>
</tr>
<tr>
<td>4. Claes Oldenburg</td>
<td></td>
</tr>
<tr>
<td>5. Frida Kahlo</td>
<td></td>
</tr>
<tr>
<td>6. Marc Chagall</td>
<td></td>
</tr>
<tr>
<td>7. Andrew Wyeth</td>
<td></td>
</tr>
<tr>
<td>8. Martin Puryear</td>
<td></td>
</tr>
<tr>
<td>9. Felix Gonzalez-Torres</td>
<td></td>
</tr>
<tr>
<td>10. Rene Magritte</td>
<td></td>
</tr>
<tr>
<td>11. Andy Warhol</td>
<td></td>
</tr>
<tr>
<td>12. Giotto</td>
<td></td>
</tr>
<tr>
<td>13. Honore Daumier</td>
<td></td>
</tr>
<tr>
<td>14. Gustave Courbet</td>
<td></td>
</tr>
<tr>
<td>15. Thomas Eakins</td>
<td></td>
</tr>
<tr>
<td>16. Edouard Manet</td>
<td></td>
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<tr>
<td>17. William Kentridge</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>18.</td>
<td>Le Corbusier</td>
</tr>
<tr>
<td>19.</td>
<td>Romare Bearden</td>
</tr>
<tr>
<td>20.</td>
<td>Paul Cezanne</td>
</tr>
<tr>
<td>21.</td>
<td>Paul Gauguin</td>
</tr>
<tr>
<td>22.</td>
<td>Joan Mitchell</td>
</tr>
<tr>
<td>23.</td>
<td>Paul Klee</td>
</tr>
<tr>
<td>24.</td>
<td>LeRoy Neiman</td>
</tr>
<tr>
<td>25.</td>
<td>M.C. Escher</td>
</tr>
<tr>
<td>26.</td>
<td>Susan Rothenberg</td>
</tr>
<tr>
<td>27.</td>
<td>Edvard Munch</td>
</tr>
<tr>
<td>28.</td>
<td>Donald Judd</td>
</tr>
<tr>
<td>29.</td>
<td>Grant Wood</td>
</tr>
<tr>
<td>30.</td>
<td>Gustav Klimt</td>
</tr>
<tr>
<td>31.</td>
<td>Georgia O’Keefe</td>
</tr>
<tr>
<td>32.</td>
<td>Francisco Goya</td>
</tr>
<tr>
<td>33.</td>
<td>Jackson Pollock</td>
</tr>
<tr>
<td>34.</td>
<td>Willem De Kooning</td>
</tr>
<tr>
<td>35.</td>
<td>Mark Rothko</td>
</tr>
<tr>
<td>36.</td>
<td>Francis Bacon</td>
</tr>
<tr>
<td></td>
<td>Artist</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>37.</td>
<td>Robert Rauschenberg</td>
</tr>
<tr>
<td>38.</td>
<td>Jasper Johns</td>
</tr>
<tr>
<td>39.</td>
<td>James Abbott McNeill Whistler</td>
</tr>
<tr>
<td>40.</td>
<td>Christo &amp; Jeanne-Claude</td>
</tr>
<tr>
<td>41.</td>
<td>Frank Gehry</td>
</tr>
<tr>
<td>42.</td>
<td>Banksy</td>
</tr>
<tr>
<td>43.</td>
<td>Norman Rockwell</td>
</tr>
<tr>
<td>44.</td>
<td>Vincent Van Gogh</td>
</tr>
<tr>
<td>45.</td>
<td>Pablo Picasso</td>
</tr>
<tr>
<td>46.</td>
<td>Henri Matisse</td>
</tr>
<tr>
<td>47.</td>
<td>Damien Hirst</td>
</tr>
<tr>
<td>48.</td>
<td>Edward Hopper</td>
</tr>
<tr>
<td>49.</td>
<td>Salvador Dali</td>
</tr>
<tr>
<td>50.</td>
<td>William Eggleston</td>
</tr>
<tr>
<td>51.</td>
<td>Jan Van Eyck</td>
</tr>
<tr>
<td>52.</td>
<td>Jacques-Louis David</td>
</tr>
<tr>
<td>53.</td>
<td>Michelangelo Merisi da Caravaggio</td>
</tr>
<tr>
<td>54.</td>
<td>Raphael</td>
</tr>
<tr>
<td>55.</td>
<td>Sandro Botticelli</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
</tr>
<tr>
<td>56.</td>
<td>Leonardo da Vinci</td>
</tr>
<tr>
<td>57.</td>
<td>Gian Lorenzo Bernini</td>
</tr>
<tr>
<td>58.</td>
<td>Michelangelo Buonarroti</td>
</tr>
<tr>
<td>59.</td>
<td>Diego Velasquez</td>
</tr>
<tr>
<td>60.</td>
<td>Donatello</td>
</tr>
<tr>
<td>61.</td>
<td>Eugene Delacroix</td>
</tr>
<tr>
<td>62.</td>
<td>Piet Mondrian</td>
</tr>
<tr>
<td>63.</td>
<td>David Smith</td>
</tr>
<tr>
<td>64.</td>
<td>Georges Seurat</td>
</tr>
<tr>
<td>65.</td>
<td>Claude Monet</td>
</tr>
</tbody>
</table>
Collage Exercise

**Identify** a social issue which resonates with you and write one paragraph commentary around this issue.

**Form** a message from your issue and commentary.

Get your images from magazines, books or any type publication. You can also use images copied from the internet. You can create a paper collage or do the entire project digitally. Use 15+ **images** which represent or reflect your message.

**Create** a collage. Combine images utilizing symbols, icons, words, position, placement and juxtaposition to create a collage which expresses your message. No more than two words can be strung together in forming a sentence within the collage. Single words or letters are symbols.

**Write** one paragraph which describes your message.

**Grade criteria:**

Fellow students will be asked to guess the message from your collage.

A = message clearly conveyed without hinting at the meaning

B = Nice presentation, but message unclear

C = Something presented with little critical thought or deep consideration
Gallery Exercise

Visit a gallery or museum and answer the following questions: (Acceptable venues include any place that exhibits art as the primary emphasis; where the artists are promoted and art displayed to feature the art first. A restaurant/bar/hotel/building lobby with art on the wall does not classify as a gallery.)


1. Favorite work of art? Why?
   Note: Title, medium and artist’s name

2. Least favorite work of art? Why?
   Note: Title, medium and artist’s name

3. Find one work of art which you believe is worth $150 million dollars. Why?
Summary:
MLA (Modern Language Association) is an approved styling and formatting used often in the liberal arts and humanities fields to write papers and cite sources. Following are guidelines as outlined by the Purdue OWL staff as they interpret the MLA Handbook (8th ed.). Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck, Joshua M. Paiz, Michelle Campbell, Rodrigo Rodríguez-Fuentes, Daniel P. Kenzie, Susan Wegener, Maryam Ghafoor, Purdue OWL Staff

Basic In-Text Citation Rules

In MLA style, referring to the works of others in your text is done by using what's known as parenthetical citation. Immediately following a quotation from a source or a paraphrase of a source's ideas, you place the author's name followed by a space and the relevant page number(s).

Human beings have been described as "symbol-using animals" (Burke 3).

Your in-text citation will correspond with an entry in your Works Cited page, which, for the Burke citation above, will look something like this:


Multiple Citations

To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

...as has been discussed elsewhere (Burke 3; Dewey 21).

Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

This is used only after it has been deemed the original source is not available. Indirect sources should not be the norm.
MLA formatting - Basic Rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not underline the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access).

Capitalization and Punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose
- Use italics or underlining for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Listing Author Names

Entries are listed by author name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth
Levy, David M.
Wallace, David Foster

Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma.

Work with No Known Author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. Simulacra and Simulations.
Boring Postcards USA.
Burke, Kenneth. A Rhetoric of Motives.
Books

The first or single author's name is written last name, first name. The basic form for a book citation is:

Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication.

Book with One Author


Book with More Than One Author

First author name is written last name first; subsequent author names are written first name, last name.


If there are more than three authors, you may list only the first author followed by the phrase et al. (the abbreviation for the Latin phrase "and others"; no period after "et") in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.


Book with No Author

List and alphabetize by the title of the book.


For parenthetical citations of sources with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and underlining as appropriate. For example, parenthetical citations of the source above would appear as follows: (Encyclopedia 235).

Works Cited examples (MLA format)


**The Use of URLs in MLA**

MLA only requires the www. address, so eliminate all https:// when citing URLs. At the end of any web address, place the phrase, “Accessed and date,” to signify when you accessed the page and copied the information.

Collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks.
- Title of the website, project, or book in italics.
- Any version numbers available, including editions (ed.), revisions, posting dates, volumes (vol.), or issue numbers (no.).
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (p. or pp.) or paragraph numbers (par. or pars.).
- Date you accessed the material (Date Accessed).
- URL (without the https://) DOI or permalink.

Use the following format:
Author. Title. Title of container (self-contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access.

**Citing an Entire Web Site**

Editor, author, or compiler name (if available). Name of Site. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

Examples:


**A Page on a Web Site**

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. If the publisher is the same as the website name, only list it once.


An Image (Including a Painting, Sculpture, or Photograph)

Provide the artist’s name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, and the date of access.


If the work is cited on the web only, then provide the name of the artist, the title of the work, and then follow the citation format for a website. If the work is posted via a username, use that username for the author.

Adams, Clifton R. “People relax beside a swimming pool at a country estate near Phoenix, Arizona, 1928.” Found, National Geographic Creative, 2 June 2016, natgeofound.tumblr.com/.

Long URLs

URLs that won’t fit on one line of your Works Cited list should be broken at slashes, when possible.

Some Web sites have unusually long URLs that would be virtually impossible to retype; others use frames, so the URL appears the same for each page. To address this problem, either refer to a site's search URL, or provide the path to the resource from an entry page with an easier URL. Begin the path with the word Path followed by a colon, followed by the name of each link, separated by a semicolon. For example, the Amazon.com URL for customer privacy and security information is <http://www.amazon.com/exec/obidos/ tg/browse/-/551434/104-0801289-6225502>, so we’d need to simplify the citation:


Weblog Postings

MLA does not yet have any official rules for citing blog entries or comments.

An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the web magazine in italics, publisher name, publication date, URL, and the date of access.

Sample works cited page: (MLA 2016 format)
Note: The works cited page always begins on a new page.

Works Cited


To view a comprehensive review of MLA guidelines and formatting examples, go to:
https://owl.english.purdue.edu/owl/resource/747/12/, viewed 11-30-2016

Plagiarism

Plagiarism is NOT acceptable.

Plagiarism is defined as taking another person’s ideas and writings and representing the work as their own without providing appropriate credit through proper documentation. If a student uses work which is not their creation without properly citing the work used, this is stealing and labeled academically as plagiarism. This is dishonest and stealing!

At most institutions of learning, plagiarism is considered a major offense, with consequences ranging from automatically receiving a zero on the assignment to being expelled from the program. It is always the authors’ responsibility to adequately cite their sources and not mislead anyone in thinking the work is their original creation.
Think & articulate

Consider the following statement or question and write one paragraph addressing the subject.

What is the value of art to society?