

Student name: \_\_\_\_\_

email address: \_\_\_\_\_

## **Art Appreciation 1301**

Summer 2015, Collin College, Spring Creek

\_\_\_\_\_ 1301.33683, 2S1, 1-3, M-TH

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**Collin College Division of Fine Arts**  
2015 Summer Syllabus

**COURSE SYLLABUS**

Course Information
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**Course Number:** ARTS 1301.33683

**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 INFORMATION

**Instructor's Name:** Scott Trent  
**Office Number:** Check art lobby on 2nd floor first  
**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:** 2S1  
**Meeting Times:** 1:00 - 3:00 pm  
**Meeting Location:** SCC 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:**  
A three-ringed binder for organizing your in-class assignments (workbook). The class assignments in your binder will be handed in for a grade at the end of the semester.

**Text book:** *Gateways to Art: Understanding the Visual Arts*, DeWitte, Larmann, & Shields

**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%
<ul style="list-style-type: none"> <li>- In-class quizzes</li> <li>- Art reflections</li> <li>- Gallery visit</li> <li>- Artist interview</li> <li>- Banksy</li> <li>- Self-portrait</li> </ul>	
Class Presentations [ 4 ]	40%
<ul style="list-style-type: none"> <li>- visual elements</li> <li>- art</li> <li>- artist</li> <li>- media</li> </ul>	
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](mailto:strent@collin.edu) or [scott@inxlab.com](mailto:scott@inxlab.com)

## Course Calendar:

Mon., 7-13	Introduction
Tues., 7-14	Renaissance
Wed., 7-15	Baroque – Rococo
Thurs., 7-16	Presentation – <b>Visual elements</b>
Mon., 7-20	In-class assignment
Tues., 7-21	Realism - Romanticism
Wed., 7-22	Neo-Classicism – Impressionism
Thurs., 7-23	Presentation – <b>Media</b>
Mon., 7-27	Gallery Visit
Tues., 7-28	Post-impressionism - Cubism
Wed., 7-29	Surrealism – Dada
Thurs., 7-30	Presentation – <b>Artist</b>
Mon., 8-3	In-class assignment
Tues., 8-4	Abstract Expressionism – Pop Art
Wed., 8-5	Minimalism – Post Modernism
Thurs., 8-6	Presentation – <b>Art</b>
Mon., 8-10	In-class assignment
Tues., 8-11	Final

Student name: \_\_\_\_\_

Final Grade: \_\_\_\_\_

\_\_\_\_\_ 35% Workbook

\_\_\_\_\_ 40% Presentations

\_\_\_\_\_ 25% Final exam

Presentations	
Visual element	_____
Media	_____
Artist	_____
Art	_____
Art period	_____

Workbook	
In-class quizzes	_____
Art reflections	_____
Gallery visit	_____
Artist interview	_____
Banksy	_____
Self-portrait	_____
Critique	_____

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	_____
Art period	_____

Workbook	
In-class quizzes	_____
Art reflections	_____
Gallery visit	_____
Artist interview	_____
Banksy	_____
Self-portrait	_____
Critique	_____

# Self-portrait Exercise

Find a classic work of art that represent you.

Bring in image to insert in workbook. (By next class, Jan. 27<sup>th</sup>.) – 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)



## Visual Elements/Design Principles

Select a classic work of art from the list of art works on page 24

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.

Shape	_____
Volume	_____
Mass	_____
Balance	_____
Line	_____
Light	_____
Value	_____
Chiaroscuro	_____
Color	_____
Texture	_____
Space	_____
Time & Motion	_____
Perspective	_____
Proportion	_____
Scale	_____
Rhythm	_____
Emphasis	_____
Focal Point	_____
Symmetry	_____
Unity	_____
Variety	_____
Content	_____
Medium	_____
Style	_____

- 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.

## Media

9 groups of 3

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 \_\_\_\_\_



Realism \_\_\_\_\_

Bauhaus \_\_\_\_\_

Impressionism \_\_\_\_\_

Post-Impressionism \_\_\_\_\_

Cubism \_\_\_\_\_

DaDa \_\_\_\_\_

Surrealism \_\_\_\_\_

Abstract Expressionism \_\_\_\_\_

Pop Art \_\_\_\_\_

Post-Modernism \_\_\_\_\_

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 on one PowerPoint presentation. (3 individual slides within one PowerPoint document – All images must be digital)

## Artists

1. Jeff Koons \_\_\_\_\_
2. Marcel Duchamp \_\_\_\_\_
3. Louise Nevelson \_\_\_\_\_
4. Claes Oldenburg \_\_\_\_\_
5. Frida Kahlo \_\_\_\_\_
6. Marc Chagall \_\_\_\_\_
7. Andrew Wyeth \_\_\_\_\_
8. Martin Puryear \_\_\_\_\_
9. Felix Gonzalez-Torres \_\_\_\_\_
10. Rene Magritte \_\_\_\_\_
11. Andy Warhol \_\_\_\_\_
12. Giotto \_\_\_\_\_
13. Honore Daumier \_\_\_\_\_
14. Gustave Courbet \_\_\_\_\_
15. Thomas Eakins \_\_\_\_\_
16. Edouard Manet \_\_\_\_\_
17. William Kentridge \_\_\_\_\_

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 \_\_\_\_\_

- 36. Francis Bacon \_\_\_\_\_
- 37. Robert Rauschenberg \_\_\_\_\_
- 38. Jasper Johns \_\_\_\_\_
- 39. James Abbott McNeill Whistler \_\_\_\_\_
- 40. Christo & Jeanne-Claude \_\_\_\_\_
- 41. Frank Gehry \_\_\_\_\_
- 42. Banksy \_\_\_\_\_
- 43. Norman Rockwell \_\_\_\_\_
- 44. Vincent Van Gogh \_\_\_\_\_
- 45. Pablo Picasso \_\_\_\_\_
- 46. Henri Matisse \_\_\_\_\_
- 47. Damien Hirst \_\_\_\_\_
- 48. Edward Hopper \_\_\_\_\_
- 49. Salvador Dali \_\_\_\_\_
- 50. William Eggleston \_\_\_\_\_
- 51. Jan Van Eyck \_\_\_\_\_
- 52. Jacques-Louis David \_\_\_\_\_
- 53. Michelangelo Merisi da Caravaggio \_\_\_\_\_

- 54. Raphael 

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- 55. Sandro Botticelli 

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- 56. Leonardo da Vinci 

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- 57. Gian Lorenzo Bernini 

---
- 58. Michelangelo Buonarroti 

---
- 59. Diego Velasquez 

---
- 60. Donatello 

---
- 61. Eugene Delacroix 

---
- 62. Piet Mondrian 

---
- 63. David Smith 

---
- 64. Georges Seurat 

---
- 65. Claude Monet 

---
- 66. Francisco Goya 

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## Art work exercise

1. Select two works of art: Sign name next to two different works of art. Make a copy of the name!
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 (x2)

Display 3 images side by side and present 3 details about art work.

Allow the class to guess which is your work of art. (Answer Yes or No)

**42 points**

Present detail one at a time allowing the class to guess which art by the provided detail.

(Total 4 details, each worth 2 pts.)

If the class guesses the art with the initial 3 details, then the challenge is to see if the class can answer the remaining details. If they don't know the art, then the details become clues.

The presenter receives additional points for every question the class can't answer or does not give away their selected work of art. (The presenter must honestly respond, "yes" or "no," to the class guess.)

One guess per detail for the class.

The presenter can get points two ways:

**8 points possible**

1. The class can't guess the art
2. The class does not know the answers to the art detail questions.

**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. Order the 7 details are presented can provide an effective strategy.

List of works of art

Mona Lisa, Leonardo Da Vinci, 1503-1505

I and the Village, Marc Chagall, 1911

Composition with Red, Blue, and Yellow, Piet Mondrian, 1930

Cubi XVIII, David Smith, 1964

Guggenheim Museum, Bilbao, Spain, Frank Gehry, 1997

Liberty Leading the People, Eugene Delacroix, 1830

Blue, Orange, Red, Mark Rothko, 1961

The Persistence of Memory, Salvador Dali, 1931

White Iris, Georgia O’Keeffe, 1930

Guernica, Pablo Picasso, 1937

Les Demoiselles d’Avignon, Pablo Picasso, 1907

Arrangement in Black and Gray, James Abbott McNeill Whistler, 1871

The Boating Party, Mary Cassatt, 1893-1894

The Scream, Edvard Munch, 1893

The Starry Night, Vincent Van Gogh, 1889

Still Life with Basket of Apples, Paul Cezanne, 1895

A Sunday Afternoon on La Grande Jatte, Georges Seurat, 1884-1886

The Rehearsal, Edgar Degas, 1877

Le Moulin de la Galette, Pierre-Auguste Renoir, 1876

Impression: Sunrise, Claude Monet, 1872

Le Dejeuner sur L’Herbe (Luncheon on the Grass), Edouard Manet, 1863

The Stone Breakers, Gustave Courbet, 1849

The Third-Class Carriage, Honore Daumier, 1862

The Third of May, Francisco Goya, 1808, 1814-1815



The Death of Sardanapalus, Eugene Delacroix, 1826 \_\_\_\_\_

The Oath of the Horatii, Jacques-Louis David, 1784 \_\_\_\_\_

Happy Accidents of the Swing, Jean-Honore Fragonard, 1767 \_\_\_\_\_

Young Woman with a Water Jug, Jan Vermeer, 1665 \_\_\_\_\_

Self-Portrait, Rembrandt Van Rijn, 1652 \_\_\_\_\_

Las Meninas (The Maids of Honors), Diego Velazquez, 1665 \_\_\_\_\_

Judith and Holofernes, Michelangelo de Merisi Caravaggio, 1598 \_\_\_\_\_

The Conversion of St. Paul, Michelangelo de Merisi da Caravaggio, 1601 \_\_\_\_\_

David, Michelangelo, 1501-1504 \_\_\_\_\_

David, Donatello, 1408 \_\_\_\_\_

David, Gian Lorenzo Bernini, 1623 \_\_\_\_\_

David, Andrea Del Verrocchio, 1470 \_\_\_\_\_

The School of Athens, Raphael, 1508 \_\_\_\_\_

The Last Supper, Leonardo Da Vinci, 1495-1498 \_\_\_\_\_

Birth of Venus, Sandro Botticelli, 1486 \_\_\_\_\_

Madonna Enthroned, Giotto, 1310 \_\_\_\_\_

Madonna Enthroned, Cimabue, 1280-1290 \_\_\_\_\_

Giovanni Arnolfini and His Bride, Jan Van Eyck, 1434 \_\_\_\_\_

Landscape with Yellow Birds, Paul Klee, 1923 \_\_\_\_\_

Sky and Water I, M.C.Escher, 1938 \_\_\_\_\_

Kindred Spirits, Asher Brown Durand, 1849 \_\_\_\_\_

Large Reclining Nude, Heri Matisse, 1935 \_\_\_\_\_

Madonna and Child with the Chancellor Rolin, Jan Van Eyck, 1434 \_\_\_\_\_

Rue Transnonain, April 15, 1834, Honore Daumier, 1834 \_\_\_\_\_

Le Boulevard du Temple, Louis Jacques Mande Daguerre, 1839 \_\_\_\_\_

Paul Preaching at Athens, Raphael, 1515-1516 \_\_\_\_\_

- The Arnolfini Portrait, Jan Van Eyck, 1434 \_\_\_\_\_
- The Kitchen Maid, Jan Vermeer, 1658 \_\_\_\_\_
- Terra Cotta Warriors, 210 BCE \_\_\_\_\_
- Oath of the Horatii, Jacques-Louis David, 1784 \_\_\_\_\_
- The Third of May, 1808, Francisco Goya, 1814 \_\_\_\_\_
- The Death of Sardanapalus, Eugene Delacroix, 1827 \_\_\_\_\_
- The Thinker, Auguste Rodin, 1910 \_\_\_\_\_
- Mont Sainte-Victoire, Paul Cezanne, 1902-1904 \_\_\_\_\_
- Mahana no Atua (Day of the God), Paul Gauguin, 1894 \_\_\_\_\_
- Der blaue Berg (Blue Mountain), Wassily Kandinsky, 1908-1909 \_\_\_\_\_
- Self-Portrait with an Amber Necklace, Paula Modersohn-Becker, 1906 \_\_\_\_\_
- Les Demoiselles d'Avignon, Pablo Picasso, 1907 \_\_\_\_\_
- The Liberation of the Peon, Diego Rivera, 1931 \_\_\_\_\_
- The Two Fridas, Frida Kahlo, 1939 \_\_\_\_\_
- Nighthawks, Edward Hopper, 1942 \_\_\_\_\_
- American Gothic, Grant Wood, 1930 \_\_\_\_\_
- Recumbent Figure, Henry Moore, 1938 \_\_\_\_\_
- Autumn Rhythm. (Number 30), Jackson Pollock, 1950 \_\_\_\_\_
- Marilyn Diptych, Andy Warhol, 1962 \_\_\_\_\_
- Drowning Girl, Roy Lichtenstein, 1963 \_\_\_\_\_
- Two Cheeseburgers with Everything, Claes Oldenburg, 1962 \_\_\_\_\_
- Untitled, Donald Judd, 1967 \_\_\_\_\_
- Stone Age Waiter, Banksy, 2006 \_\_\_\_\_
- Senecio, Paul Klee, 1922 \_\_\_\_\_
- The Kiss, Gustav Klimt, 1907-1908 \_\_\_\_\_

## Banksy Exercise

Form 8 groups of 4 students

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](http://creativityconsortium.com/Banksy_exercise.html)

Include in paper:

- Title: Banksy paper
- Name: \_\_\_\_\_
- Class: S08, S09, S10, S11 (circle class section number)
- Summary of group's interpretation of Banksy image

# 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.)

The ideal venue 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?

Signature \_\_\_\_\_ Date \_\_\_\_\_

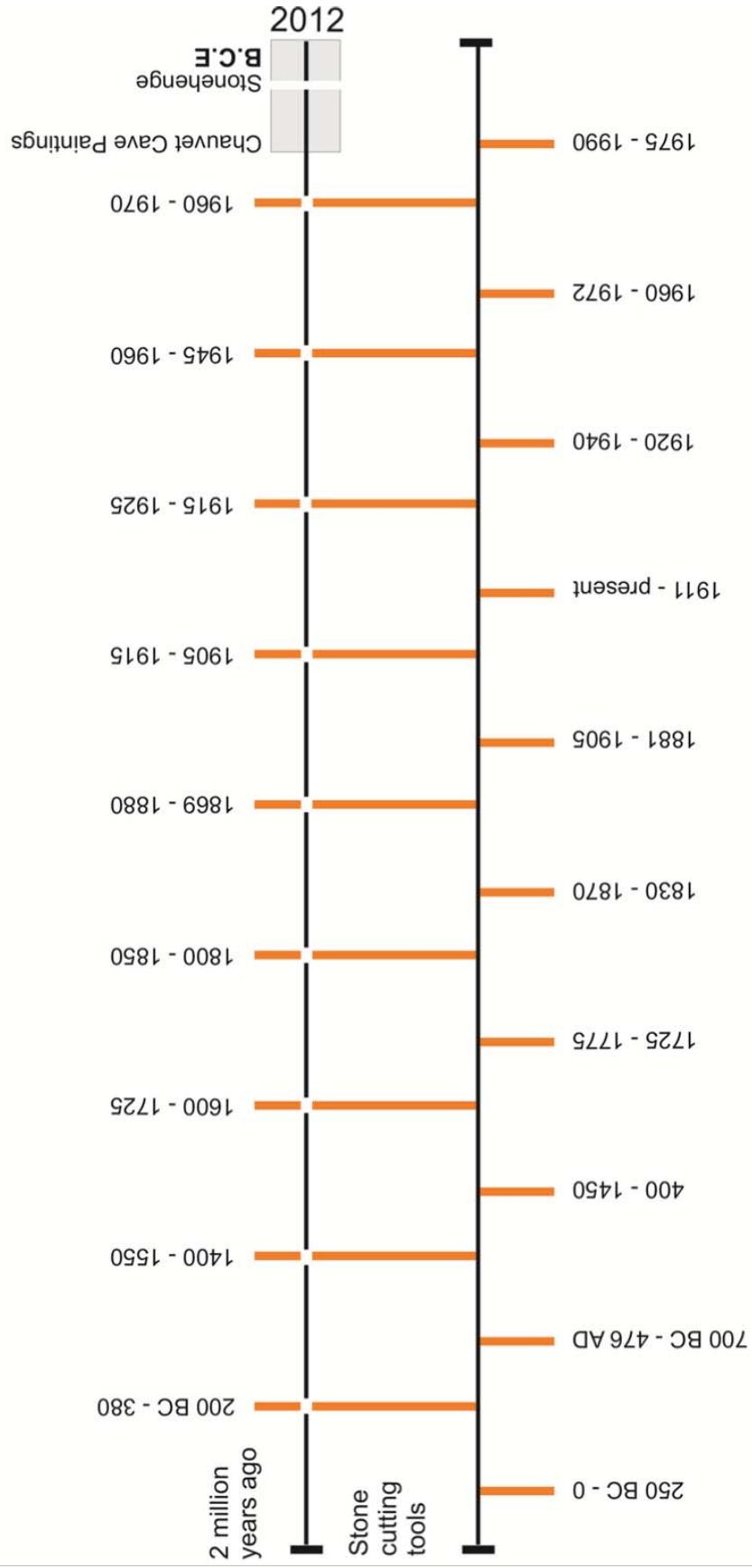
# Time-line exercise

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

# Art Appreciation 1301 Time-line



**Identify:** Art Period, Artist, Art, Predominant Art Style, Cultural/Historical Event for each art period. (19 art eras - 5 entries per art period)

Art Appreciation 1301  
Time-line **Exercise**

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<sub>Forms</sub>



# artREFLECTION

Answer the following questions about the classic work of art for the day. (Total 13)

1

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

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?

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?

7

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?

8

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?

9

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?

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?

# 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

Student's name \_\_\_\_\_, class date \_\_\_\_\_

12. Visual element \_\_\_\_\_

Art title

Artist's name

Year completed

Student's name \_\_\_\_\_, class date \_\_\_\_\_

13. Visual element \_\_\_\_\_

Art title

Artist's name

Year completed

Student's name \_\_\_\_\_, class date \_\_\_\_\_

14. Visual element \_\_\_\_\_

Art title

Artist's name

Year completed

Student's name \_\_\_\_\_, class date \_\_\_\_\_

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

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?

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 **Baroque – Rococo**

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)





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 **Post-Impressionism**

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)



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 **Abstract Expressionism**

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)



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 Modernism**

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)

Name \_\_\_\_\_

## **Art History Assignment**

Complete in class/Take home

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 Appreciation<sub>Final Exam</sub>

**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

Name \_\_\_\_\_

## 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 on back of page.)

Suggestion: Begin with the three characteristics, then draw your interpretation of the **class** object illustrating the art period characteristics. Grade will reflect the student's ability to show the three characteristics, not on artistic abilities.



Renaissance



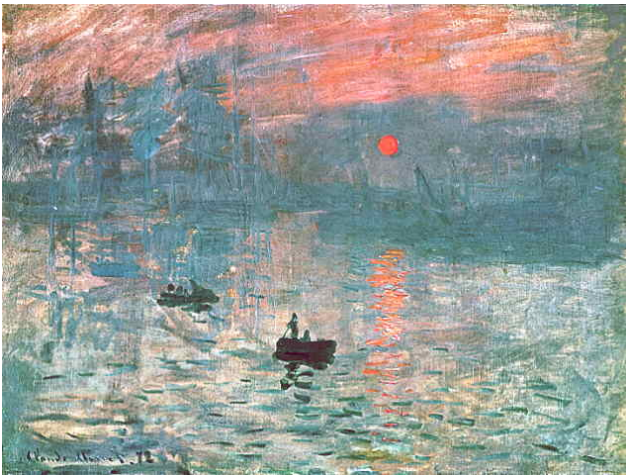




Realism



Baroque



Impressionism







Post Impressionism



Minimalism



Pop Art









Romanticism



Surrealism



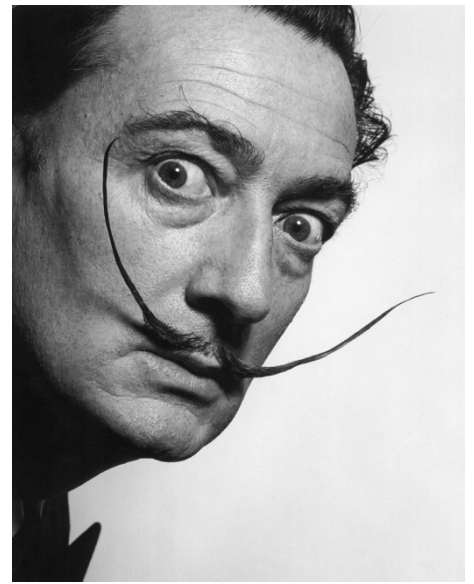
Cubism







# Interview an Artist



Salvador Dali.1904-1989

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?

# **THINK** & articulate

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

**What is the value of art to society?**

Answer at the end of semester.