

XBP 3530

Living With Art

Professor: Ray Martin
Office: Cowan 104
Phone ext.: 312
E-mail: martin@gborocollege.edu
Text: Gilbert's *Living With Art*, Mark Getlein, seventh edition

Course Overview

This course offers a basic overview of the principal visual art forms, introducing students to a wide variety of art from throughout history. Concepts studied will include the elements of the visual language, materials, and processes, major themes of art through the ages and major artists. Particular focus will be given the role of women in art history, both as subjects for and creators of art. Students will experience artworks through slides shown and examples brought to the class. Students will also be expected to attend art exhibits to experience art first hand. Efforts will be made to incorporate a variety of teaching tools and techniques, including video and hands-on experiences.

The course will also expand to include experiences in other fine arts subject areas, selected from areas including music, dance, theater and cinema. The art language learned during the class will inform the cultural experience, empowering the student toward a more active role in the participation of beauty.

Course Objectives

- To become acquainted with the rich variety of art forms and, through exposure, to learn to enjoy and appreciate works of art.
- To see the arts as vital language which people have used throughout history to give expression to their values and aspirations.
- To gain an understanding of the elements of aesthetic language and of the processes used to create works of art.
- To become familiar with some of the leading figures and major monuments of the history of the arts.
- To learn the vocabulary and terminology used in reference to fine art.
- To explore the relationship of ethics to art in order to understand the nature of artistic integrity.

Course Implementation

Lecture	Group discussion	Guest lectures
Demonstrations	Field trips	Individual research and presentations
Exhibitions	Making works of art	

Text Reading Assignments

Reading assignments are crucial. Material covered thoroughly in the text will not be repeated word-for-word in lectures; students are responsible for all information in assigned chapters/sections by the dates required. Lecture topics will amplify, focus and counterpoint text information.

Evaluation and Assessment

The grade earned in the course will depend on several interdependent factors. Each of the following requisites will contribute 25% to the final grade.

1. Class attendance and participation is extremely important! Students in this class are expected to be active and involved. Missing a class period is detrimental to the desired outcomes for this class. An excused absence is an absence agreed to by the professor in advance, or a doctor's excuse. Tardiness is detrimental to the student's welfare also, and will be considered in the final decision of the student's grade. In the case of emergencies and extenuating circumstances, communication is the key. Be in touch with the professor immediately and inform him of your circumstances at the time, not later. The student is responsible for all time and work missed, whether the absence is excused or unexcused. The responsibility belongs to the student to come to the next class after an absence in a prepared fashion.
2. Attendance at three cultural arts events (opening receptions of art exhibitions, musical performances, plays, etc.) will be required. At least one of these events must take place at Greensboro College. A one page typewritten report describing the event should be handed in at the beginning of the next class meeting. If you have questions regarding the appropriateness of an event for selection as "cultural art", please ask the professor in advance.
3. A critical analysis pertaining to a viewed artwork will be composed by the student following a field trip to a major gallery or museum during the semester. This paper will emphasize why the artwork was created, for what audience, and the work's social/ethical implications (if any). The professor will articulate the four stages involved in writing a critical analysis during class time.
4. The student will compose an ongoing journal containing reflective analyses of the reading assignments. Each reading assignment will require a page in the student journal. Two-thirds of the page may be a summary of the chapter's main points, and the other third will represent the student's reflections regarding issues in the text. Students are encouraged to respond at greater length to chapters when intellectually or emotionally motivated by the content.

I believe a meaningful art education requires a process designed to help one develop an information base while gaining the necessary self-awareness to pursue individual goals. A unique student-teacher relationship requiring mutual trust, comfort and openness is mandatory for success. This relationship may differ from your previous classroom environments. If you are dissatisfied with any aspect of our work together, please let me know immediately. This will make our work more efficient and effective.

The Greensboro College Academic Honor Code will be upheld for the work in this course.

PROJECTED CALENDAR

DATE	ACTIVITIES	READINGS/ASSIGNMENTS
January 26 Saturday	Introduction Course Overview “What is Art?” Field Trip (TBA) Art Activity	Text: Chs. 1-3 Journal Entries
February 23 Saturday	The Vocabulary of Art Writing Critical Analyses Field Trip (TBA)	Text: Chs. 4-12 Journal Entries
March 15 Saturday	The History of Art Final selections of Artists/ Themes for Teaching	Text: Chs. 13-17 Journal Entries
April 12 Saturday	Field Trip (TBA)	Text: Chs. 18-22 Journal Entries Due
April 28	Inter-Class Presentation	Critical Analysis Due