PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

WESTERN ART II
ART 1730

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Spring 1998

Catalog Course Description:

Major movements in Western art, with emphasis on Europe from the 14th through 17th centuries. The course provides an overview of the predominant artists, aesthetic intent, and techniques encountered in the Late Gothic (Proto-Renaissance), Early and High Renaissance, Mannerism, and the Baroque periods.

Entry Level Standards:

The student is expected to be able to read on a college level, write using correct spelling and coherent paragraphs free of major grammatical errors, and employ primary research techniques to gather information.

Prerequisites/Corequisites: None

Textbook(s) and Other Reference Materials Basic to the Course:

Gardner's *Art Through the Ages* - most recent edition

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course; text, policies, requirements; introduction to terminology; importance of the visual arts as a historical recorder of cultures, peoples, and times</td>
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<tr>
<td>2</td>
<td>Late Gothic into 15th Century Italian Art</td>
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<td>3</td>
<td>15th Century Italian Art</td>
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<td>4</td>
<td>15th Century Italian Art; introduction to Italian High Renaissance</td>
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<tr>
<td>5</td>
<td>Italian High Renaissance - Rome, Florence; 1st Exam - Late Gothic - 15th century Italian art</td>
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<tr>
<td>6</td>
<td>Italian High Renaissance - Rome, Florence</td>
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<td>7</td>
<td>Mannerism; 1st Paper due</td>
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<td>8</td>
<td>High Renaissance in Northern Italy - Venetian School</td>
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<td>9</td>
<td>Venetian School</td>
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<tr>
<td>10</td>
<td>Renaissance outside of Italy, 15th Century - Flanders, Germany; 2nd Exam - High Renaissance in Italy - 15th century in Northern Europe</td>
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II. Course Objectives*:

A. Demonstrate a basic knowledge of the broad historical framework of the period from Proto-Renaissance through Baroque in Western Europe and the attendant influences on the major art movements of that time. I.5, IV.3

B. Discuss the role of the visual arts as a creative historical recorder in the development of civilization. II.3, IV.3

C. Evidence a basic understanding of the terms and techniques associated with art and in particular those specific movements from Proto-Renaissance to Baroque. I.5, II.3, IV.3

D. Apply course concepts in critically analyzing contemporary art and relationships of art to one's personal culture, environment, and time. II.3, IV

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Develop written summaries of visual art exhibits that emphasize the cultural implications of the works observed. Communication Outcome, Cultural Diversity and Social Adaptation, Active Learning Strategy

2. Participate in interactive discovery exercises that focus on the power and limitations of cultural conditioning. Problem Solving/Decision Making, Cultural Diversity/Social Adaptation, Active Learning Strategy, Transitional Strategy

3. Evaluate the influence of the visual arts in defining societal issues by identifying and discussing contemporary and 14th - 17th century Western European images that communicate various positions on significant social/political concerns. Problem Solving/Decision Making, Cultural Diversity and Social Adaptation, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define basic terminology related to the visual arts and explain specific works in those terms. C

2. Relate major works and movements to their creators, to their culture, and to the historical context in
which they lived. A, B

3. Apply knowledge of terms and concepts to an artistic experience. C, D

4. Analyze works from the major movements covered by comparing and contrasting forms, styles, and ideas. A, B, C, D

5. Identify universal concerns represented/presented in visual art(s) and respond to multi-cultural diversity and accomplishments in discussion. B, D

6. Infer correlations between historical context in which art is created and the subsequent type of art produced; its reflection of society, culture and time. A, B, D

7. Utilize art as a reference for decoding non-western cultures and as a reflection of one's culture and time. D

8. Recognize the place and power of the visual image as regards cultural trends, propaganda, marketing, and advertising. B, D

9. Apply criteria of judgement to selected visual works from each historical period in course content. C, D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 75% of grade

Students will be given three broad-based, non-cumulative examinations (25% each) during the semester. Exams will consist of some or all of the following elements,

* Slide Identification: artist, movement, time, country and/or other special attributes
* Short answer definitions/questions
* Essay questions (1 minimum) on broad based information

B. Laboratory Expectations: 10% of grade

Students will participate in two formal group activities/discussions (5% each) during the semester based on specific assignments geared to course content.

C. Field Work: 15% of grade

During the semester, students are required to attend two visual art exhibitions (7.5% each) in the area. A paper (approximately 500 words) detailing who, where, what you see is required for each of the exhibits viewed. Student opinion, pro or con, and any relationship or correlation to course content that is inferred should be included. Paper must be word processed, double-spaced, using appropriate grammatical construction and correct spelling. One exhibit must feature the work of minority or non-Western culture. Failure to complete papers will result in an incomplete (I) for the course.

VI. Policies:

Attendance Policy:

REQUIRED! Roll will be taken. Excused absences will be at discretion of the instructor. Students are responsible for work missed due to absence. Please note that college policy states that if a student misses more than 25% of regular class meetings, that the student will automatically receive a failing grade for the course. This applies to both excused and unexcused absences.