

Department	International College of Liberal Arts		
Semester	Fall 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	ARTS100		
Course Title	Art Appreciation		
Prerequisites	None		
Course Instructor	STOCKER Sam	Year Available (Grade Level)	1
Subject Area	Interdisciplinary Arts: Arts	Number of Credits	3
Class Style	Lecture	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course"

Course Description	<p>In this art appreciation course, we will explore the fundamental concepts that underpin our understanding of art. Through a combination of lectures, discussions, and practical assignments, students will gain a deeper appreciation for the creative process involved in making art, and the various factors that contribute to its meaning and significance.</p> <p>Topics covered in the course will include the principles of art and design, such as color theory, composition, and perspective. Through regular practical assignments, students will have the opportunity to apply what they've learned in class to their own creative work, gaining valuable skills in both traditional and digital art forms.</p> <p>Ultimately, the course aims to provide students with the tools and knowledge needed to think critically and creatively about art, and to appreciate its role in human culture. Whether you are an experienced artist or simply have a love of art, this course offers a valuable opportunity to deepen your understanding of this endlessly fascinating subject.</p>
Class plan based on course evaluation from previous academic year	<p>The art appreciation course is divided into two parts: theoretical and practical. In the theoretical part of the course, students will be assigned reading homework for one out of every three classes, which will be followed by a short lecture in class on the same subject. Students will be expected to create a mind map or sketch notes for each reading assignment, which they will submit for grading. In addition, there will be regular discussion questions and occasional short tests to assess students' understanding of the material. Students will be expected to present their ideas in class and email their answers as text.</p> <p>As part of the theoretical component, the course will incorporate several short videos to supplement students' understanding of the concepts discussed in the readings.</p> <p>The practical portion of the course will focus on digital art forms, including digital photography and artmaking. Students will submit their work for grading.</p> <p>By the end of the course, students will have gained a deeper understanding of art appreciation and developed practical skills in digital art forms. They will be able to create art and think critically about its meaning, and will have the tools to articulate their ideas and engage in meaningful discussions about art.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>Over the past 20 years, I have dedicated myself to studying, teaching, and creating art across a range of disciplines. My interest in art began early on, but it was a significant loss in my family that ultimately led me to pursue a career in the arts. Through my studies and teaching, I have developed expertise in art history, painting, sculpture, and graphic design. I continue to explore and experiment with different techniques and mediums in my own art-making practice. Overall, my journey in the arts has been both challenging and rewarding, and I look forward to continuing to learn, teach, and create in the years to come.</p>
Learning Goals	<p>Develop a foundational understanding of art appreciation and the principles of art and design.</p> <p>Learn to think critically about the meaning and significance of art and its impact on society.</p> <p>Develop the ability to articulate ideas and engage in meaningful discussions about art.</p> <p>Improve creative problem-solving skills through brainstorming, idea development, and practical assignments.</p> <p>Enhance written and verbal communication skills through presenting ideas in class and email discussions.</p> <p>Develop time management and study skills through homework assignments and the submission of mind maps or sketch notes for each reading.</p>

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	<p>Creative assignments Students will be given regular creative assignments to encourage hands-on learning and practical skill development. These assignments may include digital art forms, photography, and other mediums.</p> <p>Peer feedback Students will be encouraged to provide feedback to their peers on their work, presentations, and creative assignments. This will help to foster a supportive and collaborative learning environment.</p> <p>Reflections Students will be required to reflect on their learning experiences throughout the course. This may include reflecting on their creative process, their progress in developing their skills, and their understanding of the course material.</p> <p>Collaborative projects Students may be assigned collaborative projects, which will require them to work together to create a cohesive piece of artwork. This will encourage teamwork and communication skills, as well as creativity and problem-solving abilities.</p>
Use of ICT in Class	During classes where students are required to write or conduct research, the use of computers will be allowed. This will enable students to take notes efficiently, conduct online research, and produce high-quality written work. However, it is important that students use their computers responsibly and do not engage in activities that are unrelated to the task at hand. The instructor will monitor computer use during class to ensure that it is being used appropriately.
Use of ICT outside Class	Students will be required to create a presentation using PowerPoint or a similar software that will be submitted for grading at the end of the semester. This assignment will enable students to demonstrate their understanding of the course material and their ability to articulate their ideas effectively through visual aids. Students will be given guidance on how to create a compelling and informative presentation, and will have the opportunity to practice their presentation skills in class before submitting their final product. The instructor will provide feedback and grading based on the content, organization, and delivery of the presentation.
Expected study hours outside class	Students should expect to dedicate approximately 2 to 4 hours per week to reading assignments and completing class assignments. This includes any research or other preparation required for in-class activities, as well as homework assignments such as essays, visual presentations, and collaborative projects. While the amount of time required may vary depending on individual study habits and the complexity of the assignment, we recommend that students plan accordingly and budget their time wisely to ensure they can complete their work to the best of their ability. As always, if students have questions or need assistance, they should feel free to reach out to the instructor for guidance.
Feedback Methods	If students have any questions or concerns, they are encouraged to contact the instructor by email at stocker.sam@c2c.ac.jp or to visit the instructor's office in F202 during office hours. The instructor is always happy to assist students and provide guidance on any aspect of the course, whether it be related to class material or assignments. Students should not hesitate to reach out for assistance, as the instructor is here to support them in their learning journey.

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Handed in as a presentation	25%	Theory discussion questions
Handed in as a presentation	25%	Main text Mind maps

Handed in as a presentation	20%	Artwork questions
Handed in as a presentation	20%	Practical Assignments
Exhibited at the ICLA Gala	10%	Exhibit art work

Required Textbook(s)	Throughout the course, students will receive assigned readings from the course textbook. These readings will provide a foundation for class discussions, lectures, and assignments. It is important that students read the assigned material in a timely manner in order to fully engage with the course material and participate in class activities. The instructor may also assign additional readings or resources as needed to supplement the textbook material and deepen students' understanding of the subject matter.
Other Reading Materials/URL	Throughout the course, students will receive links to online resources and materials that will support their learning. These links may include articles, videos, images, or other digital media that will enhance students' understanding of the course material. It is important that students access these resources and engage with them actively in order to fully participate in class discussions, lectures, and assignments. The instructor may also provide guidance and suggestions for how to effectively use these online resources to support their learning.
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on the nature of plagiarism you may fail the assignment or the course. The repeated act of plagiarism will be reported to the University which may apply additional penalties. You must make citations for everything that you have used from another source. When making citations please use the standard Harvard method which can be found here: https://www.citethisforme.com/harvard-referencing . Please note that if you are citing a book, an article, or a website, the method of citation changes.
Other Additional Notes	Students should buy a sketchbook for this course. You may need more than one. I recommend an A3 size, but I am setting a Minimum size of A4. The text for this course will be discussed with the students in the introductory class. More information and readings will be given to the students throughout the course. There will be several practical assignments, so students will need to purchase materials such as paint, pencils, and others to do these activities. This, too, will be discussed in class. Students should keep in mind they need to spend up to 3000jpy. Students should also have access to a digital camera of some kind (a smartphone is acceptable). By joining this course, students agree to make the funds available for any equipment or travel deemed necessary. Students will also need a sketchbook or an unlined notebook for the course.

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>(Day 1): Introduction to the course lecture</p> <p>This art appreciation course explores fundamental concepts in art through lectures, discussions, and practical assignments. Topics covered include color theory, composition, and perspective. Students will apply what they've learned to their own creative work in traditional and digital art forms.</p> <p>What is art? In addition to exploring the principles of art and design, we will also ask the question "What is art?" and encourage students to share their own perspectives and ideas. Through brainstorming sessions and discussions, students will have the opportunity to engage with this question and gain a deeper understanding of the diverse ways in which art can be interpreted and valued.</p>

Class 2	<p>(Day 2): Introduction to the course lecture</p> <p>This art appreciation course explores fundamental concepts in art through lectures, discussions, and practical assignments. Topics covered include color theory, composition, and perspective. Students will apply what they've learned to their own creative work in traditional and digital art forms.</p> <p>What is art? In addition to exploring the principles of art and design, we will also ask the question "What is art?" and encourage students to share their own perspectives and ideas. Through brainstorming sessions and discussions, students will have the opportunity to engage with this question and gain a deeper understanding of the diverse ways in which art can be interpreted and valued.</p> <p>Reading assignment for students in class on day 1 - those students must come to class.</p>
Class 3	<p>1 Line, Shape, and the Principle of Contrast (lecture theory discussion questions 1)</p> <p>This lecture will focus on the basic elements of line and shape in two-dimensional art. We will explore how these elements function in different examples of two-dimensional art and how they contribute to the overall meaning and expression of the artwork. Specifically, we will discuss how artists use line and shape to create contrast in their works, and how this principle of contrast can be applied to better understand and appreciate works of art. By the end of the lecture, you will have a better understanding of the role that line and shape play in creating visual interest and meaning in art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 4	<p>Art Themes 1 Art and the community (lecture and response) - Artwork response 1 200 words</p> <p>In this lecture, we will explore how art can bring communities together. We will look at how buildings can symbolize and unite communities, with a focus on religious architecture. We will also look at art that is made by, for, and about communities, as well as art that reflects shared beliefs and experiences. Lastly, we will consider art that is created for public spaces</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p> <p>Video suggestion Drawing as a process</p>
Class 5	<p>Exploring line - Practical Assignment 1 - sketching and photography</p> <p>In this art exercise, we will explore the use of line in drawing and photography. Through a series of exercises and assignments, we will experiment with different types of lines, such as thick and thin, straight and curved, and light and dark. We will explore how lines can be used to convey different moods and emotions in our artwork, and how they can create a sense of movement and depth.</p> <p>In the drawing component of the exercise, we will use pencils, pens, or other drawing tools to experiment with different types of lines and mark-making techniques. We will focus on creating different textures and tones using line, and we will explore how line can be used to create the illusion of three-dimensional space in our drawings.</p> <p>In the photography component of the exercise, we will use cameras to explore the use of line in composition. We will look for interesting lines in our environment, such as those created by buildings, trees, and other objects, and experiment with different angles and perspectives to create dynamic compositions.</p> <p>Through these exercises, we will gain a deeper understanding of the role that line plays in creating visual interest and meaning in art, and develop our skills in using line effectively in our own artwork.</p>
Class 6	<p>2 Form, Volume, Mass, and Texture - (lecture and questions) - theory</p> <p>In this chapter, we will explore the use of form, volume, mass, and texture in three-dimensional works of art. We will discuss how these elements contribute to the overall meaning and expression of the artwork, and we will learn how to analyze and interpret these elements in different types of three-dimensional art. By the end of the chapter, we will have a deeper understanding of how artists use form, volume, mass, and texture to create powerful and engaging works of art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>

Class 7	<p>Art Themes 2 Spirituality and Art – (lecture and response) – Artwork response 1 200 words</p> <p>In this lecture, we will explore different types of artwork with a spiritual context. We will look at works that depict specific gods or deities, as well as those that reference spirits of nature or ancestors. Additionally, we will examine works that suggest communication with the spirit world, react to sacred places, reflect personal spirituality, and show judgment at the end of life. This will help us understand how artists express spirituality through their art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 8	<p>Exploring shapes - Practical Assignment 2 – sketching and photography</p> <p>In this art exercise, we will explore the use of shapes in creating artwork. Through a series of exercises and assignments, we will experiment with different types of shapes, such as geometric, organic, and abstract. We will explore how shapes can be used to convey different moods and emotions in our artwork, and how they can create a sense of movement and depth.</p> <p>In the drawing component of the exercise, we will use pencils, pens, or other drawing tools to experiment with different types of shapes and mark-making techniques. We will focus on creating different textures and tones using shapes, and we will explore how shapes can be used to create the illusion of three-dimensional space in our drawings.</p> <p>In the painting component of the exercise, we will use paint and other materials to explore the use of shapes in composition. We will look for interesting shapes in our environment, such as those created by buildings, trees, and other objects, and experiment with different color combinations and textures to create dynamic compositions.</p> <p>Through these exercises, we will gain a deeper understanding of the role that shapes play in creating visual interest and meaning in art, and develop our skills in using shapes effectively in our own artwork.</p>
Class 9	<p>3 Implied Depth: Value and Space – (lecture and questions) – theory</p> <p>In this lecture, we will explore different methods that artists use to create the illusion of space in their artwork. We will discuss various techniques such as overlapping, size, placement, and linear perspective, and examine why some artists choose to use them in their work. Through our exploration of these techniques, we will gain a deeper understanding of how artists can create the illusion of depth and space on a two-dimensional surface.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 10	<p>Art Themes 3 – Art, Illusion, and Transformation (lecture and response) - Artwork response</p> <p>This chapter will focus on how artists create the illusion of space in their artwork. We will explore different techniques that artists use to create the illusion of depth and discuss why some artists choose to use these techniques. By examining these methods, we will gain a deeper understanding of how artists can transform a two-dimensional surface into a three-dimensional space.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p> <p>Video suggestion</p>
Class 11	<p>Exploring Perspective – Practical Assignment 3 – sketching and photography</p> <p>In this art exercise, we will explore the use of perspective in creating the illusion of space and depth in artwork. Through a series of exercises and assignments, we will experiment with different techniques, such as one-point, two-point, and three-point perspective. We will also learn how to apply these techniques to different types of artwork, such as still life, landscapes, and architectural drawings.</p> <p>In the drawing component of the exercise, we will use pencils, pens, or other drawing tools to create different types of perspective. We will focus on creating the illusion of depth and space, and learn how to use different types of lines and angles to achieve realistic perspective in our drawings.</p> <p>In the photography component of the exercise, we will use cameras to explore the use of perspective in composition. We will experiment with different angles and perspectives to create dynamic photographs that use perspective to enhance the overall impact of the image. We will also look at how other elements such as lighting and composition can contribute to the illusion of depth and space in our photographs.</p> <p>Through these exercises, we will gain a deeper understanding of the role that perspective plays in creating visual interest and meaning in art, and develop our skills in using perspective effectively in our own artwork.</p>

Class 12	<p>4 Colour - theory - (lecture and questions)</p> <p>This lecture will focus on the role of color in art and design. Color is a powerful element that attracts our attention and evokes strong emotions. We will explore the scientific properties of color, such as its interaction with light, and learn about the color wheel and color theory. Additionally, we will consider the psychological effects of color and how it can evoke specific emotions and moods. Through our exploration of color, we will gain a deeper understanding of how it functions in art and design, and learn how to use color effectively to convey meaning in our own artwork.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 13	<p>Art Themes 4 - Art of Political Leaders and Ruler (lecture and response) - Artwork response</p> <p>In this lecture, we will explore how political leaders have been depicted in art, both in how they have viewed themselves and how they wished to be perceived by others. We will examine how different leaders have been portrayed throughout history and how artists have attempted to challenge those portrayals. Through our examination of these artworks, we will gain a deeper understanding of the complex relationship between politics and art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p> <p>Video suggestion</p> <p>Ceramics Fiber Art Glass Metalwork and Jewelry</p>
Class 14	<p>Exploring colours - Practical Assignment 4 - sketching and photography</p> <p>In this art exercise, we will explore the use of color in drawing and photography. Through a series of exercises and assignments, we will experiment with different color palettes and combinations, and learn how to use color to create mood and atmosphere in our artwork.</p> <p>In the drawing component of the exercise, we will use pencils, pens, or other drawing tools to create different color schemes and explore how they can affect the overall impact of our drawings. We will use elements of color theory we learnt previously and use it in our artwork.</p> <p>In the photography component of the exercise, we will use cameras to explore the use of color in composition. We will experiment with different color palettes and lighting techniques to create dynamic photographs that use color to enhance the overall impact of the image.</p> <p>Through these exercises, we will gain a deeper understanding of the role that color plays in creating visual interest and meaning in art, and develop our skills in using color effectively in our own artwork.</p>
Class 15	<p>5 Motion and Time - theory - (lecture and questions)</p> <p>This lecture explores how artists depict motion and time in their work. While many traditional art forms, like paintings, are static and timeless, artists have found ways to create the impression of motion and time passing. Through techniques such as line, color, and composition, artists can suggest movement and the passage of time. The emergence of film and video has opened up even more possibilities for artists to capture motion and time in their work, pushing the boundaries of traditional art forms. By exploring these techniques, artists can continue to develop new ways of conveying motion and the passage of time in their art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>

Class 16	<p>Art Themes 5 – Art, War, and Revolution (lecture and response) – Artwork response</p> <p>This lecture focuses on how artists depict war and conflict in their artwork. Artists have been portraying the realities of war, heroism, and tragedy for many years. They may do this to educate, inspire or challenge their audience. However, it is important to remember that these artworks can also be biased, as artists may promote a particular political viewpoint. Historical artworks can provide us with valuable insights into specific battles or events, but we should be aware that the artist's perspective may not always be impartial. Therefore, we should approach war-related art with caution and acknowledge that both the artist and the audience may bring their own biases to the interpretation of such works.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p> <p>Video suggestion Visual communication Design Photography Animation</p>
Class 17	<p>Exploring Texture and patterns – Practical Assignment 5 (sketching and photography)</p> <p>In this art exercise, we will focus on the use of texture and pattern in creating visual interest and depth in art. Through a series of practical assignments and exercises, we will explore different techniques for creating textures and patterns, and learn how to use them effectively in both drawing and photography.</p> <p>In the drawing component of the exercise, we will experiment with different mark-making techniques to create a variety of textures and patterns. We will use pencils, pens, or other drawing tools to create hatching, cross-hatching, stippling, and other techniques to build up texture and pattern in our drawings.</p> <p>In the photography component of the exercise, we will explore the use of texture and pattern in composition. We will experiment with different lighting techniques, angles, and perspectives to capture textures and patterns in our environment. We will also explore how to use these elements to create dynamic and visually interesting photographs.</p> <p>Through these exercises, we will develop our skills in using texture and pattern to create visual interest and depth in our artwork, and gain a deeper understanding of the role that these elements play in creating meaning and expression in art.</p>
Class 18	<p>6 Unity, Variety, and Balance – theory – (lecture and questions)</p> <p>In this lecture, we will discuss three key elements of composition in art: unity, variety, and balance. Unity can be achieved through repetition of visual elements or a shared concept, while variety introduces diversity and unpredictability to create visual interest. Balance is crucial to creating a sense of harmony and can be achieved through symmetrical, asymmetrical, or radial balance. We will explore how artists use these elements to create compelling and cohesive compositions, and discuss examples of their application in various forms of art. By the end of the lecture, you will have a deeper understanding of how these elements contribute to the overall impact of an artwork and how to apply them effectively in your own artistic practice.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 19	<p>Students Study Time</p> <p>This lesson is designed to provide students with dedicated time to work on their class assignments, with the added benefit of being able to discuss any problems or questions they have with the teacher. During the class, the teacher will be available to provide guidance and support, as well as answer any questions that students may have.</p>

Class 20	<p>Exploring Unity, Variety, and Balance - Practical Assignment 6 - (sketching and photography)</p> <p>In this art exercise, we will explore the use of unity, variety, and balance in creating visual interest and depth in art through the use of texture and pattern. Through a series of practical assignments and exercises, we will explore different techniques for creating textures and patterns, and learn how to use them effectively in both drawing and photography.</p> <p>In the drawing component of the exercise, we will experiment with different mark-making techniques to create a variety of textures and patterns. We will use pencils, pens, or other drawing tools to create hatching, cross-hatching, stippling, and other techniques to build up texture and pattern in our drawings. We will also explore how to use unity, variety, and balance to create a cohesive and visually interesting composition.</p> <p>In the photography component of the exercise, we will explore the use of texture and pattern in composition. We will experiment with different lighting techniques, angles, and perspectives to capture textures and patterns in our environment. We will also explore how to use unity, variety, and balance to create visually interesting and dynamic photographs.</p> <p>Through these exercises, we will develop our skills in using texture and pattern to create visual interest and depth in our artwork, and gain a deeper understanding of the role that unity, variety, and balance play in creating meaning and expression in art.</p>
Class 21	<p>7 Scale and Proportion - theory - (lecture and questions)</p> <p>In this chapter, we will be exploring the importance of scale and proportion in art. Scale refers to the overall size of an object and how it can be adjusted by artists to create meaning. We will examine examples such as Claes Oldenburg's sculptures which draw attention to everyday objects through their massive size. Hierarchical scale will also be discussed as a way to give more importance to a specific figure or area in a composition. We will also look at how distorted scale can create a supernatural effect. Proportion, on the other hand, refers to the parts of a whole and their relationship to one another. We will examine how the ancient Egyptians and Greeks sought ideal human proportions, and how Renaissance artists revived these techniques. Proportional ratios will also be explored in architecture and photography. By the end of the lecture, you will have a deeper understanding of how artists use scale and proportion to create meaning in their works of art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 22	<p>Art Themes 6 - Art of Protest and Social Conscience (lecture and response) - Artwork response</p> <p>This lecture explores how art can be used as a powerful tool to expose and protest social issues or events, as well as how some artworks have become controversial themselves. The discussion begins with works such as Théodore Géricault's Raft of the Medusa, Teresa Margolles' s En el aire, and Pedro Reyes' s Palas por Pistolas, which were created to invoke an emotional response in the viewer and press for change. The lecture also examines how Velázquez' s Rokeby Venus and Erich Fischl' s Falling Woman sculpture became victims of protest through censorship and destruction. Additionally, the lecture looks at how artists such as Dorothea Lange, Shirin Neshat, JR, Marco, and Sherrill Roland use their work to raise social awareness and tackle complex issues surrounding poverty, Muslim female identity, the Israeli-Palestinian conflict, and wrongful incarceration.</p> <p>Video suggestion Video Art and Installation Art</p>
Class 23	<p>Art Themes 7 Identity, Race, and Gender in Art (lecture and research) - Artwork response</p> <p>In this lecture, we will discuss three key elements of composition in art: unity, variety, and balance. Unity can be achieved through repetition of visual elements or a shared concept, while variety introduces diversity and unpredictability to create visual interest. Balance is crucial to creating a sense of harmony and can be achieved through symmetrical, asymmetrical, or radial balance. We will explore how artists use these elements to create compelling and cohesive compositions, and discuss examples of their application in various forms of art. By the end of the lecture, you will have a deeper understanding of how these elements contribute to the overall impact of an artwork and how to apply them effectively in your own artistic practice.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss an artwork using the conceptual frame work. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 24	<p>Exploring visual communication - Practical Assignment 7 - (photography)</p> <p>in this lesson, students will use photography to explore visual communication. The focus will be on capturing and conveying visual messages through various techniques such as lighting, angles, and composition</p>

Class 25	<p>8 Focal Point and Emphasis - theory- (lecture and questions)</p> <p>In this lecture, we will explore the concept of emphasis and how artists use focal points to guide the viewer's eye within an artwork. Focal point is a deliberate selection made by the artist to draw attention to a specific point within the area of emphasis, which can give the work deeper meaning. Both representational and abstract artists rely on creating areas of emphasis and subordination within an artwork. Artists use various devices, such as actual or implied lines, contrast, or placement of objects within the composition, to create emphasis and focal point. We will examine these devices in action and discuss how they contribute to the overall meaning and impact of the artwork.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion</p>
Class 26	<p>Students Study Time</p> <p>This lesson is designed to provide students with dedicated time to work on their class assignments, with the added benefit of being able to discuss any problems or questions they have with the teacher. During the class, the teacher will be available to provide guidance and support, as well as answer any questions that students may have.</p>
Class 27	<p>9 Pattern and Rhythm - theory- (lecture and questions)</p> <p>This lecture will focus on two important elements of art: pattern and rhythm. Pattern is the repetition of shapes, colors, or values in an artwork to create unity. Artists may also use motifs, or repeated designs, to create a sense of cohesion. Sometimes, artists intentionally disrupt patterns to create randomness or challenge traditional methods. Rhythm, on the other hand, refers to the visual flow from one part of an artwork to another. Artists may use repetitive rhythm, as seen in Islamic and Roman architecture, or progressive rhythm, which varies in the placement of lines or shapes to create a faster or slower movement of the viewer's eye across the artwork. Alternating rhythms can also be used to create discomfort or tension in the viewer. By understanding pattern and rhythm, we can better appreciate the intentional choices artists make in creating visual interest and meaning in their artwork.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 28	<p>Students Study Time</p> <p>This lesson is designed to provide students with dedicated time to work on their class assignments, with the added benefit of being able to discuss any problems or questions they have with the teacher. During the class, the teacher will be available to provide guidance and support, as well as answer any questions that students may have.</p>
Class 29	<p>Engaging with Form and Content - theory- (lecture and questions)</p> <p>This lecture will explore various modes of analysis in art, including formal, stylistic, iconographic, and contextual analysis. Formal analysis involves examining the elements and principles of art used in the artwork and describing how they are utilized. Stylistic analysis helps categorize artworks, identify creators, and determine their provenance or time period. Iconographic analysis looks at commonly accepted signs and symbols to reveal insights into the artwork's content. Contextual analysis requires considering the social, historical, religious, or biographical events surrounding the artwork's production to understand its meaning. Additionally, the lecture will discuss analysis, critique, and interpretation, including feminist analysis, critical race theory, and psychological analysis. While it may not be possible to use all these modes of analysis for every artwork, combining some of them can provide new avenues of meaning and understanding in historical and contemporary art.</p> <p>After the lecture, students will engage in a group brainstorming session to discuss the discussion question. They will then write individual answers to the question in class. The purpose of this activity is to encourage critical thinking and discussion among students, and to allow them to practice expressing their ideas in writing. It's important to remind students to keep all notes and initial drafts for their own reference and to avoid plagiarism.</p>
Class 30	<p>Students Study Time</p> <p>This lesson is designed to provide students with dedicated time to work on their class assignments, with the added benefit of being able to discuss any problems or questions they have with the teacher. During the class, the teacher will be available to provide guidance and support, as well as answer any questions that students may have.</p>