

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ART 141 – SURVEY OF WESTERN ART II: RENAISSANCE THROUGH MODERN

3 hours lecture, 3 units

Catalog Description

Historical survey of the major art forms (primarily architecture, sculpture, ceramics, painting, printmaking, photography) of the western world from the late Gothic era to the present.

Prerequisite

None

Course Content

- 1) Fine art, craft, applied design, commercial art
- 2) Structure, style, aesthetic philosophy, and content
- 3) Beauty and aesthetics
- 4) Proportion and measurement: golden sections (.618), bioptic vision (.75)
- 5) Fundamental concepts, such as form, subject, and content
- 6) Color harmonies
- 7) Artworks from 1250 A.D. to the present century
 - a. Late Gothic
 - b. Italian Renaissance
 - c. Northern Renaissance
 - d. Mannerism
 - e. Baroque and Rococo
 - f. Romanticism
 - g. Modern
 - h. Postmodernism
 - i. 20th century popular art and graphics

Course Objectives

Students will be able to:

- 1) Identify the major art forms in each time period: architecture, sculpture, ceramics, painting, printmaking and photography.
- 2) Identify the major movements, style, and principal art-making technologies (tools, materials, techniques and processes) in each time period.
- 3) Place major artworks within a historical timeline.
- 4) Analyze form, subject, content, philosophy, and compositional strategies used in each time period.
- 5) Identify how aesthetics and creativity were used by various Western cultures and their perspectives of each time period.
- 6) Relate changes in art forms to the cultural climate and changes in politics, religion, philosophy, science, math, environment, gender, and lifestyle.
- 7) Relate art forms and their content to other disciplines within the time periods.
- 8) Identify, analyze, and articulate the essential difference between art and decoration.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Exams, quizzes, exploratory activities, and written exercises that measure students' ability to recognize the historical contributions and cultural perspectives of the visual arts throughout the world.
- 2) Exam, quizzes, exploratory activities, and written exercises that measure students' ability to analyze, assess, and derive meaning from works of art throughout early history according to the principles of design and aesthetic qualities.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture
- 2) Multimedia presentations
- 3) Field trips
- 4) Group discussions and activities
- 5) Individual exploratory activities

Out-of-Class Assignments

- 1) Readings
- 2) Writing reports and/or journaling
- 3) Research themes and concepts as assigned
- 4) Computer searches
- 5) Museum or gallery visits

Texts and References

- 1) Required (representative examples):
 - a. Kleiner, Fred S. *Gardner's Art Through the Ages, History of Western Art-The Western Perspective*. 16th edition. Volume II. Boston: Wadsworth Cengage Learning, 2018.
 - b. Kleiner, Fred S. *Gardner's Art Through the Ages, The Western Perspective Vol. I and II*. 16th edition. Cengage Learning, 2020.
- 2) Supplemental:
 - a. Handouts and other readings as assigned.
 - b. Chadwick, W. *Women, Art, and Society (World of Art)*. London, UK. Thames and Hudson, 2020.
 - c. Hessel, K. *The Story of Art Without Men*. New York, NY. W. W. Norton & Company, Inc., 2023.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use art vocabulary to identify and analyze the formal and aesthetic components in works of art from circa 1250 A.D. to the present time or the processes by which they are made.
- 2) Articulate, analyze, compare, and contrast artistic qualities, major works, and significant individuals in art from various historical periods and draw parallels to contemporary events and social structures.
- 3) Analyze the diverse social, political, economic, or cultural perspectives that affect the course content and how creative works contest, assert or mediate social and cultural power related to race, class, gender, ethnicity, sexuality, and/or religion.