

I. COURSE DESCRIPTION:

This course consists of an exploration of the world of art in different cultures and historical periods. It deconstructs the notions of art and aesthetic paradigms and it is based on the premise that visual literacy can be learned, and be applied to a variety of artistic disciplines. The course provides opportunities to analyze and discuss selected examples of major works of art from a wide range of world cultures, from ancient times to the present. Through a diverse repertory of class activities, the course will assist students in developing a familiarity with the art language, understanding the place of art in western and non-western cultures, and connecting this knowledge with their own personal lives.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist will demonstrate a basic ability to:

1. **Provide a basic analysis and application of research findings as to the nature of one's personal aesthetic in relation to historical and contemporary art trends.**

Potential Elements of the Performance:

- Define one's 'aesthetic identity' as reflected in one's relationship to current cultural movements/products, i.e. Group of Seven, Norval Morriseau, Canadian Contemporary Art, Urban Street Art, Outsider Art, Photography—documentary/portrait/pop culture, Installation Art, Craft work, Environment works, On-line digital art, etc.
- Create a 'visual journal' as a means of refining one's 'aesthetic identity' through the collection of visual images, arts related websites and videos
- Identify and discuss salient themes in the making of contemporary art, i.e. ecology, spirituality, memory, protest, identity, place, power, fantasy, transformation and play

2. Demonstrate an increased awareness of the arts in everyday life.Potential Elements of the Performance:

- List artists working in contemporary practices in North America, Europe and China
- Describe traits of a variety of contemporary practices in terms of their use of digital media, sculpture, stencil/poster-making, painting, photography and site-specific installation
- Discuss artists and their work with peers, both in-class and on field trips to the Art Gallery of Algoma
- Express interest in any given artist(s)/art form(s) through the creation of the visual journal, exhibit reflections, and the opinion paper with in-class presentation

3. Recognize and utilize key elements of a visual languagePotential Elements of the Performance:

- Name and illustrate formal elements of design, i.e. line, shape, colour, movement, and texture
- Arrange visual images in a visual journal in order to articulate one's response to a variety of art movements and themes
- Discuss the role of the visual arts in reflecting/documenting society, i.e. guerrilla art/urban street art reflecting the voice of the marginalized; outsider art giving voice to those struggling with mental health issues.

4. Gain an understanding of the appreciation of the value of the arts in societyPotential Elements of the Performance:

- Identify and discuss the work of a wide variety of artists in relation to contemporary social/political/economic issues.
- Compare and contrast the work of artists within any given contemporary practice, i.e. the work of urban street artists from Canada, USA, Europe, Asia, South America
- Compare and contrast art made for commerce (craft/gallery art, magazine art) versus art made as an exploration of a theme/personal concept (outsider art, urban street art, on-line digital art)

5. Provide a basic evaluation of the place of the arts in one's personal culture/social structure

Potential Elements of the Performance:

- Identify artists and art forms that relate to one's 'aesthetic identity'
- Describe art concepts in the visual arts that relate to one's 'aesthetic identity'
- Explain personal preferences for artists and art productions when discussing artists, art productions and contemporary art practices

6. **Develop a basic assessment, both verbal and written, as they relate to the arts**

Potential Elements of the Performance:

- Compare and contrast visual artists, art movements and arts disciplines when writing about/presenting findings to a group
- Identify and describe visual arts elements and arts practices that relate to/best reflect one's personal aesthetic
- Identify and interpret the contents of one's 'visual journal' when presenting to peers

III. TOPICS:

Please note topics may overlap and the instructor reserves the right to omit/add new topics as needed.

1. Defining a personal aesthetic through cultural research
2. Role of Identity—both personal and public—in the arts
3. Intersection of Place, Memory, and Public Space in art making
4. Representations of Power and Protest in western and non-western traditions
5. Mediation of Fantasy and Transformation through digital/computer based media and traditional photographic processes
6. Environmental arts—Nature and Spirituality Intertwined
7. Outsider Artists—The Arts as Therapy

8. Craft vs Art and vice versa
9. Canadian National Identity and the National Gallery of Canada
10. 'Guerilla Art' and the International Street Art Movement

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no text for the course. Students will be directed to pertinent on-line sources for critical essays and additional visual content. Instructor will provide reading material as needed.

Research Materials:

For the creation of a *Visual Journal* exploring one's *Aesthetic Identity*, students are required to purchase and bring to class the following:

- one 9"x12" (or larger) blank sketch book--hard cover/spiral bound preferred
- one glue stick
- one pair scissors and/or X-acto knife
- small assortment of pens and pencil crayons
- Additional needs: access to internet with working printer, use of photocopiers; art/popular culture magazines, photos, newspapers, etc.

V. EVALUATION PROCESS/GRADING SYSTEM:

- 10% Attendance (includes 3 off-site trips to the Art Gallery of Algoma)
- 15% Submission of three (3) exhibit reflections (5% each)
- 30% six (6) in-class tests based on films screened (5% each)
- 25% Submission of Visual Journal (as per guidelines)
- 10% Submission of Opinion Paper re: Aesthetic Identity (with citations)
- 10% Presentation of Visual Journal with Opinion Paper
- 100% Total

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | 3.00 |
| B | 70 - 79% | 2.00 |
| C | 60 - 69% | 1.00 |
| D | 50 – 59% | 0.00 |
| F (Fail) | 49% and below | |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. PLEASE BE RESPECTFUL OF THE PROCESS AND YOUR FELLOW STUDENTS—make every effort to be on time for class and keep all digital media (cell phones, I-pods, laptops, etc.) turned off for the duration of class time. Students must inform the instructor of any planned absences at least 24 hrs. in advance.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.