

Course Information

Spring 2024

Class ID: Art4 - D7050

Instructor: Jesse Leimer

Time: Correspondence

Units: 3.0

Instructor Contact Information

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Art Appreciation Intro

Welcome to Art Appreciation! I always thought art appreciation was a funny name for a course because all you really have to do to appreciate art, is to look at it. It turns out though that once you look into all that goes into making art, the history, and the theory, there is quite a bit to it! Starting to understand some of the academic fields that professionals explore in the art world can really deepen your ability to view and understand art everywhere around us and not just in a museum. This class serves as an overview of all of the topics to explore within the visual art world. To give you an idea of how more in depth we could go into each of our class topics, the art history portion alone is broken up into two separate 3-unit classes also taught at CR. You will get enough information to get the general picture though and idea of what you could learn more about. The Midterm and Final are a chance to do just that, be on the lookout for a topic you would like to learn more about. Request readings from the library on it and report what you learn back for your paper! Overall, this class covers art history, design theory, techniques, modes, sculpture, architecture, artists, and materials.

This course assumes that you have no artistic ability and you will not be required to draw if you do not want to. If you do want to try drawing you can do that too as part of your course work. Art appreciation is a class that overviews all aspects of the art world. Rather than go into anyone topic too in depth we will be going over all the topics that relate to art education. Coming out of this class you should not only have a lot of information that can enhance your appreciation of art but information about art jobs, types of art being done, different modes of working, and how to analyze art concepts, etc. We are going to cover art and culture (politics, propaganda, etc.), mediums (pencil, paint, pastel, watercolor, etc.), types of art (ceramics, painting, architecture, etc.), art jobs (interior design, gallery painter, graphic designer), art history, how to draw, what elements and principles make up art and other topics like the roll of the artist.

Sometimes when I was approaching a new class or subject in college, I didn't really feel like I knew what I was doing or was supposed to do exactly. So, I wanted to state our goals and our best routes to achieve them. Our overall goal is to learn about the whole professional world of the visual arts, and understand better how these arts operate. To do this I'm going to present you with a bunch of information about all aspects of the art world. To learn and really absorb this information it has been studied that you have to interact with it. Not only do you have to read about it but you have to do something that gets you to actively think about it, similar a language you have to speak to get better at. I can talk about bike riding all day but at some point, you got to get on the bike. Art and learning are the same, its best learned watching it done, writing about it, asking questions, and attempting to do it yourself. Luckily once you start, learning about art is pretty fun!

The most important part now is to decide how you want to engage with the information presented in class. Learning takes work there is no way around it. For this class you can choose to put in that work either by doing more writing and attempting to put down what you are learning in words or by drawing and doing the practice of creating art. Each week you get to choose which one you do. You must be prepared to commit to putting in some time and invest which ever you choose each week. You really will get better and learn more from doing it. From there It is important that you place value on your previous art exposure, interests, and how much of a role you want art to play in your life. Let me know these things and I'll make sure I address your interests in lectures etc!

I write out my own lectures on all this information rather than relying on a text as I find most lacking is some way or another and can be rather long winded in ways that make me fall asleep.

With these writings each week you will also get a multiple choice / paragraph answers sheet, the lecture interaction sheet I mentioned, and also some type of extra activity such as image match, crossword, wordsearch, fill in the blanks, etc., and a short essay question (or artwork). I'm putting in work this semester to find new ways to make the interaction with the lecture material more interesting and engaging. Student feedback is also planned to be on a consistent three week cycle with updates to questions and grades.

I love doing art and teaching how to do art. As an extra part of this class, I am going to teach how to draw and do art. It turns out it's not just a talent you can do or can't and learning some key tricks and make it so anyone can at least try it. There is no requirement to do this part of the class. Each week there is going to be a longer essay question that you can choose to skip if you wish to practice a little art instead. I'll be presenting lectures and projects each week. This course assumes that you have no artistic ability and you will not be required to draw if you do not want to. If you do want to try drawing you can do that as part of your course work. As some people have already been exposed to what I teach I'm going to include an advanced techniques section with each class too that is completely optional.

Materials: The only materials you need for this class are a writing utensil and paper. I'm going to teach color but after trying for two semesters, I've become resigned to the fact that I'm not going to be able to get you anymore materials other that source images to draw from. You can at least save the color lectures until you have a chance to use color media.

Our goal as writers about art is to observe information about art, (size, location, medium, artist, facts basically) and then combine them with contextual knowledge like time period, culture, religious influences etc. to make

interpretations or guess about them that can't be proven but can be discussed as a possibility. Sometimes writing stays in the first part and just analyzes the parts that make up and artwork to understand it better. This endeavor helps you not only think about art concepts but gets you to use vocabulary and practice using ideas presented in lecture through your own perspective and being able to describe that perspective efficiently.

Our goal as artists creating art is to practice using the concepts presented in class to improve our physical art and our intellectual understanding of it. Even if you have lots of practice or none there is always something to learn by doing art and studying it. Let me know if you have any special interests so I can help out!

If you are interested in learning how to draw, I am going to present that information in this class. If you don't want to, you can choose to write more which is more traditional. Each class is going to have five parts: 1) a lecture, 2) lecture questions 4) a essay question or drawing, 5) a fun extra homework assignment.

Week	Topics	Drawing
Week 1	No class (Introduction)	
Week 2	Line, Drawing, Art History 1	Class Introduction (no drawing)
Week 3	Value, Printmaking, Art History 2	How to Draw
Week 4	Shape, Graphic Design, Art History 3	How to Shade
Week 5	Texture, Ceramics, Art History 4	Composition
Week 6	Color, Painting, Art History 5	How to add texture
Week 7	Space, Perspective, Art History 6	How to use color
Week 8	Midterm	Work Day
Week 9	Spring Break	None
Week 10	Focal Point, Sculpture, Art History 7	Using perspective
Week 11	Balance, Photography, Art History 8	Using Focal Points
Week 12	Unity /Variety, Architecture, Art History 9	Structural drawing
Week 13	Scale / Proportion, Concept Art, Art History 10	Abstract Art
Week 14	Rhythm, Gallery Curation, Art History 11	Composition
Week 15	Time, Art Market, Art History 12	What's next?
May 10	Finals	All Work Due

Thank you so much! I look forward to starting off the class with you all! P.S. I'm an artist and not a writer so please bear with my bad grammar, spelling, and writing. It's my weakest subject.

Catalog Description

An introduction to history and practice of visual arts and architecture across time and diverse cultures. The course emphasizes theoretical approaches to examining artwork and the usage of art terminology. Methodologies include formal, material, symbolic, post-colonial, gender, and institutional critiques to provide students with multiple ways to respond to art and to develop a wide range of visual, verbal, and written lexicons.

Course Student Learning Outcomes

1. Evaluate and critique works of art and architecture based on formal elements and principles of design and employing appropriate art historical terminology.
2. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture.
3. Apply different methods of art historical analysis, including formal, feminist and iconographic.
4. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures.

RECOMMENDED PREPARATION: Advisory – These classes could help with essay writing for this class.

ENGL102 - Developing Reading and Writing AND ENGL150 - Precollegiate Reading and Writing

Accessibility

Students will have access to correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies.

Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS).

Students may make requests for alternative media by contacting Tory Eagles.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Evaluation & Grading Policy

Percentages for your grade are as follows: (see first lecture for details)

Weekly assignments: 75%

(- Lecture Questions: 50%)

(-Weekly Drawing/Essay 15%)

(- Homework Extra: 10%)

Mid-term: 10%

Final: 15%

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: Jan 13*
- *Martin Luther King jr B-Day: Jan 15*
- *Last day to add class: Jan 19*
- *Last day to Drop without "W" Jan 26*
- *Lincoln B-Day: Feb 16*
- *Presidents Day (all campuses closed): Feb 19*
- *Spring Break (no classes): Mar 11-16*
- *Cesar Chavez Day April 1*
- *Final examinations: May 4-10*
- *Semester ends: May 10*
- *Grades available for transcript release: approximately May 20*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records by contacting Tory Eagles. Supporting documentation is required.

Academic dishonesty

DO NOT COPY TEXT FROM ANOTHER SOURCE PASSING IT OFF AS YOUR OWN. If needed try to use only a few sentences from another text and be sure to say what the quote is from and that it is not your writing. This is called plagiarism and can be grounds for an F in the class. Only use others writing to help make a point.

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Thank you so much! I hope you enjoy the class!

