Miyazaki International College

Course Syllabus

Fall 2021

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| Course Title ( Credits ) | Introduction to Visual Art (3 credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Will Hall, Ph.D. |
| E-mail address | whall@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-331/Ext. 766 |
| Office hours | Tues/ Wed 13:00-14:30 |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: | | |
| In this course, we will explore the methods and materials artists use to interpret our visual world. Students will develop a critical awareness of how visual art has developed in a global and historical framework as well as experimenting for themselves with several 2D and 3D artistic mediums and compiling a digital portfolio of their own artwork. | | |
| Course Goals/Objectives: | | |
| This course aims to:  1. Help students acquire new perspectives through critical visual awareness and a more mature sense of who they are as individuals.  2. Deepen students’ understanding of artistic techniques and materials and develop important perceptual abilities.  3. Expose students to new modes of expression and encourage the development of their communicative abilities. | | |
| Teaching Methodology: | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:  Active Learning Teaching Strategy - Course Schedule   1. Interactive lectures - most classes 2. Pair and group work – most classes 3. Oral peer review of student work – 3, 10, 16, 21, 27 4. Written peer review of student work – 3, 10, 16, 21, 27, 30 5. Presentations – 10, 16, 21, 27 6. Self-assessment – most classes (regular homework assignment) 7. Response/ reaction writing – several classes within each topic (schedule may vary) 8. Cooperative student projects – 8, 15, 18-20 | | |
| Tentative Course Schedule | | |
| C | Topic | Content/Activities |
| 1 | Introduction | * Course outline, introductions and warm-up activities |
| 2 | * Introduction to visual art: outline and key concepts |
| 3 | * Introduction to the sketchbook: effective creative practice |
| 4 | Drawing: the essence of human expression | * *From Paleolithic to Picass*o*: connecting the dots* (lecture and activities) |
| 5 | * *From Paleolithic to Picasso: connecting the dots* (lecture and activities) (continued) |
| 6 | * Drawing fundamentals and essential skills (sighting and measuring, shading, etc.) |
| 7 | * Still-life: historical framework and classroom activity (artist focus: Vincent Van Gogh, Pieter Claesz) |
| 8 | * Collaborative drawing (artist focus: Andy Warhol and Jean-Michel Basquiat, Pablo Picasso and Gjon Mili) |
| 9 | * 50 drawings project |
| 10 | * 50 drawings project, exhibition, critique and reflections |
| 11 | Photography: creativity meets technology | * *Historical Precedents of Photography* (lecture and activities) |
| 12 | * Fundamentals of photography: essential skills |
| 13 | * Thematic photography project (artist focus: Cindy Sherman, Yasumasa Morimura) |
| 14 | * Thematic photography project (artist focus: Cindy Sherman, Yasumasa Morimura) (continued) |
| 15 | * 3D photography (lecture and workshop) |
| 16 | * Exhibition, critique and reflections |
| 17 | Sculpture: entering new dimensions | * *Space and Form: an outline of sculptural traditions* (lecture and activities) |
| 18 | * Found object challenge: making works of art from found materials (artist focus: Marcel Duchamp, Salvador Dali) |
| 19 | * Sculpture in the environment: land art (artist focus: Andy Goldsworthy, Richard Long, James Turrell) |
| 20 | * Sculpture in the environment: land art (artist focus: Andy Goldsworthy, Richard Long, James Turrell) (continued) |
| 21 | * Exhibition, critique and reflections |
| 22 | Mixed Media: dynamic modes of expression | * *History of Mixed Media Art* (Lecture and activities) |
| 23 | * My identity project: using collage to express who you really are (artist focus: Robert Rauschenberg, Hannah Höch, Julie Cockburn) |
| 24 | * My identity project: using collage to express who you really are (artist focus: Robert Rauschenberg, Hannah Höch, Julie Cockburn) (continued) |
| 25 | * *Text and image: the collages of Tom Phillips* (lecture and activity) |
| 26 | * *Text and image: the collages of Tom Phillips* (continued) |
| 27 | * Exhibition, critique and reflections |
| 28 | Digital Portfolio | * Introduction to *Carbonmade:* free online digital portfolio hosting |
| 29 | * Portfolio compiling workshop |
| 30 | * Portfolio compiling workshop (continued) |
| 31 | Finals |  |
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| Required Materials: | | |
| * Folder for handouts * Sketchbook (details given in first class) * Smartphone or tablet for research conducted during class   All other material will be provided by the instructor. | | |
| Course Policies (Attendance, etc.) | | |
| **ATTENDANCE**  Students are expected to attend every class. If you must miss class, you need a note from Student Affairs to be excused from the class. If you miss class more than three times you may be asked to withdraw. Three times late is counted as one absence.  **ASSIGNMENTS**  Homework is due regardless of whether you were absent on the day it was assigned. If you will not be able to complete the homework because of illness or other reasons, please submit a note from Student Affairs. Late assignments will be accepted at the discretion of the instructor. The instructor reserves the right to refuse to accept a late assignment.  **PLAGIARISM**  You must use your own thoughts, ideas and writing. Plagiarism is using someone else’s words or ideas without giving them credit. Plagiarism will not be tolerated and may result in failure of an assignment or the class.  At the instructor’s discretion, the consequences for plagiarism may include receiving a zero for the plagiarized paper, or failing the course.  **The instructor reserves the right to make changes to this syllabus at any time.** | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing homework. Make sure you review your notes after each class and make sure you understand the topics covered. The instructor is available outside the classroom in case students need additional assistance (please check office hours on the first page of this syllabus).  Very often, you will have homework assignments. Make sure you review those before coming to the next class. Also, check the class Content/Activities so you can be prepared for the class. | | |
| Grades and Grading | | |
| • Homework and in-class tasks 20%  • Digital Portfolio 30%  • Final tests 30%  • Participation (contribution to the class to the best of one’s ability) 20%  You will receive a mid-semester evaluation to let you know how you have been doing up to that point. | | |
| Methods of Student Feedback | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback. | | |
| Diploma Policy Objectives | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):   1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations. 3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English 5. Proficiency in the use of information technology | | |

**Assessment Criteria**

Critical thinking

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| Advanced | Student is able to apply the concepts taught in class to their own artistic experiences, question his or her previous ideas about art, look at arts from more than one perspective, contribute insightfully to class discussions and group projects. |
| Proficient | Student is able to understand the concepts taught in class and sometimes apply them to their cultural experiences. Student contributes to class discussion. |
| Developing | Student is able to understand the concepts taught in class. |
| Emerging | Student does not understand the concepts taught in class. |

Content

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| Exemplary | Student is able to apply the concepts learned in class to make better understanding of artistic experiences they have in life. Student demonstrates sufficient knowledge to appreciate the artistic culture of the west. Actively engaged in all class activities and demonstrate exemplary problem solving techniques and presentation skills |
| Good | Student is able to apply the concepts learned in class to understand arts. Student understands the class contents and demonstrate good communication skills. Student participates in class discussion voluntarily and make good presentations. |
| Acceptable | Student demonstrates understanding of the content and is adequately prepared for the lesson. |
| Unacceptable | Student does not understand the content OR lesson is very short OR lesson seems inadequately prepared. |

English

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| Exemplary | Student’s oral and written English shows signs of risk-taking and is relatively free of careless errors. |
| Good | Student’s oral and written English is relatively free of careless errors. |
| Acceptable | Student makes many errors in writing OR minimal contributions to class discussion. |
| Unacceptable | Student makes many errors in writing AND minimal contributions to class discussion. |

