

END OF SEMESTER TEST WITH CORRECT ANSWERS- ART HISTORY AND APPRECIATION #17

The study of aesthetics deals with art criticism and art history. Which aesthetic theory focuses on design elements and organizational principles? - correct answer formalism

Art can evoke different emotions and reactions in people. Which painting was attacked by someone who didn't like abstract art? - correct answer Barnett Newman's Cathedra

In design, which principle is in effect when all elements in a design are in harmony and produce an undivided impact? - correct answer unity

A pattern is a recognizable arrangement of elements. What kind of shirt has a pattern? - correct answer a checked shirt

What does the term nonrepresentational art mean? - correct answer art that has no visible subject

What are the main shapes in a painting? - correct answer positive shapes

An artist uses a special ink to draw on a sensitized limestone slab, which is then treated with nitric acid. What kind of print is the artist creating? - correct answer lithograph

Which technique involves painting on a freshly plastered wall and was popular during the Greek, Roman, Medieval, and Renaissance periods? - correct answer fresco

What does denotation mean? - correct answer the literal, or real, meaning of what is being communicated

What is static visual rhetoric? - correct answer a two-dimensional image that communicates a message or an argument

Which famous art form represented a fertility figure? - correct answer Venus of Willendorf

In which period did nomadic people hunt animals and gather fruit for food? - correct answer Paleolithic

Several thousand Egyptian workers toiled for decades to build the great pyramids. What do the great pyramids best symbolize? - correct answer the extreme power and force the pharaohs held over the Egyptian people

Which is true about Egyptian history? - correct answer The Old Kingdom was the most prosperous and creative period.

Art History And Appreciation Plato Course Answers

**Milbrey Wallin McLaughlin, Margaret
Ann Thomas, Michael Day, Rand
Corporation**

Art History And Appreciation Plato Course Answers:

Art History, Art Criticism, and Art Production: Case studies of seven selected sites, 1984 This study attempts to discover 1 the factors that generate support for a strong substantive art education program in a district's curriculum and 2 what factors influence the willingness and ability of school districts and teachers to carry out and maintain a discipline based art education that strives for balance among the historical critical and productive domains of the visual arts It uses case studies of seven sites Whitehall Ohio Hopkins Minnesota Palo Alto California Decatur and Champaign Illinois Brooklyn New York Milwaukee Wisconsin and Virginia Beach Virginia As a group the case studies illustrate the importance of support from school board members superintendents and principals of a written curriculum and of in service training They provide examples of school museum collaboration and dispel the notion that systematic instruction compromises or constrains individual creativity

Art History, Art Criticism, and Art Production: Comparing the process of change across districts Milbrey Wallin McLaughlin, Margaret Ann Thomas, Michael Day, Rand Corporation, 1984 This report conveys the findings from a cross site analysis of seven school districts that were implementing a discipline based approach to visual arts education A discipline based approach incorporates four art disciplines in the classroom art history art criticism aesthetics and art production The study sought to identify the factors that generate support for a strong substantive art education program in a district's curriculum and what factors influence districts and teachers to maintain a discipline based art education program The study's findings suggest that to become academically respectable and support the factors necessary for change a visual arts program must have these basic characteristics an articulated conceptual base and a written sequential curriculum that reflects this base

The Whole Child Seamus Carey, 2003 The Whole Child is a beautifully written book combining classic philosophical themes like wonder and happiness with modern parenting virtues like courage compassion integrity and discipline Seamus Carey uses anecdotes from his own experience as a parent some amusing and some poignant to illustrate philosophical concepts The result is a rare work as valuable to the serious student of philosophy as it is to Carey's fellow parents Carey argues that parents need to rediscover the sense of wonder the ontological depth with which children experience life and offers suggestions for how this recovery might take place In so doing Carey uncovers standards and ideas for raising children that reach beyond those typically considered by the modern family

The Classical Weekly, 1924

Plato and Levinas Tanja Staehler, 2009-09-11 Like Plato Emmanuel Levinas believed that ethics was the most fundamental philosophical discipline Levinas's approach to ethics begins in the encounter with the other as the most basic experience of responsibility He acknowledges the necessity to move beyond this initial dyadic encounter but has problems extending his approach to a larger dimension such as community To shed light on this dilemma Tanja Staehler examines broader dimensions which are linked to the political realm and the problems they pose for ethics Staehler demonstrates that both Plato and Levinas come to identify three realms as ambiguous the erotic the artistic and the political Staehler argues

that these ambiguous dimensions can contribute to revealing the Other's vulnerability without diminishing the fundamental role of unambiguous ethical responsibility **Essays in Philosophy and Its History** Wilfrid Sellars, 2012-12-06 In pulling these essays together for inclusion in one volume I do not believe that I have done them violence Since they originally appeared at different times and places they constitute a scattered object Nevertheless to the author's eye they have unities of theme and development which if they fail to give them the true identity of the book may to adapt a metaphor from Hume generate those smooth and easy transitions of the imagination which arouse dispositions appropriate to surveying such identical objects For the juxtaposition of historical and systematic studies I make no apology It has been suggested with a friendly touch of malice that if *Science and Metaphysics* consists as its subtitle proclaims of Variations on Kantian Themes it would be no less accurate to subtitle my historical essays variations on Sellarsian themes But this is as it should be Philosophy is a continuing dialogue with one's contemporaries living and dead and if one fails to see oneself in one's respondent and one's respondent in oneself there is confrontation but no dialogue The historian as Collingwood points out becomes Caesar's contemporary by learning to think Caesar's thoughts And it is because Plato thought so many of our thoughts that he is our contemporary and companion *T.E. Page* Niall Rudd, 1981 **The Saturday Review of Politics, Literature, Science and Art**, 1855 *Cases and Maps* Mark Coppenger, 2019-07-12 A dying man hires the services of a cannibal a customs official insults a world class sculptor a farmer complains that low flying bombers are killing his chickens two rock groups claim the same name a monkey takes a selfie and a minister with mail order credentials performs a wedding The resulting court cases and sixteen others serve to introduce a wide range of philosophical notions such as libertarianism speciesism and speech acts Next a subway employee draws a revolutionary map a mountain loses its name a strange cineplex puts people in each other's movies the art museums of Madrid loom over neighboring buildings a nautical chart guides seamen into a Connecticut port and Jerusalem stands due north of the Mediterranean These maps twenty three in all whether real or imaginary introduce yet other philosophical notions such as pragmatism universals and paradigms Along the way in both sections we meet a wide range of thinkers from Plato to Aquinas to Hume to Kant to Searle The explanations and discussion questions are written from a Christian perspective inviting believers to join in the perennial dialogue with the conviction that if you don't have philosophical and theological positions sorted out then they will have you *The Journal of Education*, 1907

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