

Introduction and Chapter 1:

Read the text and be able to define or visually identify the following:

- Purposes of Art (What is Art?)
- Consider Role of Artist vs. Role of Viewer: creativity, visual perception, aesthetics, beauty, experience
- Art: representational, trompe l'oeil, abstract and nonrepresentational, non-objective, expressionistic
- Still life, landscape, portrait / self-portrait, narrative (historical and religious), genre
- Form, Content, Iconography, Style, Formal Criticism, Composition
- Style: Artist, Cultural, Period, Movement/School

The Language of Art: Visual Elements and Principles of Design

You will be using this vocabulary in your assignments on formal criticism! Be able to define AND visually identify the following:

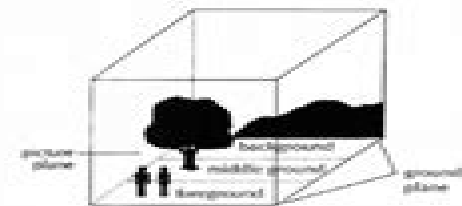
- 2 Dimensional (2D) includes painting, drawing, the graphic arts, and photography. Width, height and illusion of depth on flat surface (see diagram below)
- 3 Dimensional (3D) includes sculpture, architecture, and most of the decorative arts. Width, height and depth
- Still life, landscape, portrait, narrative (religious, history, etc), genre,

Visual Elements—see text elements and principles document for subcategories

- Line: actual, implied, characteristics, functions
- Shape (2D), Mass (3D), Volume: geometric, organic
- Light and Value: Chiaroscuro
- Color: Properties: hue, value, saturation/intensity, color wheel, color schemes, shades and tints, achromatic, local color, optical color
- Texture: actual/tactile, simulated/visual
- Space: overlapping, relative size, linear perspective, atmospheric perspective; illusion of 3-D in 2-D, positive and negative
- Motion: actual/kinetic, implied

Principles of Design—see text or elements and principles document for subcategories

- Unity and Variety
- Balance
- Emphasis and Focal Point
- Rhythm/ Pattern
- Scale
- Proportion
- Contrast



c. Schematic drawing of picture space

ARTISTS AND WORKS *Be able to identify and discuss these artworks!*

Special emphasis will be placed on these famous artworks and artists—know them. However, you will also need to be able to identify visual elements and principles using any of the images from the Unit I chapters.

Warhol – Four Marilyns
 Duchamp – Fountain
 Van Gogh – The Night Café
 Polykleitos – Doryphoros
 Abakanowicz – Backs
 Oldenburg – Clothspin
 Hepworth – Two Figures
 David – Oath of Horatii
 Hamilton – Just What Is It That Makes Today's Homes So Different, So Appealing?
 Brandt – Mondrian Variations, Construction No. 3B with Four Red Squares and Two Planes

Chagall – I and the Village
 Mondrian – Composition with Red, Blue, and Yellow
 Bernini – Apollo and Daphne
 Da Vinci – Proportion of the Human Form
 Magritte – Personal Values
 The Parthenon
 Wood – American Gothic
 Van Eyck – Giovanni Arnolfini and His Bride
 Hamilton – Just What Is It That Makes Today's Homes So Different, So Appealing?
 Brandt – Mondrian Variations, Construction No. 3B with Four Red Squares and Two Planes

Art Appreciation 1301 Study Guide

**Toledo Museum of Art, Emma Leah
Kern Bippus**



Art Appreciation 1301 Study Guide:

Art Appreciation Workbook scott trent, *The Well-Trained Mind* Susan Wise Bauer, Jessie Wise, 2024-04-02 The classic handbook on home schooling updated for a new generation of parents and students Is your child getting lost in the system becoming bored losing his or her natural eagerness to learn If so it may be time to take charge of your child s education by doing it yourself The Well Trained Mind will instruct you step by step on how to give your child an academically rigorous comprehensive education from preschool through high school one that will train him or her to read to think to understand to be well rounded and curious about learning Veteran home educator Susan Wise Bauer outlines the classical pattern of education called the trivium which organizes learning around the maturing capacity of the child s mind and comprises three stages the elementary school grammar stage when the building blocks of information are absorbed through memorization and rules the middle school logic stage in which the student begins to think more analytically and the high school rhetoric stage where the student learns to write and speak with force and originality Using this theory as your model you ll be able to instruct your child whether full time or as a supplement to classroom education in all levels of reading writing history geography mathematics science foreign languages rhetoric logic art and music regardless of your own aptitude in those subjects A new optional Resource Recommendations Portal provides subscribers with curated lists of the best curricula for every grade level and learning style Thousands of parents have already used the methods described in The Well Trained Mind to create a truly superior education for children in their care You do have control over what and how your child learns The Well Trained Mind will give you the tools you ll need to teach your child with confidence and success **Telecourse**

Study Guide, the Arts and Appreciation, Art Appreciation 10 Toledo Museum of Art, Emma Leah Kern Bippus, 1953

Vocational School Guide Clarence Earle Lovejoy, 1963 **A Guide to Magazine Articles on Industrial Arts Education and Vocational Industrial Education** William Luther Hunter, Everett Gordon Livingston, 1934 **Readers' Guide to Periodical Literature** , 1905 **Resources in Education** , 1973-05 **A Companion to Chinese Art** Martin J. Powers, Katherine R. Tsiang, 2022-04-26 Exploring the history of art in China from its earliest incarnations to the present day this comprehensive volume includes two dozen newly commissioned essays spanning the theories genres and media central to Chinese art and theory throughout its history Provides an exceptional collection of essays promoting a comparative understanding of China s long record of cultural production Brings together an international team of scholars from East and West whose contributions range from an overview of pre modern theory to those exploring calligraphy fine painting sculpture accessories and more Articulates the direction in which the field of Chinese art history is moving as well as providing a roadmap for historians interested in comparative study or theory Proposes new and revisionist interpretations of the literati tradition which has long been an important staple of Chinese art history Offers a rich insight into China s social and political institutions religious and cultural practices and intellectual traditions alongside Chinese art history theory and criticism

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