

## Outcomes-Based Education (OBE) Course Design/Syllabus in **Hum 110 – Art Appreciation**

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Date: December 10, 2021

**Course No. and Title:** HUM 110: ART APPRECIATION

**Pre-Requisite:** None

**No. of Hours:** 54 hours/sem

**School Year/Semester Offered:** First Semester of the Academic Year 2021-2022

**Course Description:** (Based on CMO 20, Series 2013)

This course is a 3-unit course for second year students that will be taken for 18 weeks or 54 hours for lecture course. This course aims to provide students the opportunity to observe, participate in, or otherwise experience works of art in order to appreciate their role and purpose in life. Students will be exposed to various works of art, ranging from the classical art forms to modern art installations, performance art, indie films, enhanced e-books, and multimedia aesthetics. These works of art will be examined from an aesthetic point of view and also as reflections or critiques of the societies that produced them. The course will thus build upon and hone the skill of understanding, critical appreciation, and expression of one's views.

At the end of the course, the students must be able to approach a work of art from a perspective informed by the history and tradition of art and the social milieu in which it was produced as well as the perspective of aesthetics. Such an approach would require a written appraisal of the meaning and value of the works of art taken up in class and possible some within the immediate vicinity of the student's experience. The written essays must clearly demonstrate not only understanding and appreciation of a specified work of art, but also a sense of the work's important in life, culture, and history.

**Course Credit/Unit:** 3 units (54 hours)

**Course Outcome:**

At the end of the course, students must have:

1. Demonstrated an understanding and appreciation of composition, functions, values, designs, history and theories of arts in Philippines and global context.
2. Explained and evaluated/appraised selected art based on aesthetic, social, cultural, historical, universal relevance and value while showing respect to diversity and multi-culturalism.
3. Showcased deeper sensitivity to self, community, and society through self-expression and for promoting advocacies such as gender equality, justice, peace, democracy, etc. using different media for information dissemination and service to others.
4. Discovered and deepened their identity through art with respect to their nationality, culture, and religion and organize group in the classroom for artistic promotion, curation and cultural preservation.
5. Explained and evaluated different theories of art, and developed an appreciation for local and foreign arts, and how can they relate/use their course (Journalism) to promote and influence other people in art appreciation.

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6. Enhanced one's ability to explore, express, create, and innovate using one's art from among selected environment friendly concepts and materials; and analyze, synthesize, and present such work individually and/or collaboratively in oral and written manner.
7. Analyzed, clarified and conduct research about notions and misconceptions about different artworks and artists who adhere to professional and ethical standards (while considering code or conduct for artists).
8. Analyzed, and clearly and effectively presented how the artist's work their art subjects and object with consideration to the social and cultural milieu and background of viewer, in oral and in written form.
9. Presented, collected and assembled individual and group outputs compiled into a portfolio, to be used for exhibit and culminating activity, and demonstrate responsibility and accountability, in one's work and exhibits.
10. Experienced different forms of assessment in Art Appreciation. (Oral and written examination, art peptalk, output evaluation, culminating activity).

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### Course Design Matrix:

Value Focus: Sense of pride and loyalty

DESIRED LEARNING OUTCOMES (DLO)	COURSE CONTENT / SUBJECT MATTER	TEXTBOOKS / REFERENCES	TEACHING AND LEARNING ACTIVITIES (TLA)	ASSESSMENT OF LEARNING OUTCOMES (ALO)	RESOURCE MATERIAL	TIME TABLE
			Non-Face to Face	Non-Face to Face		
<p><b>At end of the unit, the students must have:</b></p> <p>1. Internalized, and demonstrated the vision, mission, and core values of the University; and the institutional, college/campus, degree and course outcomes</p> <p>2. Familiarized oneself with the course objectives, requirements, grading system and activities to be undertaken in the class.</p>	<p style="text-align: center;"><b>Unit 0:</b></p> <p>1. The University, the Pototan Campus and the College of Education vision, mission, goal and objectives.</p> <p>2. Course Objectives, Requirements Grading System, and Class Activities</p>	<p>University code, Flyers, Bulletin of information, etc.</p>	<p>a. Orientation (VMGO) b. Reading c. Discussion d. Reading and familiarization of the content of the course.</p>	<p>Activity sheet based on Module</p>	<p>Video Ids</p>	<p>3 hours</p>

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			Non-Face to Face	Face		
<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1. Described and explained the meaning and importance of Humanities, Arts, and Science in the Western Concept;</li> <li>2. Realized the importance and influenced of Arts and Humanities in the world;</li> <li>3. Appreciated the value of art as a form of self-expressions;</li> <li>4. Ascertained the importance and functions arts in our lives and expressed it through rhetorical writing/essay.</li> <li>5. Compared and contrast the Western concept of humanities with the Filipino notion of personhood or pagkatao;</li> <li>6. Described personal art experiences as an artist;</li> <li>7. Appreciated the value of different Filipino art forms and self - expressions</li> </ol>	<p><b>Unit 1</b></p> <p>Lesson 1: Humanities and Arts in the Western Concept</p> <ol style="list-style-type: none"> <li>1. Arts and Humanities</li> <li>2. Importance of Humanities, Arts, and Science in the Western Concept</li> <li>3. Art as form of Self Expression</li> </ol> <p>Lesson 2: The Humanities and the Filipino Personhood (Pagkatao)</p> <ol style="list-style-type: none"> <li>1. Western Concept of Humanities</li> </ol>	<p>Art Gallery NSW. (n.d.) Western art. Retrieved on August 1, 2020 at <a href="https://www.artgallery.nsw.gov.au/discover-art/learn-more/western-art/">https://www.artgallery.nsw.gov.au/discover-art/learn-more/western-art/</a></p> <p>Dubec, R. (2018) Retrieved on July 2020 at <a href="https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions">https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions</a></p> <p>Orate, A. (2017) Art as Humanistic Discipline. University of the East Manila. Retrieved on July 2020 at <a href="https://www.coursehero.com/file/47855123/Lecture-1-forstudents-pptpdf/">https://www.coursehero.com/file/47855123/Lecture-1-forstudents-pptpdf/</a></p> <p>Staff Writers. (2020, June 4). What Are the Arts &amp; Humanities?. Retrieved on August 1, 2020 at <a href="https://www.collegechoice.net/faq/what-are-the-arts-humanities/">https://www.collegechoice.net/faq/what-are-the-arts-humanities/</a></p>	<p><b>Independent Learning of the module</b></p> <p>Visual examples of artworks related to concepts discussed.</p> <p>Video clips presenting the concepts tackled in the discussion.</p>	<p><b>Online Learning Model</b></p> <p><b>Individual Activity:</b> Product of painting that shows the Filipino concept of space and beauty (horror vacui) (Criteria: Application of the concept of horror vacui, Following the instruction, and Aesthetic value of the composition</p> <p><b>Project-based assessment</b></p>	<p>Reference books</p> <p>Pictures of sample paintings PowerPoint slides</p> <p>Video clips</p> <p>Art materials</p> <p><b>Educational Tools</b></p>	<p>Week 1 &amp; 2</p> <p>(6 hrs.)</p>

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<p>through survey or documentation; 8. Identified and described the Filipino art or craft and how it reflected the Filipino world view and characteristics.</p>	<p>2. Filipino notion of Personhood or Pagkatao 3. Different Filipino Artforms 4. Art and Craft</p>	<p>Vega, A. (2014). Science vs. Humanities: Educating citizens of the future. Retrieved on July 2020 at <a href="https://www.elesapiens.com/blog/science-vs-humanitieseducating-citizens-of-the-future/">https://www.elesapiens.com/blog/science-vs-humanitieseducating-citizens-of-the-future/</a></p>				
<p>At end of the unit, the students must have:</p> <ol style="list-style-type: none"> <li>1. Answered some fundamental questions in the different branches/fields of Philosophy;</li> <li>2. Explained the intertwined Aesthetics, Psychology, Philosophy, and other fields of learning;</li> <li>3. Discussed the meaning and significance of art appreciation examined how human faculties can serve as basis for the appreciation of art;</li> <li>4. Developed appreciation of different art forms by making an analysis of each form;</li> <li>5. Created an artwork that shows the four levels of art analysis.</li> <li>6. Discussed the meaning of art and how reality was viewed in art;</li> </ol>	<p><b>Unit II</b> Lesson 3: Art Appreciation and the Human Faculties</p> <ol style="list-style-type: none"> <li>1. Branches and Fields of Philosophy</li> <li>2. Aesthetics, Psychology, Philosophy, and other fields of learning</li> <li>3. Understanding the Human Faculties</li> </ol>	<p>Mental Faculties. (2011). Retrieved at <a href="https://www.metaphysicalrevelation.com/mentalfaculties.html">https://www.metaphysicalrevelation.com/mentalfaculties.html</a></p> <p>SUNY Geneseo General Education Rubrics (2020). Retrieved on July 2020 at <a href="http://gened.geneseo.edu/pdfs/assessment_tools_revised.pdf">http://gened.geneseo.edu/pdfs/assessment_tools_revised.pdf</a></p> <p>Is Beauty in the Eye of the Beholder? Retrieved on August 4, 2020 at <a href="https://www.youtube.com/watch?v=G1UsGWx">https://www.youtube.com/watch?v=G1UsGWx</a></p> <p>What is the Treachery of Images? Transcript from <a href="https://www.youtube.com/watch?v=atHQpANmHCE">https://www.youtube.com/watch?v=atHQpANmHCE</a></p>	<p>Independent Learning of the module</p> <p>Visual examples of artworks related to concepts discussed.</p> <p>Video clips presenting the concepts tackled in the discussion..</p>	<p><b>Project-based assessment</b></p> <p>Individual activity: Analysis of the work of art based on visual elements, the representation, the emotional suggestions and the intellectual meanings. (Criteria: Group participation and collaboration, aesthetic value and instructions, and analysis)</p> <p><b>Multimodal model for Online Education</b></p>	<p>Modules</p> <p>Pictures of various artworks</p> <p>Art materials</p> <p>PowerPoint slides</p> <p>Video clips</p> <p>Android phones/laptop/computer</p>	<p>Week 3 &amp; 4 (6 hrs.)</p>

**Educational Tools**




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<p>7. Elaborated Realism in the Renaissance style, Cubism, de stijl, and ready-made art.</p> <p>8. Appreciated the different artworks depicting current realities happening in the world today through slide analysis;</p> <p>9. Created an artwork related to COVID-19 pandemic applying realism techniques from any of the following: Renaissance style, cubism, de stijl, and ready-made.</p>	<p>Lesson 4: Art and the Perception of Reality</p> <p>1. Realism in Renaissance Style</p> <p>2. Cubism, De Stili and Readymade Art</p>				
<p><b>At the end of the unit, the student must have:</b></p> <p>1) Explained the meaning of art, beauty, Theory of Imitation, and Aesthetics from a philosophical point of view;</p> <p>2) Differentiated beauty from non-beautiful objects and define important aesthetic terms.</p> <p>3) Examined critically the different artworks or objects and justify appreciation or dislike of those arts;</p> <p>4) Created and appreciated an</p>	<p><b>UNIT III</b></p> <p>Lesson 5: Aesthetics: Study of Art and Beauty</p> <p>1. Imitation Theory of Art and Beauty</p> <p>2. Introduction to Aesthetics</p> <p>Lesson 6: Eastern and Filipino Concept of Art and Beauty</p>	<p>Marković (2012) Components of aesthetic experience: aesthetic fascination, aesthetic appraisal, and aesthetic emotion. Published journal online 2012 Jan 12. doi: 10.1068/i0450aap. Retrieved on August 2020, from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3485814/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3485814/</a></p> <p>Miller, E. (2004). Introduction to Aesthetics . Rowan University. Glassboro, New Jersey, USA. Retrieved August 2020, from</p>	<p>Independent Learning of the module</p> <p>Present visual examples of artworks related to Western and Filipino concept</p> <p>Assigned Readings/ Article</p>	<p><b>Authentic assessment</b></p> <p>Individual activity: Research of native Philippine art or product</p> <p>Create an artwork using digital applications</p> <p>Video presentation</p> <p>Self- Photograph doing Artworks</p> <p>Presentation of artwork through blog/vlog/ essay/Art Talk/ Pep Talk</p>	<p><b>Connectivism</b></p> <p>Modules</p> <p>Art materials</p> <p>Camera or CP with cam</p> <p><b>Educational Tools</b></p> <p>Week 5,6, &amp; 7 (9 hrs.)</p>

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<p>artwork using different media and present it orally (Art Talk) or in written form (blog).</p> <p>5) Discussed and described how the Chinese, Japanese, and the Filipino people perceive of beauty and art;</p> <p>6) Identified and described artworks which reflects Eastern and Filipino perception of beauty and art;</p> <p>7) Explained Filipino’s spatial perception and how this perception was applied in their art, beauty, and social spaces;</p> <p>8) Created and appreciated an artwork showcasing the concept of Maximalism (horror vacui) and Minimalism.</p>	<ol style="list-style-type: none"> <li>1. Chinese and Japanese Concept of Art</li> <li>2. Filipino Aesthetics</li> <li>3. Spatial Perception</li> <li>4. Concept of Maximalism and Minimalism</li> </ol>	<p><a href="http://users.rowan.edu/~millere/Introduction%20to%20Aesthetics.htm">http://users.rowan.edu/~millere/Introduction%20to%20Aesthetics.htm</a></p> <p>What is Aesthetics? What does Aesthetics mean? (2016) by The Audiopedia. Retrieved July 2020, from <a href="http://www.theaudiopedia.com">http://www.theaudiopedia.com</a> Museum Curation Project <a href="https://youtu.be/FM1tB1ZR9nU">https://youtu.be/FM1tB1ZR9nU</a></p> <p>Benesa, L (2020). What is Philippine About Philippine Art. National Commission for Culture and the Arts (NCCA). Retrieved on August 2020 at <a href="https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/visual-arts/what-is-philippine-about-philippine-art/">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/visual-arts/what-is-philippine-about-philippine-art/</a></p>	<p>Drawings and Illustrations of Different Artworks</p>		
<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1. Discussed the different principles in Art, Design, and Beauty;</li> <li>2. Ascertained the role of Beauty as an influence on art and as the impact of art.</li> <li>3. Identified the different compositions that comprised an art.</li> <li>4. Explained why art has been reproduced;</li> </ol>	<p><b>UNIT IV</b> Lesson 7: Art, Beauty, Design and Composition</p> <ol style="list-style-type: none"> <li>1. Elements of Visual Arts</li> <li>2. Role of Beauty</li> <li>3. Principles of Art, Design, and Beauty</li> </ol>	<p>Hardison, K.P.L.(n.d.).What is the difference between art and science?. Retrieved on August 1, 2020 at <a href="https://www.enotes.com/homework-help/deference-between-art-science-172919">https://www.enotes.com/homework-help/deference-between-art-science-172919</a></p> <p>Hurst, A. (July 15, 2018). Movement – A Principle of Art. Retrieved on August 11, 2020 at</p>	<p>Visual examples of artworks related to concepts discussed.</p>	<p><b>Community of Inquiry</b></p> <p>Individual activity: Selfie picture depicting reaction to Darwinian Theory of Beauty and Art</p> <p>Reflection</p> <p>Quiz</p> <p><b>Formative Assessment</b></p> <p><b>Educational Tools</b></p>	<p>Modules</p> <p>Art materials</p> <p>Camera or CP with cam</p> <p>Photos slides</p> <p>Video clips</p> <p>Week 8, 9, 10 (9 hrs.)</p>

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<p>5. Ascertained the unique existence of Art as determined through the time of its existence;</p> <p>6. Defined work of art as received and valued on different planes: cult value and exhibition value;</p> <p>7. Appreciated or assessed a painting, photography and digital reproduction through a critique paper;</p>	<p>Lesson 8: Art Reproduction and Intellectual Property Rights</p> <ol style="list-style-type: none"> <li>1. Painting vs. Photography</li> <li>2. Digital Reproduction</li> <li>3. Mechanical Reproduction</li> </ol>	<p><a href="https://thevirtualinstructor.com/blog/movement-a-principle-of-art">https://thevirtualinstructor.com/blog/movement-a-principle-of-art</a></p> <p>Study.com.(n.d.).What is a Medium in Art: Definition &amp; Terms. Retrieved on August1, 2020 at <a href="https://study.com/academy/lesson/what-is-a-medium-in-artdefinition-terms-quizhtml">https://study.com/academy/lesson/what-is-a-medium-in-artdefinition-terms-quizhtml</a></p> <p>Scott, D. (May 22, 2019). Rhythm in Art – Master Painting Examples. Retrieved on August 11, 2020 at <a href="https://drawpaintacademy.com/rhythm/">https://drawpaintacademy.com/rhythm/</a></p> <p>Philosophy Now. What is Art? and/or What is Beauty?.Retrieved on August 8, 2020 at <a href="https://philosophynow.org/issues/108/What_is_Art_and_or_What_is_Beauty#:~:text=The%20fundamental%20difference%20between%20art,beauty%20depends%20on%20who's%20looking.&amp;text=Beauty%20is%20whatever%20a%20spectator%20of,about%20or%20for%20beautiful%20things.">https://philosophynow.org/issues/108/What_is_Art_and_or_What_is_Beauty#:~:text=The%20fundamental%20difference%20between%20art,beauty%20depends%20on%20who's%20looking.&amp;text=Beauty%20is%20whatever%20a%20spectator%20of,about%20or%20for%20beautiful%20things.</a></p>	<p>Assigned Readings/ Article</p> <p><span style="background-color: yellow;">Brainstorming</span></p> <p>Drawings and Illustrations of Different Artworks</p>	<div style="border: 2px solid red; padding: 5px; text-align: center; width: fit-content; margin: auto;"> <p><b>Online Collaborative Learning</b></p> </div> 		
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<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1) Related the study of Art to the field of Anthropology;</li> <li>2) Interpreted cultural relativism as an anthropological theory of art and beauty;</li> <li>3) Identified artworks, styles and artists that abide with cultural relativism.</li> <li>4) Formulated an anthropological approach to art appreciation;</li> <li>5) Discovered the cultural norms of beauty of different societies in the world;</li> <li>6) Written an essay which evaluated the merit or demerit of works of art based on cultural relativism;</li> <li>7) Showcased sensitivity to the aesthetic standards of various societies and cultures.</li> <li>8) Identified and described Representationism as an art theory;</li> <li>9) Compare and discuss the difference between illusion and hallucination in art ;</li> <li>10) Appreciated the importance of museum by discussing the curation or preservation</li> </ol>	<p><b>Unit V:</b></p> <p>Lesson 9: Art and Anthropology: Cultural Relativism</p> <ol style="list-style-type: none"> <li>1. Anthropology</li> <li>2. Cultural Relativism</li> </ol> <p>Lesson 10: Representationism-Theory of Art and Beauty</p> <ol style="list-style-type: none"> <li>1. Representationism as an Art Theory</li> <li>2. Illusion and Hallucination</li> <li>3. Importance of Museum</li> </ol>	<p>Dubec, R. (2018) Rubric Essays. Retrieved on July 2020, from <a href="https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions">https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions</a></p> <p>Glazer, M. (2017) Cultural Relativism. Retrieved on July 30, 2020 at <a href="http://www.ciampini.info/file/CULTURAL%20RELATIVISM">http://www.ciampini.info/file/CULTURAL%20RELATIVISM</a></p> <p>Kottak, Conrad Phillip. (2011). Anthropology: Appreciating Cultural Diversity. 14th Ed. University of Michigan. ISBN: 978-0-07-811698-8</p> <p>Pablito's Way. (2017). Transcript Retrieved on July August 2020 at <a href="https://www.youtube.com/c/Pablito'sWay/aboutPhil%20life">https://www.youtube.com/c/Pablito'sWay/aboutPhil life</a> (2018).</p> <p>Mambabatok: Tattoo Tradition in the Philippines. Retrieved on July 2020, from <a href="http://phillife.co/mambabatok-whang-od">phillife.co/mambabatok-whang-od</a></p> <p>Howdhury, S.(2017). What is representational art? What are some examples? Retrieved August 2020, from <a href="https://www.youtube.com/watch?v=7dQpDNtsIAE">https://www.youtube.com/watch?v=7dQpDNtsIAE</a></p>	<p><b>Online Learning Model</b></p> <p>Independent Study of the Module</p> <p>Simulations</p> <p>Assigned Readings/ Article</p> <p>Drawings and Illustrations of Different Artworks</p> <p>Video Clips</p> <p>Worksheets</p>	<p>Essay writing</p> <p>Digital Drawing</p> <p>Quizzes</p> <p><b>Formative Assessment</b></p>	<p>Reference Book</p> <p>Sample artwork masterpieces</p> <p>Pictures</p> <p>Video presentation</p>	<p>Week 10-11</p> <p>6 hrs.</p>
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<p>process of arts; 11) Made an representational art, illustration of curation-type/museum-type set-up and oral presentation of it;</p>		<p>Comley, D. (2011). Representative Realism in Plain English. Transcript retrieved on August 2020, from <a href="https://www.youtube.com/watch?v=7dQpDNtsIAE&amp;t=214s">https://www.youtube.com/watch?v=7dQpDNtsIAE&amp;t=214s</a></p>				
<p><b>At the end of units 1-5, 75 % of the students must have mastered the knowledge and skills from the lesson</b></p>	<p><b>Unit 1: Aesthetics: The Art and Beauty</b></p> <p><b>Unit 2- Functions and Perspectives on Art</b></p> <p><b>Unit 3: Art and Humanities: Western and Filipino Concept</b></p> <p><b>Unit 4: Art and Science: Elements, Medium, Design and Communication</b></p> <p><b>Unit 5: Perspectives and Theories of art: Imitationism and Representationism</b></p>			<p align="center"><b>WRITTEN EXAMINATION (MIDTERMS)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center"><b>Summative Assessment</b></p> </div>		

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<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1. Related the study of art to the field of philosophy;</li> <li>2. Ascertained aesthetic functionalism and aesthetic hedonism;</li> <li>3. Applied the theories to the analysis of art as a formula in the evaluation of the merit or demerit of works of art;</li> <li>4. Formulated a philosophical approach to Art Appreciation;</li> <li>5. Evaluated and appreciated works of art that show the application of Hedonism and Functionalism.</li> <li>6. Related the theory of formalism to the field of philosophy;</li> <li>7. Compared and contrasted formalism, expressionism, hedonism and other theories of art;</li> <li>8. Interpreted formalism as the foundation of modern non-objective art;</li> <li>9. Formulated a philosophical approach to the study of Art Appreciation;</li> <li>10. Evaluated the merit or demerit of artworks using the formalist, expressionist and hedonistic</li> </ol>	<p><b>Unit VI</b></p> <p>Lesson 11: Art and Philosophy: Hedonism and Functionalism</p> <ol style="list-style-type: none"> <li>1. Art and Philosophy</li> <li>2. Aesthetic Functionalism</li> <li>3. Aesthetic Hedonism</li> <li>4. Merit and Demerit of Works of Art</li> </ol> <p>Lesson 12: Art and Philosophy: Formalism</p> <ol style="list-style-type: none"> <li>1. Formalism and Philosophy</li> <li>2. Contrasted Formalism</li> <li>3. Abstract Expressionism</li> <li>4. Futurism</li> <li>5. Surrealism</li> <li>6. Fauvism</li> </ol>	<p>IdeelArt. (March 13, 2015). What is Abstraction in Art - Definition and Examples . Retrieved on August 21, 2015 at <a href="https://www.ideelart.com/magazine/what-is- abstraction-a-simple-explanation-by-ideelart">https://www.ideelart.com/magazine/what-is- abstraction-a-simple-explanation-by-ideelart</a></p> <p>Sybaris collection. (n.d.). Art History Briefing: Formalism In Art. Retrieved on October 25, 2017 at <a href="https://www.sybariscollection.com/art-history-briefing-formalism- art/">https://www.sybariscollection.com/art-history-briefing-formalism- art/</a></p> <p>Tate.(n.d.) Abstract expressionism . Retrieved on August 21, 2020 at <a href="https://www.tate.org.uk/art/art- terms/f/abstractexpressionism">https://www.tate.org.uk/art/art- terms/f/abstractexpressionism</a></p> <p>Tate.(n.d.) Fauvism . Retrieved on August 21, 2020 at <a href="https://www.tate.org.uk/art/art- terms/f/fauvism">https://www.tate.org.uk/art/art- terms/f/fauvism</a></p> <p>Tate.(n.d.) Futurism . Retrieved on August 21, 2020 at <a href="https://www.tate.org.uk/art/art- terms/f/futurism">https://www.tate.org.uk/art/art- terms/f/futurism</a></p> <p>Tate.(n.d.) Minimalism . Retrieved on August 21, 2020 at <a href="https://www.tate.org.uk/art/art- terms/s/minimalism">https://www.tate.org.uk/art/art- terms/s/minimalism</a></p>	<p>Assigned Readings/ Article</p> <p>Slides and figures</p> <p>Worksheets</p>	<p>Essay writing</p> <p>Critique an artwork</p> <p>Essay writing</p> <p>Create an artwork and upload in google classroom</p> <p><span style="background-color: yellow;">Reliving the Dreams and present it using surrealism</span></p> <div style="border: 1px solid green; padding: 5px; text-align: center;"> <p><b>Project-based assessment</b></p> </div>	<div style="border: 1px solid purple; padding: 5px; text-align: center;"> <p><b>Educational Tools</b></p> </div> <p>Reference books</p> <p>Sample artworks</p> <p>Video clips</p> <p>PowerPoint slides</p> <p>Pictures</p>	<p>Week 11-12</p> <p>6 hours</p>
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**Outcomes-Based Education (OBE) Course Design/Syllabus in Hum 110 – Art Appreciation**

<p>principles; 11. Made works of art that showed the application of the theories.</p>		<p>Tate.(n.d.) Surrealism . Retrieved on August 21, 2020 at <a href="https://www.tate.org.uk/art/art-terms/s/surrealism">https://www.tate.org.uk/art/art-terms/s/surrealism</a></p>				
<p><b>At the end of the unit, the student must have:</b> 1) Explained the interrelationship of Art, Music and Mathematics; 2) Discussed the meaning and importance of music in one’s life with focus on 3) WVSU Hymn and March; 4) Showcased through drills the mathematical structure of WVSU Hymn and March as a musical piece; 5) Memorized, performed, and recorded a Video Performance of University Hymn and March. 6) Discussed the meaning and importance of Golden Ratio in Art, Beauty, and nature; 7) Explained how the Golden Ratio is applied in quantifying body proportion, art composition, and judgement of what is beautiful. 8) Expressed personal feelings and judgement about computer mapping,</p>	<p align="center"><b>Unit VII</b></p> <p>Lesson 13: Mathematical Structure of Music (Formalism in Music)</p> <ol style="list-style-type: none"> <li>1. Art, Music, and Mathematics</li> <li>2. Importance of Music</li> <li>3. Mathematical structure of WVSU Hymn and March</li> </ol> <p>Lesson 14: Art and Golden Ratio</p> <ol style="list-style-type: none"> <li>1. Body Proportion</li> <li>2. Golden Ratio in Art , Beauty and Nature</li> </ol>	<p>DThe Harmonious Mathematics of Music, Retrieved on August 2020, from <a href="http://www.science4all.org/article/math-music/">http://www.science4all.org/article/math-music/</a></p> <p>Music, Math, and Patterns by Natasha Glydon, Retrieved August 2020, from <a href="http://mathcentral.uregina.ca/beyond/articles/Music/music1.html">http://mathcentral.uregina.ca/beyond/articles/Music/music1.html</a></p> <p>Four Ways That Music and Mathematics are Related, Retrieved on August 2020, from <a href="https://www.omahaschoolofmusicanddance.com/our-blog/4-ways-that-music-and-mathematics-are-related/">https://www.omahaschoolofmusicanddance.com/our-blog/4-ways-that-music-and-mathematics-are-related/</a></p> <p>Music Duration Calculator, Retrieved on August 2020, from <a href="https://www.vcalc.com/wiki/Coder/Music+Duration">https://www.vcalc.com/wiki/Coder/Music+Duration</a></p>	<p>Assigned Readings/ Article</p> <p>Slides and figures</p> <p>Worksheets</p> <div data-bbox="1373 922 1714 1040" style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 20px;"> <p><b>Community of Inquiry</b></p> </div>	<p>Essay writing</p> <p>Video students while singing WVSU Hymn and March</p> <p>Take a photo of an artwork found in the environment and determine the golden ratio manifested by it.</p> <p>Reflection</p>	<p>Reference books</p> <p>Video clips</p> <p>PowerPoint slides</p> <p>Pictures</p> <p>Modules</p> <p>Assigned Readings and Articles</p> <div data-bbox="2038 976 2207 1105" style="background-color: yellow; padding: 2px;"> <p>Camera</p> <p>Speaker</p> </div> <div data-bbox="1951 1109 2270 1183" style="border: 1px solid black; padding: 2px; text-align: center; margin-top: 5px;"> <p><b>Educational Tools</b></p> </div>	<p align="center">Week 13-14</p> <p align="center">4 hours</p>

**Outcomes-Based Education (OBE) Course Design/Syllabus in Hum 110 – Art Appreciation**

<p>technology or other body modification technique as form of art and beauty;</p> <p>9) Compiled photos of any artwork or kinds of nature which showcase the golden ratio or proportion.</p>		<p>Schneiderman, Robert (2019). Making Beautiful Mathematics, Retrieved on August 2020, from <a href="https://www.ams.org/publicoutreach/mathmoments/mm145-making-beautiful-mathematics-podcast">https://www.ams.org/publicoutreach/mathmoments/mm145-making-beautiful-mathematics-podcast</a></p> <p>Case Western Reserve University (May 23, 2019). Phase Transitions: The Math Behind the Music, Retrieved on August 2020, from <a href="https://phys.org/news/2019-05-phase-transitions-math-music.html">https://phys.org/news/2019-05-phase-transitions-math-music.html</a></p>				
<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1. Discussed the interrelationships of art, mathematics, and the theory of art and beauty;</li> <li>2. Described how mathematics was used in art, beauty, and body proportion;</li> <li>3. Explained how the Vitruvian man of Leonardo da Vinci exemplified a mathematical approach to body proportion;</li> <li>4. Expressed opinion/stand about body modification/cosmetic surgery, and/or face mapping;</li> </ol>	<p><b>Unit VIII</b></p> <p>Lesson 15: Art, Body Proportion and Mathematics</p> <ol style="list-style-type: none"> <li>1. Theory of Art and Beauty</li> <li>2. Vitruvian Man</li> </ol> <p>Lesson 16: Geometric Islamic Art</p> <ol style="list-style-type: none"> <li>1. Geometric Pattern/Figure</li> <li>2. Islamic Art</li> </ol>	<p>Craven, J. (2018). Symmetry and Proportion in Design. Retrieved July 2020, from <a href="https://www.thoughtco.com/symmetry-and-proportion-in-design-177569">https://www.thoughtco.com/symmetry-and-proportion-in-design-177569</a></p> <p>Glydon, N. (2006). The Mathematics of Art. Retrieved July 2020, from <a href="http://mathcentral.uregina.ca/beyond/articles/Art/art1.html">http://mathcentral.uregina.ca/beyond/articles/Art/art1.html</a></p> <p>Meisner, G. (2014). Da Vinci and the Divine Proportion in Art Composition. Retrieved July 2020, from <a href="https://www.goldennumber.net/Leonardo-da-vinci-golden-ratio-art/">https://www.goldennumber.net/Leonardo-da-vinci-golden-ratio-art/</a></p>	<p>Assigned Readings/ Article</p> <p>Slides and figures</p> <p>Videos</p> <p>Worksheets</p>	<p><b>Multimodal Model for Online Education</b></p> <p>Essay writing/ Written reflection</p> <p>Measure your own body Proportion</p> <p>Manually/ Digitally create their own geometric pattern using different shapes.</p> <p><b>Project-based assessment</b></p>	<p><b>Educational</b></p> <p>CP/Tablet/Laptop</p> <p>Reference books</p> <p>Art materials</p> <p>Video clips</p> <p>PowerPoint slides</p> <p>Pictures</p> <p>Modules</p> <p>Assigned Readings and Articles</p>	<p>Week 15-16</p> <p>4 hours</p>

**Outcomes-Based Education (OBE) Course Design/Syllabus in **Hum 110 – Art Appreciation****

<p>5. Measured one's body and determine their own body proportion and make a written reflection about his/her discovery.</p> <p>6. Defined Islamic Geometric Pattern/ Figures;</p> <p>7. Identified geometric figures in the different Islamic art forms;</p> <p>8. Discussed the importance of geometric figures in Islamic arts;</p> <p>9. Created and appreciated geometric patterns/designs using the circles, triangles, square or any polygon.</p>		<p>Nakamura, T. (2015). The Beauty of Harmony: The Case of Albrecht Durer's Theory of Human Proportion. Retrieved July 2020, from <a href="https://www.tokai.ac.jp/about/research/institutions/civilizationresearch/publish/index/020/dl/09.pdf">https://www.tokai.ac.jp/about/research/institutions/civilizationresearch/publish/index/020/dl/09.pdf</a></p> <p>Thapa, G.B. (2018). The Relation of Golden Ratio, Mathematics and Aesthetics. . Retrieve July 2020, from <a href="https://www.nepjol.info/index.php/JIE/article/download/20084/16485/">https://www.nepjol.info/index.php/JIE/article/download/20084/16485/</a></p> <p>Caslib, B.N., Garing, D.C. and Casaul, J.A.R. (2018). Art Appreciation. Rex Book Store, Incorporated. Manila, Philippines</p>			<p>Worksheets</p> <p><b>Camera</b></p> <p>Tape Measure</p>	
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**Outcomes-Based Education (OBE) Course Design/Syllabus in Hum 110 – Art Appreciation**

<p><b>At the end of the unit, the student must have:</b></p> <ol style="list-style-type: none"> <li>1) Related the study of Art to the field of Psychology;</li> <li>2) Identified artworks, styles and artists that abide with the psychological theories;</li> <li>3) Formulated a psychological approach to Art Appreciation;</li> <li>4) Evaluated the merit or demerit of works of art based on psychological principles;</li> <li>5) Applied Psychoanalysis in understanding the personality of the artists and the symbolic meanings of their artworks;</li> <li>6) Made an artwork which applies the psychological theory of perception.</li> <li>7) Discussed the meaning and process involved in a performance art;</li> <li>8) Identified the characteristics of performance art as an art movement and differentiated it from performing arts.</li> <li>9) Examined critically and analyze the different types of performance art.</li> <li>10) Created and documented one performance art performed at home.</li> </ol>	<p align="center"><b>Unit IX.</b></p> <p>Lesson 17: Art and Psychology: Perception and Symbolism</p> <ol style="list-style-type: none"> <li>1. Art and Psychology</li> <li>2. Psychological Theories</li> <li>3. Psychoanalysis</li> </ol> <p>Lesson 18: The Performance and Media Arts</p> <ol style="list-style-type: none"> <li>1. Performance Art</li> <li>2. Digital Arts</li> <li>3. Media Arts</li> </ol>	<p>Dubec, R. (2018) Rubric Essays. Retrieved on July 2020 at <a href="https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions">https://teachingcommons.lakeheadu.ca/rubric-essay-exam-questions</a></p> <p>Freud, Sigmund (2010). Leonardo da Vinci: A Psychosexual Study of an Infantile Reminiscence. Project Gutenberg EBook.</p> <p>Gestalt Theory in Art (2010). Retrieved on July 2020 at <a href="http://iam.colum.edu/claska/didweb/media/gestalttheory.pdf">iam.colum.edu/claska/didweb/media/gestalttheory.pdf</a></p> <p>Soto, M. (2017). Salvador Dali, The Life of the Iconic Surrealist . Retrieved on July 2020, from <a href="http://theculturetrip.com/Europe/spain/articles/Salvador-dali-the-life-of-the-iconic-surrealist/">theculturetrip.com/Europe/spain/articles/Salvador-dali-the-life-of-the-iconic-surrealist/</a></p> <p>Orate, A. (2020). Art and Psychology Perception and Symbolism. University of the East, Manila. Retrieved from <a href="https://webcache.googleusercontent.com/search?q=cache:f3ID6R-c77YJ:https://www.coursehero.com/file/54277164/Lecture-10pptx/+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=ph">https://webcache.googleusercontent.com/search?q=cache:f3ID6R-c77YJ:https://www.coursehero.com/file/54277164/Lecture-10pptx/+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=ph</a></p>	<p>Assigned Readings/ Article</p> <p>Slides and figures</p> <p>Work-sheets</p>	<p>Essay writing</p> <p>Drawing</p> <p>Critique an artwork</p>	<table border="1"> <thead> <tr> <th colspan="2">Educational Tools</th> </tr> </thead> <tbody> <tr> <td>Reference books</td> <td>Week 17-18</td> </tr> <tr> <td>Sample images of artworks</td> <td>4 hours</td> </tr> <tr> <td>Video clips</td> <td></td> </tr> <tr> <td>PowerPoint slides</td> <td></td> </tr> <tr> <td>Camera</td> <td></td> </tr> </tbody> </table>		Educational Tools		Reference books	Week 17-18	Sample images of artworks	4 hours	Video clips		PowerPoint slides		Camera	
	Educational Tools																	
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**Outcomes-Based Education (OBE) Course Design/Syllabus in Hum 110 – Art Appreciation**

<p><b>At the end of units 6-10, 75 % of the students must have mastered the knowledge and skills from the lesson</b></p>	<p><b>Unit 6: Theories of art: Formalism, Expressionism, Hedonism</b></p> <p><b>Unit 7: Theories of art: Functionalism, Action Theory and Institutional Theory</b></p> <p><b>Unit 8: Art and Mathematics: Aesthetic Formalism</b></p> <p><b>Unit 9: Art and Psychology: Perception and Symbolism</b></p>			<p align="center"><b>WRITTEN EXAMINATION (FINAL)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center"><b>Summative assessment</b></p> </div>		
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**Criteria for Grading:**

A. Rating System:

Major Exam . . . . .	.50%
Outputs . . . . .	.50%
<b>TOTAL . . . . .</b>	<b>. 100%</b>



## Outcomes-Based Education (OBE) Course Design/Syllabus in **Hum 110 – Art Appreciation**

### Grading System:

#### Mid-Term (1/3) + Tentative Final Term Grade (2/3) = Final Grade

Every student must have:

1. Completed and submitted activity sheets and outputs;
2. Read, researched and presented individual insights, learning, and outputs in oral (video presentations) or written form;
3. Individual Creative Activities- To test learning, artistic skill, innovation skills and collaborative skills of the students;
4. Quizzes, and Term Examinations- To evaluate/assess their performance and other requirements; and

#### B. Rubrics and Rating Scale

##### 1. Rubrics for Essay and Written Works

<b>Poor (1-2 pts)</b>	<b>Good (3-5 pts)</b>	<b>Very Good (6-8 pts)</b>	<b>Excellent (9-10 pts)</b>
The content is incomplete. Parts are not organized.	The content is somehow complete. Parts are not well organized. Has grammatical and typographical errors.	The content is complete. Parts are organized but with some grammatical and typographical errors.	The content is complete. Parts are organized. No grammatical and typographical errors.

##### 2. Rubrics for Performance Tasks

<b>Poor (1-2 pts)</b>	<b>Good (3-5 pts)</b>	<b>Very Good (6-8 pts)</b>	<b>Excellent (9-10 pts)</b>
Performed the task with low level of mastery, skills, and confidence	Performed the task with moderate level of mastery, skills and confidence	Performed the task with high level of mastery, skills, and confidence	Performed the task with very high level of mastery, confidence, and skills

##### 3. Rubrics for E-portfolio

<b>Poor (1-2 pts)</b>	<b>Good (3-5 pts)</b>	<b>Very Good (6-8 pts)</b>	<b>Excellent (9-10 pts)</b>
Lacks important entries. Entries are not substantial. Entries are not organized. Lacks creativity.	Lacks some important entries. Entries are substantial, but not well-organized. Manifests creativity.	Entries are complete, substantial, but not well-organized. Manifests high level of creativity.	Entries are complete, substantial, and well-organized. Manifests high level of creativity.

## Outcomes-Based Education (OBE) Course Design/Syllabus in **Hum 110 – Art Appreciation**

**Other Requirements:** E- Portfolio, complete Art Works, Complete Activity Sheets and Outputs and Music Video Presentations (WVSU Hymn and WVSU March) and Geometric Patterns using Microsoft Word, Powerpoint or Adobe.

### CLASSROOM POLICIES ON DATA PRIVACY

1. Read the syllabus carefully. Seek clarification from your instructor regarding class policies; whenever expectations about an assignment are unclear, do not rely on your classmates for information.
2. Always assume that you are expected to complete assignments independently and honestly and submit them on time. Don't wait until the night before to begin an assignment or an activity. Being rushed for time is not an excuse for cheating or plagiarism. Good time management also allows you to contact your instructor in case you have questions.
3. Don't share your assignments and video performances with others. If classmates have a question, try to help them. But copying your assignment won't teach them anything and you might be accused of academic dishonesty as well.
4. Be responsible of protecting your work from being used dishonestly. If another student makes use of your work even without your knowledge, you may still bear some responsibility for inadvertently helping another student to cheat.  
Your responsibility or exoneration would depend on how negligent you were about protecting your work. It is never wise to share your work with others when collaboration is not allowed, and it is a violation of the Academic Honesty Policy to share completed assignments in a form that can be copied.
5. Keep track of sources and learn how to cite properly. If you paraphrase or summarize what someone else said, you still have to attribute this information to them. You are responsible for correctly citing all ideas, phrases, and passages taken from other authors wherever they occur in your work, even in drafts of your papers. Failure to do so is plagiarism, a violation of the Academic Honesty Policy.
6. Don't be afraid to ask for an extension for an assignment. If you cannot get an assignment, you're better off taking a zero for it rather than copying/submitting someone else's work and being charged with academic dishonesty which likely will hurt your course grade much more.
7. Do not open your browsers while having an exam. Sharing of notes, course materials, and study aids during an exam such that they are accessible or possible to view is a violation of the Academic Honesty Policy. You must open your cameras while taking up our examinations. Use of headset or earphone is prohibited.
8. Strictly, no posting of video performances or outputs of your classmates in social media. Posting or sharing of personal data (e.g., photos, videos, etc.) on social media must always have a legitimate purpose. Such purpose, along with the type of personal data involved, often determines whether or not the consent of affected data subjects is necessary prior to such posting or sharing.
9. Do not share publicly our recorded classes or sessions or making them available on public platforms (e.g., social media, school website, etc.). It must adhere to the principles of Legitimate Purpose and Proportionality.
10. Respect others' privacy. Don't give your classmate's personal email address without permission.
11. It is a good idea to have others proofread your work to identify mistakes in spelling, punctuation, syntax and style, unless such proofreading is expressly prohibited. But do not be dishonest for claiming authorship of any content added by your friend or classmate. Your instructor would have every right to turn you over to the board if she suspects that you

received unauthorized aid in fulfilling the assignment.

12. You are expected to produce original work for all your activity sheets, recorded performances and outputs.

## **Unacceptable Behaviour**

### **Students must not show any of the following behaviour:**

- Use of or threat of violence.
- Bullying.
- Deliberate disobedience.
- Discrimination.
- Use of swear words in any language.
- Use of telephones during lesson time
- Sending impolite messages.

### **In addition to this students and parents must abide by the rules in the signed Code of Conduct.**

#### **These are:**

**1. No recording**

Parents/Guardians are responsible for ensuring that no screenshots or recordings are taken at any time during the virtual class.

**2. Only learners on camera**

No person other than the learner must be visible on camera at any time during the class.

**3. Contacting learners**

No person apart from the learner should attempt to contact any other learner in the class.

**4. Sharing personal data**

The sharing of any form of personal data, including telephone numbers, e-mail addresses and all other forms of personal data or contact data is prohibited.

**5. Appropriate use**

Learners should only interact with other learners in the virtual classroom environment provided for this purpose, and will not attempt, or aid any attempt by another person, to interact with other learners outside of the virtual learning environment.

**6. Anti-bullying policy**

Learners must follow the behaviour policy applicable for face-to-face classes, including our zero tolerance stance on bullying. Failure to abide by this behaviour policy may lead to the student's suspension or exclusion from the course.