Description
This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Visual and Performing Arts (IPC1 and IVA4). Your competence will be assessed as you complete an objective assessment (IPC1) and a performance assessment (IVA4). This course of study may take up to eight weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

Introduction
Welcome to the Visual and Performing Arts domain at Western Governors University! Here at WGU, we have worked to build added support into each course of study. If at any time you require additional assistance or have any questions during your progress through this course of study, please feel free to contact the subject matter expert for this area, Lisa Horne at humanities@wgu.edu.

Course Mentor ................. Lisa Horne
E-mail .......................... humanities@wgu.edu
Telephone ....................... 1-866-895-9660, x5153
Office Hours ................... Monday, 9:00 am to 5:30 pm, Mountain Time
                              Tuesday, 9:00 am to 1:00 pm, 3:00 pm to 7:00 pm, Mountain Time
                              Wednesday, 9:00 am to 5:30 pm, Mountain Time
                              Thursday, 9:00 am to 1:00 pm, 3:00 pm to 7:00 pm, Mountain Time
                              Friday, 9:00 am to 5:30 pm, Mountain Time

Overview
The visual and performing arts are academic disciplines that focus on the study of the human condition through methods of creative expression. It is also the ways individuals search for meaning in the world using methods that are primarily analytic, critical, or speculative as opposed to the mainly empirical approaches of the natural and social sciences. In order to help you understand methods of humanistic thought and investigation, you will have the opportunity to engage critically with the creative works that have shaped our modern cultural environment. This course of study will provide a broad overview of the disciplines of the visual and performing arts, including two-dimensional visual art, three-dimensional visual art, architecture, music, dance, theater, and cinema. Ultimately, this course is designed for individuals in all areas of study to achieve a greater understanding and appreciation of what it means to be human.

As you work through the activities contained within this course of study, you will begin address questions such as the following: Why is it important to study the arts? What purposes do works from the humanities serve to humanity? What is the difference between an objective and subjective analysis?

Some of the material covered here may be skills and knowledge you already possess. As you work through the following activities, try to think of ways to apply this knowledge to your personal and professional life, as well as your career as a WGU student.

For a more detailed explanation of the concepts you will be expected to demonstrate your competency in, please see the competency list below.
Competencies Covered

Competency 102.8.1: Arts and the Creative Process
The graduate recognizes and defines basic concepts from the visual and performing arts.

Competency 102.8.2: Art History and Appreciation
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

Assessments
The Visual and Performing Arts Objective Assessment (IPC1) is a proctored competency assessment. You will take this assessment at a proctored testing center. There are 28 items on the IPC1 assessment. You will have 1.5 hours to complete the IPC1. A passing score on the IPC1 is 57% or above.

The Visual and Performing Arts Performance Assessment (IVA4) is completed in TaskStream. There are four tasks that you may complete in any order you would like. These tasks are found at the end of this course of study and should be completed after you complete the IPC1 objective assessment.

The Visual and Performing Arts assessments cover the following topics:

• Benefits of an arts education
• Purpose of visual & performing arts
• The role of the artist in society
• The history of art
• Major artists
• Characteristics of art historical periods
• Mediums of visual art and techniques within disciplines.
• Art vocabulary and concepts
• The individual disciplines: 2D art (painting, drawing, collage, printmaking, and photography), 3D art (sculpture, architecture, and landscape design), music, theater (drama), dance, cinema (film), and architecture.
• Aesthetic styles
• Art criticism
• Developing critical thinking in the arts:
• Objective and subjective responses to art
• Analyzing content (subject matter) in a work of art
• Compare and contrast major works of art
• Define and understand the elements used in works of art, music, and performing art.
• Cultural influences and differences
• Establish criteria for evaluating art, music, theater, dance, cinema, architecture, and design
• Determining meaning in a work of art

In general students should take no longer than eight weeks to complete the modules associated with the Visual and Performing Arts domain. Students may, of course, accelerate this pace.

Week 1
Preparing for Success
In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.
The Learning Resources
The following activities will guide you through acquiring and accessing the learning resources required for this area of study. To enroll, see the full listing of learning resources for the visual and performing arts on the resources tab of your AAP under IPC1 and IVA4.

☐ Acquiring Your Learning Resources and Textbooks

Books to purchase

Please visit the learning community and online bookseller websites (e.g., amazon.com, chegg.com) for best prices and ordering information.

MindEdge Visual and Performing Arts
This series of interactive modules will assist you in developing competency in the visual and performing arts. You will enroll in this resource through your AAP. Once you have enrolled, you will receive an e-mail from learning resources department confirming your enrollment. When your course is available, you will receive an e-mail notification to your WGU e-mail account. This e-mail will contain login instructions, a username and your password.

My Humanities Studio
URL:
http://www.mhhe.com/HumanitiesStudio/

The My Humanities Studio companion website is aligned to your textbook resource and helps put a lot of the information you will study into context. It has sections that deal with visual art, music, dance, theater, architecture, film, and a timeline for the history of art. With the music section it allows you to hear the elements as they are being discussed. Click on the above link and bookmark it for use throughout your studies.

☐ Complete the Student Self-Assessment

Before you begin your preparations for the IPC1/IVA4 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following these instructions:
- Click on this link: https://web5.wgu.edu/aap/content/IPC1%20SSA_COS_11_09.doc
- Download the Student Self Assessment to your computer
- Follow the directions on the Student Self Assessment rating your knowledge of the various topic areas
- Forward your results to your mentor of record.

This Student Self-Assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when completing the Student Self-Assessment. This will help indicate areas you will need to study before taking the IPC1 preassessment and before working on tasks for the IVA4 performance assessment.

Depending on how you scored yourself on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor of record.
Learning Community
The WGU learning community for the IPC1/IVA4 domain is led by course mentor Lisa Horne. The learning space is available for additional support as you prepare for the IPC1 objective assessment and work through the IVA4 tasks. Should you need assistance anytime during your course, post a question in the learning space or contact the course mentor directly at humanities@wgu.edu.

Create Your Study Notebook
Create a paper or digital notebook for this domain of study. Use organizers to separate your work. Suggested divisions include:
- Articles and chapter readings (e-reserve)
- Vocabulary
- Study notes on each topic (art history, 2D visual art, music, etc.)
- Assessment review notes
- Pre-assessment results

Artistic Intent
The activities in this subject will introduce you to the subject of the purposes of art and artistic intent. Students will be introduced to concepts such as creativity, what is considered a work of art, how is style derived in works of art, and the role art plays in society.

Background
Have you ever wondered what benefit the arts provide to the artist, community and the individual? What role does creativity play in everyday life? What are the purposes of art in society? Art has many functions and purposes to both the individual artist, the viewer, and to the community as a whole. In this week, you will look at the purpose and function of art and be able to recognize these concepts as they apply to works of visual and performing art.

Competency 102.8.1: Arts and the Creative Process
The graduate recognizes and defines basic concepts from the visual and performing arts.

Competency 102.8.2: Art History and Appreciation
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

Purpose of Art
You will find reading and reviewing pertinent chapters of the textbooks and completing the MindEdge modules most helpful. While reading each chapter, keep in mind the overall competency descriptions as well as the specific topics being discussed. Imagine what questions could be derived from the readings.

Chapter 1, Perceiving the Arts
Read chapter 1 in Perceiving the Arts. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- What are the humanities?
- What is considered art?
- What is creativity?
- Aesthetics
- Symbols
• Style
• Purposes of art
• Functions of art
• The role(s) an artist can play in society
• Aesthetic perception and response to art

Break down the topics above onto separate pages in your notebook and provide at least four specific answers to the purposes of art and functions of art. This will allow you to quiz yourself as your work your way through this domain of study.

☐ Chapters 1–3, The Humanities Through the Arts
Read chapters 1, 2, and 3 in The Humanities Through the Arts. As you read through these chapters pay particular attention to and take notes on the following concepts, ideas, and questions:
• Values
• Taste
• Responses to Art
• Abstract Ideas and concrete images
• Artistic form
• Participation
• Content (subject matter)

☐ MindEdge Module 3
URL: MindEdge

Work through MindEdge module 3. As you work through MindEdge module 3, pay particular attention to and take notes on the terminology, key concepts, ideas, and guiding questions you will find in this learning resource:
• Explain the conceptual and perceptual approaches to deciding whether something is a work of art
• Describe the four purposes for art
• Outline the four functions of art
• Identify works of art by their purpose
• Recognize works of art by their function

Under the "Reading Assignments" for MindEdge module 3, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Also take the self-assessments at the end of each of the modules to try to score well and prepare for the actual assessment.

☐ Purposes of Art
URLs:
Tales of the Middle Ages – Religious Art
http://www.godecookery.com/mtales/mtales11.htm

The Evolution of Art
http://char.txa.cornell.edu/art/introart.htm
Review purpose Art has served to society and to different cultures. Read through the information on these websites and take detailed notes as they apply to the topics covered here in Week 1. As you study, ask yourself these guiding questions:

- What connections between art and religion are present in the history of art?
- What is the interrelationship that art has on society and politics and how does societal conventions and politics influence the type of art that is created?
- How has propaganda worked in the art world (both positively and negatively)?

**Art History and Criticism**

The activities in this subject will introduce you to the subject of the history of art (including the major art historical movements and important artists from these time periods), the characteristics of these art historical periods, and the various methods used in art criticism to critique works of art.

**Background**

The history of art extends as far back as mankind first gained the cognitive abilities to look at the world around them and tried to make sense of their experiences. From cave paintings to historical documentation to pure expression, these works offer great insight into man’s need to be creative and make a record of their world.

**Competency 102.8.1: Arts and the Creative Process**

The graduate recognizes and defines basic concepts from the visual and performing arts.

**Competency 102.8.2: Art History and Appreciation**

The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

**History of Art**

You will find reading and reviewing the various websites and completing the MindEdge module 4 on the History of Art most helpful. While reading each website, keep in mind the overall competency descriptions as well as the specific topics and key concepts being discussed. Imagine what questions could be derived from the readings.

- **Website Review: Eras**
  
  **URL:**
  
  **Art History 101: A Brisk Walk through the Eras**
  
  [http://arthistory.about.com/cs/reference/a/art_history_one.htm](http://arthistory.about.com/cs/reference/a/art_history_one.htm)

  Review the “Art History 101: A Brisk Walk through the Eras” website. Read through all four pages of the site. This site will provide you with a basic chronology of art historical styles, characteristics, and cultural influences of different eras.

  Each of the art historical eras you read about on the above website had a profound effect on the ones to follow. After you have read the above information on art historical periods, break them down onto separate note cards. After listing dates, places, and major characteristics, some important questions to ask yourself include:

  - What functions has art fulfilled in previous art historical eras? For example, what was the purpose of prehistoric art and the art of ancient civilizations?
  - What prompted the rise of humanism in Classical Greek/Roman art? (In other words, what change happened in art from the prehistoric and ancient civilization to the art of the Classical period?)
  - Renaissance art looked back to the art of what other period?
• When did the first examples of a move toward Abstraction happen in art?

☐ MindEdge Module 4.01–4.10

URL:
MindEdge

Work through MindEdge module 4.01–4.10 (“Major Characteristics of Art Historical Periods”). As you work through MindEdge module 4, pay particular attention to and take notes on the various assignments found in this module (assignments 4.01–4.10.) This will include terminology, key concepts, ideas, and questions you will find in this learning resource.

• Describe the major time periods of art history.
• Discuss prehistoric art and the art of the Babylonian, Persian, and Egyptian civilizations.
• Describe the classical foundations of Greek and Roman art.
• Understand the progression from Romanesque to Gothic art forms in the Middle Ages.
• Explain the flowering of art and architecture in the Renaissance.
• Describe Baroque art and the Rococo style.
• Explain the evolution in art from Neoclassicism to Romanticism to Realism.
• Differentiate between Impressionism and Post-Impressionism.
• Explain the major Modernist styles of art, from Cubism to Pop art.

Key concepts to pay attention to in this module include dates and major characteristics of:

Prehistoric Eras
• Paleolithic
• Mesolithic
• Neolithic

Ancient Civilizations
• Babylonian art
• Egyptian art
• Persian art

Classical Civilizations
• Greeks
• Roman art

The Middle Ages (Medieval Art)
• Gothic art
• Romanesque art
• Reformation art

Renaissance through Post-Impressionism
• Renaissance
• Baroque
• Mannerism
• Rococo
• Neoclassicism
• Romanticism
• Realism
• Impressionism
• Post-Impressionism
Modernism
• Art Nouveau
• Fauvism
• Cubism
• Geometric Abstraction
• Dada (see also p. 424 in The Humanities through the Arts)
• Expressionism
• Surrealism
• Bauhaus
• Abstract Expressionism
• Minimalism
• Pop Art

Under the “Reading Assignments” for MindEdge module 4, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Also take the self-assessments at the end of each of the modules to try to score well and prepare for the actual assessment.

☐ Website Review: Medieval and Middle Ages
URLs:
Tales of the Middle Ages – Religious Art
http://www.godecookery.com/mtales/mtales11.htm

Medieval Architecture in England
http://www.britainexpress.com/History/Medieval_art_and_architecture.htm

The “Tales of the Middle Ages – Religious Art” website has some wonderful information on the purpose of art during the middle ages.

As you review this site pay particular attention to and take notes on the following key concepts, ideas, and questions:
• Illuminated Manuscripts (purpose of and how they were constructed)
• Cathedrals (purpose of these large churches from this time period)

☐ Supplemental Review: Humanities Web
URL:
Humanities Web
http://www.humanitiesweb.org/human.php?s=g&p=i&a=i

This website is a great supplemental resource to help put the art historical periods found in the previous activity into context. It includes an art index of art historical periods that is very easy to follow and to use for your studying.

As you review this site pay particular attention to and take notes on the key concepts including dates and major characteristics of the art historical periods found in the preceding activity.

☐ Supplemental Review: Art of the Western World
URL:
Annenberg Videos
If you want a great way of putting art history into context, try the “Annenberg Videos” website. The video series called “Art of the Western World” is a wonderful way for students to learn about the history of art from classical Greek/Roman to the present. The site requires that you sign up for a free account so simply use your own name, WGU e-mail address and a created password, and then you can watch the nine videos in the series. This is especially useful to be able to see very important works of art and the gradual shift in cultural attitudes that led to the birth of Modern Art and the move towards abstraction.

As you review this site pay particular attention to and take notes on the key concepts including dates and major characteristics of the art historical periods found in the preceding activity.

☐ MindEdge Module 4.11–4.12

URL:
Mindedge

Work through MindEdge module 4.11–4.12 (“Major Artists”). There are many artists considered to be masters in their field. Here you will be introduced to just a few major artists of the art historical periods. Familiarize yourself with the style of their work (be able to identify major works by these artists by sight) and also know which art historical period these artists belong to as categorized below:

**Renaissance**
- Leonardo da Vinci
- Michelangelo
- Piero della Francesca
- Albrecht Durer

**Baroque**
- Rembrandt van Rijn
- Judith Leyster

**Rococo**
- Francois Boucher

**Neoclassical**
- Jacques-Louis David

**Romanticism**
- Francisco de Goya
- Eugene Delacroix

**Realism**
- Gustave Courbet

**Victorian Photography**
- Julia Margaret Cameron

**Impressionism**
- Claude Monet
- Edgar Degas
- Mary Cassatt
- Pierre-Auguste Renoir

**Post-Impressionism**
- Vincent Van Gogh
- Paul Cezanne
Fauvism
• Henri Matisse

Cubism
• Pablo Picasso

Dadaism
• Francis Picabia

Surrealism
• Salvador Dali

Modernist Photography
• Alfred Stieglitz

Abstract Expressionism
• Jackson Pollock
• Mark Rothko

Pop Art
• Andy Warhol

Under the “Reading Assignments” for MindEdge module 4, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

Week 2
Two-Dimensional Visual Art
The activities in this subject will introduce you to the subject of two-dimensional visual art including the disciplines of drawing, painting, printmaking, and photography and how artists utilize these different media to produce works of fine art.

Background Information
Included in the category of two-dimensional visual art are some of the most recognized techniques of aesthetic expression: drawing, painting, printmaking, and photography. Under these disciplines there are numerous media that allow the artist to express themselves creatively and in some cases, give the impression of realistic depiction. Whether for pure expression or documenting an environment realistically, the artist has a variety of tools available to help them express their concerns and share their point of view with the viewer.

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The graduate recognizes and defines basic concepts from the visual and performing arts.

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The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

The Visual Elements and Principles
The elements and principles of visual art are the basic building blocks that make up the composition of a work of art. After completing the readings, learning resources, and web visits, you will be able to recognize these elements and principles, understand how they are used in a work of art, and discuss how they contribute to aesthetics and meaning in visual art.
Chapter 2 (pages 46–65), *Perceiving the Arts* and pages 73-81 of *Humanities Through the Arts*

Please read chapter 2 of *Perceiving the Arts* (pages 46–65) and pages 73-81 of *Humanities Through the Arts*. This chapter has a listing for the elements and principles of visual art. Other textbooks and resources include different categories for what are considered elements and principles. For our purposes, we will use the terms included in *Perceiving the Arts* as they are the most concise and descriptive.

Make a list of the elements and principles of two-dimensional visual art in your notebook. As you proceed through this week’s activities, use the resources assigned to help you define each term and describe how these elements and principles can be utilized in works of art, and any information you feel is pertinent for you to understand the topics.

The elements and principles of visual art make up what is called composition.

Describe the five elements of two-dimensional art and their sub-categories.

1. Line
2. Form (shape)
3. Color *(Note: For now please just define the color terms below. We will discuss color more in depth later on in the course of study.)*
   - Hue
   - Value
   - Intensity
4. Space
5. Texture

Describe the four principles of two-dimensional art.

1. Repetition:
   - Rhythm
   - Harmony
   - Variation
2. Balance
   - Symmetrical
   - Asymmetrical
3. Unity
4. Focal Area
5. Juxtaposition

The following terms are not considered elements or principles but are necessary to understand what they mean and how they are applied in two-dimensional works of art. Pages 57–65 in *Perceiving the Arts* give a good description of these terms:

- Axis Line
- Focal Point
- Chiaroscuro
- Dynamic
- Movement
- Proportion
- Trompe l’oeil

My Humanities Studio: Introduction

URL:
My Humanities Studio
http://www.mhhe.com/HumanitiesStudio/1/1/1/1/intro.html
Visit the My Humanities Studio website for more information on the elements of line, shape, and texture.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:

**Line**
- Characteristics of line: line quality
- Defining mass using line
- The different media used to create line

**Shape**
- Types of shapes
- The figure/ground relationship (positive/negatives shapes
- Composition created by different shapes

**Texture**
- Visual implied texture versus actual texture
- How pattern is created

☐ **MindEdge Module 5**

URL: MindEdge

Work through MindEdge module 5 (“Visual Elements and Visual Principles”). As you work through module 5, pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put the elements and principles into proper context. Pay particular attention to the following key concepts:
- Understand the importance in creating artwork using the visual elements and visual principles.
- Explain the key visual elements of line, form, color, space, and texture.
- Outline the key visual principles of repetition, balance, unity, focal area.
- Discuss the ways artists employ visual elements and visual principles to best effect.

Under the “Reading assignments” for MindEdge module 5, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

☐ **Website Review: Formal Visual Analysis**

URL: Formal Visual Analysis: The Elements and Principles of Composition
http://artsedge.kennedy-center.org/content/3902/

Review the “Formal Visual Analysis: The Elements and Principles of Composition” website. This website can help you understand how to analyze a work of art using the elements and principles. Review it for tips on how to look at works of art and objectively critique pieces using the elements and principles of composition.
Objective Analysis

Go to the Visual and Performing Arts Learning Community and look for the message thread titled "Competency Builder." Analyze a work of art based on the elements and principles of art.

Look at the work of art in the message thread. Do a practice analysis of this work using the criteria established in the community thread using these key concepts:

• Describe the work of art in as much detail as possible
• **Medium:** What medium has the artist used and what particular qualities does use of the medium impart to the work? (For example, a black and white drawing can impart a very dreamlike quality to the work).
• What visual elements do you see in this work of art and how is the artist utilizing them in the composition?
• **Line:** How has the artist employed the various qualities of line? Are there implied lines and out-lining as well as color edges? What is the effect line has on the artwork's dynamics?
• **Form/Shape:** What shapes appear in the work? Are they Objective or Non-Objective? How does the artist's use of form contribute to what the work means?
• **Color:** How do hue, value, and contrast contribute to the overall palette employed in the work? Does the use of color contribute to the overall mood of the work?
• **Space:** In what ways has the artist attempted to create a sense of depth in the work, if at all? How do the factors of linear and aerial perspective contribute to the work's sense of space?
• **Texture:** What kind of texture do you see in this work of art? Do you think it is an actual texture or something implied?
• What visual principles do you see in this work of art and how is the artist utilizing them in the composition?
• **Repetition:** How do rhythm, harmony, and variation appear in the work?
• **Balance:** What kind of balance has the artist used, and how has the artist achieved balance with line, form, and color?
• **Unity:** How are the various compositional aspects working together to create a unified work of art?
• **Focal Area:** What parts of the work draw your attention, and how is your eye drawn from one part of the work to another?
• **Symbols:** Are there any symbols that you can see this work is depicting?
• **Reaction:** How do the previous elements combine to create a reaction in you? In other words, what draws your attention? What is the emotional response to the work, and what causes your response?

This practice will help you with the assessments later on and will also help your fellow students understand the concepts and ideas in a much clearer way.

Color Relationships

In this topic area you will study the how color is utilized in works of art. By the end of this content you will able to understand the color relationships found on the color wheel, the properties of color, and the expressive effects of color.

Chapter 4, The Humanities Through the Arts

Read chapter 4 (pp. 77–78) in *The Humanities Through the Arts* and then refer to page 78 for a color wheel to use as you consider these terms and concepts. As you read about color, pay particular attention to the following terms and key concepts:
Color:
- Hue
- Value
- Intensity
- What are the primary colors?
- What are the secondary colors?
- What are the tertiary colors?
- What are considered complementary colors?
- What are warm colors?
- What are cool colors?

☐ MindEdge Module 5.03
URL: MindEdge

Work through MindEdge module 5.03 ("Visual Elements – Color"). As you work through MindEdge module 5.03, pay particular attention to and take notes on the various key concepts associated with color. This interactive learning resource will help you put the element of color discussed in previous activities into proper context.

☐ My Humanities Studio: Art
URL: My Humanities Studio: Art
http://www.mhhe.com/HumanitiesStudio/1/1/1/1/intro.html

Visit the "My Humanities Studio: Art" website for more information on the element of color.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- Function of light and color
- The properties of color
- Expressive qualities of color
- Optical effects of color

Understanding Perspective
In this topic area, you will study how artists use the technique of perspective to create the illusion of three-dimensionality on two-dimensional surfaces with objects receding in space realistically. By the end of this content you will able to understand how different these various techniques of perspective are utilized.

☐ Chapter 2 (pages 57–59), Perceiving the Arts
Please read chapter 2 (pp. 57–59) in Perceiving the Arts about the various techniques of perspective and how they are utilized in works of art. As you read about this topic be able to describe and define the following terms and key concepts:

Perspective
- Linear Perspective
- Atmospheric Perspective
- One-Point Perspective
- Two-Point Perspective
My Humanities Studio: Perspective
URL: My Humanities Studio
http://www.mhhe.com/HumanitiesStudio/1/1/3/1.html

Visit the “My Humanities Studio” web link above for more information on understanding perspective.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- Linear Perspective
- Horizon Line
- One-Point Perspective
- Vanishing point
- Two-Point Perspective

Website Review: Techniques of Perspective
URLs: Exploring Linear Perspective
http://www.mos.org/sln/Leonardo/ExploringLinearPerspective.html

Glossary Term: Linear Perspective
http://www.alifetimeofcolor.com/study/g_perspective.html

Perspective – Part 1
http://colorbay.com/perspective.htm

These websites can help you put the techniques of perspective into proper context and also understand the term aerial perspective which is not covered in the previous activity. After reviewing these sites, be able to understand how the following techniques of perspective are applied in works of art to give the illusion of depth and show how objects realistically recede into space:
- Linear Perspective
- One-Point Perspective
- Two-Point Perspective
- Atmospheric Perspective

Two-Dimensional Art Media
In this topic area you will study the different artistic media and techniques used to create two dimensional works of art. By the end of this content you will able to understand how different two-dimensional works of art are made and how to distinguish them from one another.

Chapter 2 (pages 27–46), Perceiving the Arts
Please read chapter 2 (pp. 27–46) of Perceiving the Arts. Make a list of art mediums in your notebook. As you proceed through this week’s activities, use the resources assigned to help you define each term and describe characteristics, techniques, materials used for each medium, and any information you feel is pertinent for you to understand the topics.

Drawing
- Pencil/graphite
- Charcoal
• Colored pencils
• Pastels
• Chalk
• Pen and ink
• Wash and brush
• Crayons and markers

Painting (Please pay particular attention to characteristics of the painting techniques and differences between these media.)
• Oil
• Acrylic
• Watercolor
• Tempera
• Fresco
• Gouache
• Encaustic

Printmaking (Please pay particular attention to characteristics of the printmaking techniques and differences between these media.)
• Intaglio
  o Line Engraving
  o Etching
  o Drypoint
  o Aquatint
• Planographic process
  o Lithography
  o Silkscreen
• Relief Printing
  o Woodcut
  o Linoleum cut print

Collage
• Cut paper
• Found objects
• Assemblage

Photography
• Silver gelatin print (black and white photograph)
• Color photography
• Digital photography
• Pictorial photography (major characteristics and subject matter generalizations)

☐ Chapters 4 and 13, The Humanities Through the Arts
Please read chapter 4 (pp. 64–73) and all of chapter 13 in The Humanities Through the Arts. As you read these chapters pay particular attention to and take notes on the following key concepts, ideas, and questions:
• More information on the media of painting
  o Oil
  o Acrylic
  o Watercolor
  o Tempera
  o Fresco
  o Gouache
  o Encaustic
• The relationship of photography and painting
  o The Pictorialist photographic style
• The F/64 Group
• Documentary photography

MindEdge Module 6

URL: MindEdge

Work through MindEdge module 6 (“Two-Dimensional Art: Painting, Drawing, Printmaking, and Photography”). As you work through MindEdge module 6, pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put the media of two-dimensional art into context. Pay particular attention to the following key concepts:

• Discuss drawing and its media and techniques
• Explain painting as an art form
• Describe the four major techniques for printmaking (relief, intaglio, serigraphy, lithography)
• Discuss photography as an art form

Under the “Reading assignments” for MindEdge module 6, you will find a “Summary of Concepts” that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

Week 3
Three-Dimensional Visual Art

The activities in this subject will introduce you to the subject of the three-dimensional visual art including the disciplines of sculpture, architecture, and landscape design and how artists utilize these different media and methods of construction to produce creative works.

Background Information

This week, you will study the different artistic media and techniques used to create three dimensional works of art, works of architecture, and how landscape architecture is utilized to create public spaces. You should be able to understand the fundamentals and characteristics of these disciplines and also understand how they are made and how to distinguish them from one another.

Competency 102.8.1: Arts and the Creative Process

The graduate recognizes and defines basic concepts from the visual and performing arts.

Competency 102.8.2: Art History and Appreciation

The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

Three-Dimensional Art Media

In this topic area you will study the different artistic media and techniques used to create three dimensional works of art, architecture, landscape design and city planning. By the end of this
content you will able to understand how different three-dimensional works of art are made and how to distinguish them from one another.

**Chapter Readings**
Please read chapters 5 and 6 in *The Humanities Through the Arts* and chapter 3 in *Perceiving the Arts*. As you read these chapters pay particular attention to and take notes on the following key concepts, ideas, and questions:

Be able to define, understand, and recognize by site the following types of sculpture:

**Dimensionality**
- Full Round Sculpture
- Relief Sculpture
  - Sunken Relief
  - High Relief
  - Low Relief
- Linear Sculpture

Be able to understand and describe the four different methods of construction with sculpture and the type of materials used in these methods:

**Methods of Construction**
- Subtraction
- Substitution
- Addition
- Manipulation

**Materials**
- Stone
- Metal
- Wood
- Plastic
- Wire
- Light (neon)

**Other terms**
- Tensile Strength
- Sensory Space
- Ephemeral

**My Humanities Studio: Architecture**

URL:
*My Humanities Studio: Architecture*
[http://www.mhhe.com/HumanitiesStudio/2/1/3.html](http://www.mhhe.com/HumanitiesStudio/2/1/3.html)

Visit the “My Humanities Studio: Architecture” website for more information on understanding three-dimensional art and architecture.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- Three-dimensional forms
- Three-dimensional space
- Organization
- Rhythm
Elements of Three-Dimensional Art

In this topic area you will study the elements used to create three-dimensional works of art and architecture. By the end of this content you will able to understand how different three-dimensional works of art are constructed using these basic elements.

 WARRANTED

- Symmetry/asymmetry
- Proportion
- Scale
- Structure

Chapter 3, Perceiving the Arts

Please read chapter 3 (pp. 76–85) in Perceiving the Arts. As you read these chapters, pay particular attention to and take notes on the following key concepts, ideas, and questions.

Define and describe the five elements of three-dimensional art that make up composition:
- Mass
- Line
- Shape
- Color
- Texture

Define and describe the two principles of three-dimensional art:
- Repetition
- Proportion

MindEdge Module 7.01–7.03

URL: MindEdge

Work through MindEdge module 7.01–7.03 (“Three-Dimensional Art: Sculpture and Elements of Sculpture”). As you work through MindEdge module 7.01–7.03 pay particular attention to and take notes on the various assignments found in this module.

This interactive learning resource will help you put the media of three-dimensional art into proper context. Pay particular attention to the following key concepts and questions which can be used to understand and analyze a work of sculpture:

- What is sculpture? Define sculpture and explain its uses
- Elements – Discuss the elements of sculpture
- Dimensionality – What is the dimensionality of the work? How does dimensionality contribute to the work’s overall design and effect?
- Method of Execution – What method of execution has the artist employed? How does the material used by the artist in this work relate to the method of execution the artist has chosen?
- Mass – In what ways does the mass of the work contribute to its overall appearance and appeal?
- Line and Form – How has the artist utilized line and form? How do the line and form of the work contribute to the overall composition and appeal of the work?
- Texture – In what ways does the texture of the work create an intellectual or emotional appeal to the viewer?
- Repetition – How do rhythm, harmony, and variety contribute to the overall composition of this work?
• **Reaction** – How do the previous elements combine to create a reaction in you? In other words, what draws your attention? What is the emotional response to the work, and what causes your response?

Under the “Reading assignments” for MindEdge module 7, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

**Three-Dimensional Art: Architecture**
In this topic area you will study the elements of architecture and methods used to create various buildings, structures, and works of architecture. By the end of this content you will able to understand how different works of architecture are designed and constructed.

☐ **Chapter 6, The Humanities Through the Arts**
Please read chapter 6 in *The Humanities Through the Arts*. As you read these chapters pay particular attention to and take notes on the following key concepts, ideas, and guiding questions:

Be able to recognize and define the following terms.

- What is meant be style in architecture?
  - Earth-rooted
  - Sky-rooted
  - Earth-resting
  - Earth dominated
- Scale
  - Proportion
- Dome
- Cantilever
- Arch
- Spatial relationship of architecture to its surroundings
- What is meant by the term values and the relationship of society and public works (buildings and structures?)
- Understand the architect’s relationship to society

☐ **Chapter 8, Perceiving the Arts**
As you read and study chapter 8 in *Perceiving the Arts*, pay particular attention to the types and fundamentals of Landscape Architecture.

Be able to recognize and define the following terms and also focus your study on how these characteristics would influence real world environments/situations:

1. Formal Landscape design characteristics
   - Order
   - Symmetry
   - Focus point
   - Large scale
2. Informal Landscape design characteristics
   - Natural elements
   - Emphasis on sensory experience
   - Smaller scale
3. Elements of landscape architecture
   - Space
   - Intent
   - Sequence
   - The floor/ground relationship

[ ] MindEdge Module 7.04–7.07

URL: MindEdge

Work through MindEdge module 7.04–7.07 (“Three-Dimensional Art: Architecture and Landscape”). As you work through MindEdge module 7.04–7.07 pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put the elements of three-dimensional art into proper context.

Pay particular attention to the following key concepts when looking at works of architecture and landscape design:
- Be able to explain the uses of architecture
- Discuss the elements of architecture
- Outline the fundamentals of landscape design and city planning

Under the “Reading assignments” for MindEdge module 7, you will find a “Summary of Concepts” that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

[ ] My Humanities Studio: Architecture

URL: My Humanities Studio: Architecture
http://www.mhhe.com/HumanitiesStudio/2/1/intro.html

Visit the “My Humanities Studio: Architecture” web link for more information on understanding works of architecture.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
1. Forms
2. Space
3. Order
   - Rhythm
   - Symmetry/asymmetry
4. Proportion
   - Scale
5. Structure
Week 4

Performing Art: Theater and Cinema

The activities in this subject will introduce you to the performing arts of theater (drama) and cinema (film), the genres of theater and cinema that are associated with these disciplines, and the elements that serve as building blocks for the construction of these performance based disciplines.

Background Information

In this week you will be introduced to the performance based disciplines of theater/drama and cinema (film). To view a work of drama on the stage or to go to a movie to watch a film is an act of suspending disbelief. Within a short amount of time, you as the audience are transported to another place and time and become involved with characters that may or may not have existed. In studying these art forms you will learn about the basic elements of these disciplines, how they are constructed, and know the different genres and specific terminology associated with these art forms. Most importantly, you will find a greater appreciation for the expressive qualities of these performance based disciplines.

Competency 102.8.1: Arts and the Creative Process

The graduate recognizes and defines basic concepts from the visual and performing arts.

Elements of Theater

The elements of theater are the basic building blocks for how a work of drama is constructed. By the end of studying this topic you will be able to define and describe these various elements and understand how these elements combine to create a finished work for the theater.

☐ Chapter 8, The Humanities Through the Arts

Read chapter 8 (pp. 211–219) in The Humanities Through the Arts. As you read through the chapter, pay particular attention to and take notes on the following key concepts, ideas, and guiding questions:

Recognize, define, and be able to describe the elements of theater/drama and the characteristics of each term:

Plot (the terms found under plot are also very important elements of Scriptwriting. Please make a separate entry in your notes for these terms and concepts).
- Unity
- Exposition
- Complication
- Climax
- Resolution
- Denouement
- Crisis
- Discovery
- Reversal
- Foreshadowing
- Suspense

Character
- Symbol
- Protagonist

Diction
- Monologue
- Soliloquy
- Aside

**Theme**

**Spectacle** (visual elements)
- Mise-en-scene
- Lighting
- Costumes

**Music** (aural elements)
- Sound effects

[ MindEdge Module 8.01–8.03](http://wgu.mindedge.com/home/index.php?SMC=1&lID=WGU)

Work through MindEdge module 8.01–8.03 (“Theater and Drama – The Elements of Theater/Drama”). As you work through MindEdge module 8.01–8.03, pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put the genres of theater into proper context.

Pay particular attention to the following key concepts when reviewing the genres of theater:

- What are the four different theater types associated with performances and how do they differ from each other? (arena theater, thrust theater, proscenium theater, and traverse theater)
- What is meant by the term *archetype*?
- What is meant by the term *stereotype*?
- What are the characteristics of the elements of scriptwriting for plot? (Be able to define unity, exposition, complication, climax, resolution, denouement, crisis, discovery, reversal, foreshadowing, and suspense.)

Under the “Reading assignments” for MindEdge module 8, you will find a “Summary of Concepts” that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

Make sure to take the self-assessment at the end of assignment 8.07 to help prepare for the actual assessment at the end of this course.

[ My Humanities Studio: Theater](http://www.mhhe.com/HumanitiesStudio/7/1/1.html)

Visit the “My Humanities Studio: Theater” web link above for more information on understanding and recognizing concepts associated with the Theater. Pay particular attention to and take notes on the following key concepts, ideas, and guiding questions:

- What are the different spaces/types of theaters used for performances throughout history?
- What further insights are you discovering about the elements of theater of setting, plot, and character?
• What is the relationship of the actor to the written dialogue, the setting, and to the audience?
• What elements of theatrical design influence the production?

Genres of Theater
In this topic area, you will study the genres of theater and discover how these genres have their own characteristics and structure. By the end of studying this topic you will able to understand how different genres contribute to our understanding and meaning when viewing works on the state.

☐ Chapter 8, The Humanities Through the Arts
Read chapter 8 in The Humanities Through the Arts. As you read through chapter 8, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• Be able to define the characteristics of the following genres of theater.
• Know the intent of each of these styles. What do they attempt to portray to the world?
• Know the structure to these genres. Do they generally have a happy ending or a sad one?
• Know what major examples are discussed in the textbook that illustrate these genres (King Lear, Oedipus Rex, etc.).

Genres of Theater
• Tragedy
• Comedy
• Tragicomedy
• Melodrama
• Performance Art
• Musical Theater

☐ MindEdge Module 8.04–8.07
URL:
MindEdge

Work through MindEdge module 8.04–8.07 (“Theater Genres and the Basics”). As you work through MindEdge module 8.04–8.07 pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put the genres of theater into proper context. Pay particular attention to the following key concepts when reviewing the genres of theater:
• Be able to define and describe the genres of theater.
• Review the characteristics that contribute to the structure of each genre.

Under the “Reading assignments” for MindEdge module 8, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Make sure to take the self-assessment at the end of assignment 8.07 to help prepare for the actual assessment at the end of this course.

☐ Supplemental Website Review: Genres of Theater
URLs:
Theatre Genres
Tragedy or Comedy? Dramatic Genres
http://www.northern.edu/wild/th100/CHAPT7.HTM

Some other web resources that go into greater detail about the theater and specific concepts:
  • Theater Genres: A website devoted to defining and exploring genres of theater.
  • Tragedy or Comedy? Dramatic Genres: This website gives definitions for many terms used in theater and also explains many of the important genres of theater.

Cinema
Works of cinema or film are probably the most popular and widely viewed of the performing arts. Viewing a movie requires participation from the viewer to be able to suspend disbelief and lose our sense of place and time. It is this transporting experience that has made this discipline of the most enjoyable and lucrative of art forms. By the end of studying this topic, you will be able to define and describe the various elements of film, understand how these elements and conventions combine to create a finished piece, and also understand various techniques that add to the plot, setting, and characterizations found in the movies.

Chapter 11, The Humanities Through the Arts
Read chapter 11 in The Humanities Through the Arts. As you read through chapter 11, pay particular attention to and take notes on the following key concepts, ideas, and guiding questions:

List each of the elements of film and other definitions in your notebook for reference and further study. In your next activity you will review these terms in even greater detail:

Film Shots
  • Establishing shot
  • Close-up
  • Long shot
  • Medium shot
  • Following shot
  • Point-of-view shot
  • Tracking shot
  • Crane shot
  • Hand-held shot
  • Recessional shot

Camera Position
  • Panning
  • Tilting

Point-of-View

Editing (cutting)
  • Continuity cut
  • Jump cut
  • Cut-in
  • Cross cutting
  • Dissolve
  • Fade
Types of Films
- Absolute Cinema
- Documentary Cinema
- Narrative Cinema

□ MindEdge Module 8.09–8.13
URL: MindEdge

Work through MindEdge module 8.09–8.13 (“The Elements of Film, Screenwriting, and the Basics of Film/Cinema”). As you work through MindEdge module 8.09–8.013, pay particular attention to and take notes on the various assignments found in this module. This interactive learning resource will help you put concepts associated with film or cinema into proper context.

Pay particular attention to the following key concepts and guiding questions when reviewing concepts associated with cinema:
- Be able to define and describe the major elements of cinema/film and the definitions/characteristics of each term (i.e., film shots, camera position, point-of-view, and editing.)
- Be able to define and describe the categories of film shots (i.e., establishing shot, close-up shot, long shot, medium shot, following shot, point-of-view shot, tracking shot, crane shot, hand-held shot, and recessional shot.)
- Be able to define and describe the various types of editing cuts (i.e., continuity cut, jump cut, cut-in, cross cutting, dissolve, fade, wipe, graphic match, montage, reverse, whip pan, split screen, and flashback.)
- Know the characteristics of the types of film (i.e., absolute cinema, documentary cinema, and narrative cinema.)

Under the “Reading assignments” for MindEdge module 8, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Make sure to take the self-assessment at the end of assignment 8.13 to help prepare for the actual assessment at the end of this course.

Week 5
Performing Art: Music and Dance
The activities in this subject will introduce you to the performing arts of music and dance, the forms of music and dance, and the elements that serve as building blocks for the construction of these performance based disciplines.

Background Information
In the discipline of music, you will be introduced to the different forms of music, its uses to the artist, the listener, and society, and also the basic elements of music and how works are created. For a full understanding of music as an art form, it is necessary to focus your attention on what you are hearing, recognize specific instances, and relate these instances to other pieces of music over a broad range of styles.

The principal element of dance is the motion of the dancer's body. It can be coordinated or improvised, slower or faster, but it is always purposeful. Upon completion of this module, you will be able to recognize what dance is (how it relates to space and time), the traditions and functions of dance, and how the dancer uses the body to create expression. Throughout this week, you will be introduced to terms, vocabulary, and activities that will help you accomplish this goal.

**Competency 102.8.1: Arts and the Creative Process**
The graduate recognizes and defines basic concepts from the visual and performing arts.

**Competency 102.8.2: Art History and Appreciation**
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

### Elements of Music
The elements of music are the building blocks or “language” of music. These different elements are used to create a finished musical composition much the same way an artist uses the elements of visual art to create a painting. At the end of this topic, you should be able to define and describe these elements of music and be able to analyze a musical selection based on how it is constructed using the elements of tone, consonance, dissonance, rhythm, tempo, melody, counterpoint, harmony, dynamics, and contrast (and two other elements called timbre and texture.)

#### Chapter 9 (pages 244–251), *The Humanities Through the Arts*
Read chapter 9 (pp. 244–251) in *The Humanities Through the Arts*. As you read these pages and study, please pay particular attention to the different elements of music and be able to define and describe each term. Some guiding questions include:

1. How does an understanding of the elements of music (i.e., tone, consonance and dissonance, rhythm, tempo, melody, counterpoint, harmony, dynamics, and contrast) affect what I hear?
2. Does every musical selection have a melody and/or a harmony?
3. Note how each element of music has different aspects subcategorized under its name that can aide you in understanding how each element is found in a musical selection.

#### Elements of Music:

**Tone**
- Atonal
- Pitch
- Volume

**Consonance/Dissonance**

**Rhythm**
- Duration
- Beat
- Meter

**Tempo**
- Presto
• Adagio
• Allegro
• Andante
• Largo
• Moderato

Melody
• Tune
• Theme
• Motif

Counterpoint

Harmony
• Interval
• Chord
• Cadence

Dynamics
• Piano
• Forte
• Pianissimo
• Fortissimo
• Crescendo
• Decrescendo

Contrast

Timbre (Tone color)

Texture
• Monophony
• Polyphony
• Homophony

Other important terms to know:
Legato
Modulation
Notation
Staccato

Form
• Binary Form
• Ternary Form
• Rondo Form

☐ MindEdge Module 9.01–9.05
URL:
MindEdge

Work through MindEdge module 9.01–9.05 (“Music”). As you work through MindEdge module 9.01–9.05 pay particular attention to and take notes on the various concepts and terms found in this module. This interactive learning resource will help you put the elements of music into proper context.

Under the “Reading assignments” for MindEdge module 9, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment.

☐ My Humanities Studio: Music
URL:
My Humanities Studio: Music
http://www.mhhe.com/HumanitiesStudio/6/1/1.html

Visit the "My Humanities Studio: Music" weblink above for more information on understanding and recognizing the elements of music. Pay particular attention to and take notes on the following key concepts, ideas, and questions:

- How is sound produced?
- What techniques are used in creating rhythm?
- How do melodies take shape and how are they arranged?
- What is harmony and is it present in every musical selection?
- What are the different structural forms?
- How are musical composition notated?

Forms of Music
Music comes in many different forms which are often based on the music’s intent or purpose. These classifications of forms differ from the structural form (i.e., binary, ternary, and rondo) you learned about in a previous activity. To start with, you have genres of music (e.g., art music, folk music, and popular music) which are categories that have broad based characteristics. Art music encompasses the many classical music forms. Folk music encompasses music that is sung, has regional and cultural significance, and is about the common person. Popular music is widely distributed music that is generally for entertainment in the home.

Forms of music are more specific categories and are defined by the difference in their style (i.e., the type of instrumentation or orchestration or whether they are formally structured or expressively structured). Categorizing music into these forms allows us some parameters for understanding the experience and of being able to differentiate them from one another. At the end of this topic, you should know the differences between these forms including intent (if the form of music had an initial purpose) and major characteristics.

 Chapter 9 (pages 257–264), The Humanities Through the Arts
Read chapter 9 (pp. 257–264) in The Humanities through the Arts. As you read and study, please pay particular attention to the different forms of music and fundamental characteristics of each form. Some guiding questions to ask include:

1. What are the main characteristics of this form of music?
2. What is the intent of the form? (Is the form of music meant to be played for a small intimate audience? Is it used as part of dance or stage entertainment? Is it religious or secular in nature?)
3. Is it a classical music form and is it performed as a solo or part of an ensemble?
4. Does it incorporate lyrics?
5. Does this form of music have cultural characteristics?

Genres of music:
- Art Music
- Folk Music
- Popular Music

Forms of music:
- Aria
- Cantata
- Concerto
- Etude
- Fantasia
- Fugue
• Intermezzo
• Madrigal
• Mass
• Motet
• Nocturne
• Opera
• Oratorio
• Overture
• Rondo
• Sonata
• Suite
• Symphony
• Variations

☐ MindEdge Module 9.06–9.09
URL:
MindEdge

Work through MindEdge module 9.06–9.09 (“Music”). As you work through MindEdge module 9.06–9.07 pay particular attention to and take notes on the various concepts and terms found in this module. This interactive learning resource will help you put the forms of music into proper context.

Under the “Reading Assignments” for MindEdge module 9, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

☐ Competency Builder
Now that you have studied the forms and elements of music, you can analyze a work of music using the terms you’ve studied. Go to the Visual and Performing Arts Learning Community and look for the message thread entitled “Competency Builder: Analyze a piece of music.” Do a practice analysis of this musical selection using the criteria established here. This will help you with the assessments later on and will also help your fellow students understand the concepts and ideas in a much clearer way.

Listen to the musical selection in the message thread. Write a practice analysis of this musical piece using the criteria established in the community thread. Use these key concepts and guiding questions:
• What do you believe are the most notable musical elements (from the course of study) used in this composition and can you describe them?
• How would you analyze this musical selection based on these selected elements of music?
• What is creating the melody in this musical selection?
• Does the musical selection have a clear harmony?
• Which instruments are playing the melody (e.g., voice, piano, drums horns, etc.) and which ones are playing the harmony (if harmony is present)?
• What instrument is creating the beat or tempo?
• What is the loudest instrument you can hear and which one is the softest?
• What factors can make a piece of music culturally significant?
This practice will help you with the assessments later on and will also help your fellow students understand the concepts and ideas in a much clearer way.

**Forms of Dance**
The art of dance involves the movement of bodies in space to create shapes, patterns, and forms. Just like in music, these different forms allow us some parameters for understanding the experience we are witnessing and of being able to differentiate different forms from one another. The different forms of dance we will study are ritual dance (which encompasses the category of folk dance), social dance (which encompasses the category of court dance), and theater dance (which encompasses the categories of ballet, modern dance, and jazz dance). At the end of this topic, you should know the differences between these forms including major characteristics, where they are typically performed, they type of music or accompaniment they possess, expressive quality, and cultural significance.

**Chapter 10, The Humanities Through the Arts**
Read chapter 10 in *The Humanities Through the Arts*. As you read and study, please pay particular attention to the different forms of dance and fundamental characteristics of each form. Some guiding questions to ask include:

1. Be able to discuss dance as an art form.
2. What are the main forms of dance?
3. What are the main characteristics of the different forms of dance?
4. What is the purpose of ritual dance?
5. What can you describe about social dance and its manifestations: folk dance and court dance
6. Identify the key theater dance forms (ballet, modern dance, jazz dance)
7. Can you explain key ballet terminology?
8. What are the distinguishing characteristics between modern dance and jazz dance?
9. Be able to define the following:

**Forms of Dance:**
- Ritual Dance
  - Folk Dance
- Social Dance
  - Court Dance
- Theater Dance
  - Ballet
  - Modern
  - Jazz

**Key Vocabulary Terms and Concepts of Dance**
- Arabesque
- En pointe
- Releve
- Pas de deux
- Virtuoso
- Grande Plie
- Kinetic
- Centering

**MindEdge Module 10**
URL: MindEdge
Work through MindEdge module 10 (“Dance”). As you work through MindEdge module 10 pay particular attention to and take notes on the various forms of dance found in this module. This interactive learning resource will help you put the forms of dance into proper context.

Note: You will be focusing on the elements of dance from MindEdge module 10.04 in the next activity so you may want to make another section for your notes to review this topic.

Under the “Reading Assignments” for MindEdge module 10, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competence in the visual and performing arts and for doing well on the assessment. Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

Elements of Dance
The principal element of dance is the motion of the dancer's body. It can be coordinated or improvised, slower or faster, but it is always purposeful. Upon completion of this topic, you will be able to recognize how dance relates to space and time, the characteristics and elements of dance, and how the dancer uses the body to create expression.

☐ MindEdge Module 10.04
URL: MindEdge

Work through MindEdge module 10.04 (“Dance—The Basics”). It is important to understand the tools a dancer needs to be able to create. These tools are vital to a dancers understanding of how to use their body. The sum of these elements is what is meant by technique.

As you work through the MindEdge module 10 content, pay particular attention to the following ideas, concepts, and questions. Be able to define the elements of dance and be able to describe how dances are created using these elements:

Energy
- Force
- Dynamics
- Movement quality

Space
- Positive/negative
- Focus
- Levels
- Symmetry/asymmetry
- Relationships

Time
- Measurement
- Tempo/duration

Choreography
• Compositional elements
• Compositional forms
• Positioning
• Improvisation
• Content—theme, image, and storyline (narrative)

Notation

Setting
• Lighting
• Theatrical elements
• Music and sound

☐ My Humanities Studio: Dance
URL:
My Humanities Studio: Dance
http://www.mhhe.com/HumanitiesStudio/3/1/1.html

Visit the “My Humanities Studio: Dance” web link for more information on understanding and recognizing the elements of dance. Pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What is meant by the term energy?
• What is the relationship of space to the dancer and the environment?
• How does the dancer measure time?
• What goes into the art of choreography?
• What aspects are considered important in regards to setting in a dance performance?

Week 6
Synthesis and Application
The activities in this subject will introduce you to the process of synthesizing and applying information from the visual and performing arts to different situations and works from the visual and performing arts. In other words, how are some of the previously studied ideas and concepts demonstrated in specific humanistic works?

Background Information
From the previous weeks’ content, readings, and website visits, you now have more knowledge of the individual disciplines within the visual and performing arts. These disciplines often influence each other greatly (the relationship between music and theater being one noted example.) You will now be asked to apply what you have learned in these previous weeks’ studies to a broader context and think about the connections between the disciplines and how the arts influence each other and society as a whole.

Competency 102.8.2: Art History and Appreciation
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

Critical Thinking in the Arts
Critical thinking in the arts involves the application of what you have learned about the disciplines of the Humanities into the process of analysis and critique of works of visual and performing art. By the end of this topic, you will have a greater understanding of where creativity comes from,
how our perceptions are guided, the interrelationship between the artist and society, and a renewed appreciation of our relationship to values, objects, and emotions that are important to Humanistic thought.

- **Chapter 14, The Humanities Through the Arts**
  Read chapter 14 in *The Humanities through the Arts*. As you read chapter 14 in *The Humanities through the Arts*, please pay particular attention to the following key concepts, ideas and guiding questions:
  - By which processes do the arts overlap and interrelate?
  - What is meant by the term appropriation?
  - What is meant by the term synthesis?
  - What is meant by the term interpretation?

- **Understanding the Relationship of Music with Society**
  URL: **Beethoven’s Eroica**
  [http://www.beethovenseroica.com/eroica2.html](http://www.beethovenseroica.com/eroica2.html)
  Visit the “Beethoven’s Eroica” web link and also review pages 265–274 of chapter 9 in *The Humanities Through the Arts*. Please pay particular attention to the following key concepts, ideas and guiding questions:

  **Beethoven—Eroica**
  - What was the original intent of the symphony *Eroica*?
  - How does the intent of the work demonstrate an effect of the influence of art on society?
  - How does the music of the symphony reflect the intent of the work?

- **Understanding Interpretation and Intent: Music and Drama**
  URL: **Culture Vulture**
  [http://www.culturevulture.net/Opera/MarriageofFigaro2.htm](http://www.culturevulture.net/Opera/MarriageofFigaro2.htm)
  Visit the Culture Vulture website and also review pages 391–394 of chapter 14 in *The Humanities through the Arts*. Please pay particular attention to the following key concepts, ideas and guiding questions:

  **Wolfgang Amadeus Mozart—The Marriage of Figaro**
  - What was the original intent of the play the Marriage of Figaro that was upheld by Mozart in his operatic interpretation?
  - How does the intent of the work demonstrate an effect of the influence of art on society?
  - How does the music and treatment of speech in the operatic work influence the meaning of the story?

- **Chapter 15, The Humanities Through the Arts**
  Read chapter 15 in *The Humanities Through the Arts*. As you read chapter 15, please pay particular attention to the following key concepts, ideas and guiding questions:
  - What is meant by the term *artlike*?
  - What is *propaganda* and how does this reflect a relationship of art with society?
  - What is meant by the word *kitsch*?
  - How do decoration and design differ from other visual arts?
  - What is meant by the term *conceptual* art?
• What is meant by the term performance art?
• What is meant by the term shock art?
• What is meant by the term virtual art?

☐ Chapter 16, The Humanities Through the Arts
Read chapter 16 ("The Role of the Artist in Society and Values") in The Humanities Through the Arts. As you read chapter 16, please pay particular attention to the following key concepts, ideas and guiding questions:
• What is main difference between perceiving and thinking?
• What is meant by the term value as it relates to the humanities? (For example, what value did the court painters of the French aristocracy place on the arts as opposed to Native American traditions?)
• What is meant by the term normative value?
• What is meant by the term intrinsic value?
• What is meant by the term extrinsic value?
• What is the relationship between the arts and history as a discipline?
• What is the relationship between the arts and philosophy as a discipline?
• What is the relationship between the arts and theology as a discipline?

☐ Summary Review
The arts do not exist in a vacuum. There are outside forces that determine what a specific culture deems of value and stylistic characteristics of artworks that are geographically located in different areas around the world. After reviewing The Humanities through the Arts (pp. 18–46, 145–151, 443–444) and Perceiving the Arts (pp. 12–13), you should be able to understand the following key concepts, ideas, and guiding questions:
• How do art and society affect each other?
• What role does art play in modern society?
• How do you determine the historical or cultural value of a work of art, music, architecture, or a performance piece?
• How is aesthetic value determined in a work of art?
• How does one’s religion influence what is acceptable in art?

Look for answers to the above questions in the reading materials and enter the terms and definitions into your notebook for reference and further study.

Art Criticism: Approaches
All of us are critics in one way or another. The term criticism usually has negative connotations, but really it is a means to analyze a work of visual or performing arts based on certain criteria. By the end of this topic, you will have a greater understanding of the different approaches used in art criticism and how this process can enhance the viewing experience.

☐ Review 1, Perceiving the Arts
As you read chapter 1 (pp. 23–25) of Perceiving the Arts, please pay particular attention to the following key concepts, ideas and guiding questions:

Be able to define the following four types of art criticism:
• Formal criticism
• Contextual criticism
• Structuralism
• Deconstruction
For our purposes, we are only going to consider the categories listed in the textbook *Perceiving the Arts* on pages 23–25. Note the general idea of what each concept is about and how it can be applied to the fine arts. Also look to the Visual and Performing Arts Learning Community discussion threads on art criticism for more information on these concepts.

**MindEdge Module 11**

URL:
[MindEdge](http://wgu.mindedge.com/home/index.php?SMC=1&rID=WGU)

Work through MindEdge module 11 (“Critical Thinking in the Arts”). It is important to understand the tools a dancer needs to be able to create. These tools are vital to a dancers understanding of how to use their body. The sum of these elements is what is meant by technique.

As you work through the MindEdge module 11 content, pay particular attention to the following ideas, concepts and guiding questions:

- Be able to define the following four types of art criticism:
  - Formal criticism
  - Contextual criticism
  - Structuralism
  - Deconstruction
- How do these approaches differ from each other?

Under the “Reading Assignments” for MindEdge module 11, you will find a "Summary of Concepts" that you can download and print and use as a study aide for gaining competency in the visual and performing arts and for doing well on the assessment. Make sure to take the self-assessment at the end of this module to prepare for the actual assessment at the end of this course.

### Aesthetics: Subjective and Objective Responses

Aesthetic is a term used to encompass the general philosophy of studying the creativity and the creative process and principles of art criticism. In week two you learned about objectively critiquing a work of art using the elements and principles of art. By the end of this topic you will have a greater understanding and appreciation for how meaning is derived by looking at works of visual and performing art in a subjective analysis versus an objective analysis.

**Review Objectivity and Subjectivity**

URL:
[Objective vs. Subjective in Philosophy, Religion](http://atheism.about.com/library/glossary/general/bldef_objective.htm)

Visit the “Objective vs. Subjective in Philosophy, Religion” web link above for definitions of the terms *objective* and *subjective* and refer back to the reading sections on evaluating art and content and meaning in art (*Perceiving the Arts* pp. 12–13, 19–23 and *The Humanities through the Arts* pp. 5–16, 24–47.)

Pay close attention to the ways that meaning is defined in a work of art and the questions one can ask to uncover the meaning. What is meant by subjectively describing a work of art and what is meant by objectively describing a work of art?
Content and Meaning in Art (How is meaning derived from a work of art?):
Meaning in a work of art goes beyond what one sees in the image. Sometimes other
factors are necessary to understand what a work of art is about. Some things necessary
to understanding meaning in a work of art are:

- **Subject Matter** – What is it about? Is this discernible? (Sometimes the subject
  matter can be formal elements meant to stimulate the senses. For example a
  painting can be about color, shapes, or lines.)
- **Communication** – What is the artist trying to say with their work of art and is this
  communicated to the viewer clearly?
- **Personal Experience** – Some artists consider works of art collaborations; what
  the viewer brings to a work of art (based on their own experiences with similar
  subject matter, colors, cultural identity, political viewpoint, etc.) can be as valuable
  as the intention of the artist. When viewing a work of art, listening to music,
  watching a play, or viewing a dance, inevitably the question you can ask yourself
  is: “What does this remind me of from my own experiences?”
- **Context** – Knowing something about the artist, the time period they lived and
  worked, or what other artists of a similar style were doing at the same time can
  sometimes add a different meaning to a work of art (this is called contextual
  criticism.)
- **Artisanship** (also known as craftsmanship) – Is the work of art well made? If so,
  this usually leads the viewer to understand that the intention of the artist is serious
  and will hold the attention of the viewer for a longer time.
- **Medium and Techniques** – An understanding of the Mediums of Art (Week 3)
  can sometimes help the viewer understand what a work of art is about.

☐ **Competency Builder**
Go to the Visual and Performing Arts Learning Community and look for the message
thread entitled, “Competency Builder: Analyze a work of Art based on its Subject Matter,
Mood, and Theme.”

Look at the work of art in the message thread. Do a practice analysis of this work using
the criteria established in the community thread using these key concepts:

- Describe the work of art in as much detail as possible
- What do you believe is the subject matter or content of this painting?
- What mood is being conveyed the viewers?
- Are there any "themes" that you can see this work is depicting?

This practice will help you with the assessments later on and will also help your fellow
students understand the concepts and ideas in a much clearer way.

☐ **Preassessment for the IPC1 (PAIP)**
Now that you have done the readings and worked through the Visual and Performing Arts
activities, you are ready to take the preassessment (PAIP) for the IPC1 objective
assessment.

To request a referral for the PAIP:
1. Look at your AAP.
2. Find IPC1. Click on “Yes” under “Preassessment Available.”
3. Click the tab “Request to Take the Preassessment.”
4. Your mentor will need to approve this request.

This preassessment (PAIP) can be taken on your computer at home or any other
convenient location. Do not use your notes or texts when taking this exam. This will help
indicate areas you will need to review before taking the IPC1 assessment. The
preassessment takes approximately 1.5 hours to complete and consists of 28 objectives that are covered in 68 items. The actual assessment, which you will take later, also consists of 68 items. A passing score on the PAIP is 72% or higher.

☐ **IPC1 Assessment**
During your call with your mentor you will request a referral for and schedule your Visual and Performing Arts Assessment (IPC1).

For the IPC1:
1. Look at your AAP.
2. Find IPC1. Click on "Assessment Referral."
3. Click the tab "Request Assessment."
4. Find your proctored site.
5. Enter the dates when you expect to be finished with the domain.
6. Your mentor will need to approve this request.

Any assessment that is not successfully completed by the end of the current term will be marked “Not Passed” on the transcript.

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**Week 7**

**Writing for the Arts: Part I**
The activities in this subject will introduce you to the first two performance tasks for the IVA4 Visual and Performing Arts domain including writing about the different disciplines of art and subjectively analyzing works of art.

**Background Information**
Writing an essay takes the time and patience to organize your thoughts, create a thesis based on a clear understanding of what you are being asked to do, and following a rubric that covers all of the questions you are asked to address. The activities in this subject will introduce you to the process of applying information from your previous week’s studies in the visual and performing arts into essays on two different topics.

**Competency 102.8.1: Art History and the Creative Process**
The graduate recognizes and defines basic concepts from the visual and performing arts.

**Competency 102.8.2: Art History and Appreciation**
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

**IVA4 Performance Assessment**
Before you can begin work on your performance task essays, you must refer for the assessment so that the task directions and rubrics show up in TaskStream:

☐ **IVA4 Performance Assessment**
For the IVA4:
1. Look at your AAP.
2. Find the IVA4 row. Click on “Schedule Now.”
3. Your mentor will need to approve this request, and it will take approximately three to five business days before your assessment shows up in your TaskStream account.

Disciplines, Media/Forms/Genres, and Elements of Art
With this topic you are asked to write an essay about the various disciplines of the arts: painting, music, dance, and theater. By the end of this topic you will have a greater understanding and appreciation for these disciplines as individual media, be able to identify and describe techniques that are utilized as forms of expression under these disciplines, and identify and describe the basic elements used in each discipline.

☐ IVA4 TaskStream: Performance Task 1
URL:
TaskStream
https://www.taskstream.com/pub/

Go to TaskStream and complete IVA4 Task 1. You will find your task directions and rubric for this task at this location.

Candidates who are successful on the performance tasks generally exhibit similar qualities. These candidates fully engage in the aligned learning resources and work through the course of study before beginning work on assessment tasks. Carefully reading the task directions, making note of each section will help candidates develop an understanding of the task requirements. Reviewing the task rubric further helps candidates understand task essentials. Candidates report that developing an outline or graphic organizer is often helpful as they begin working on specific tasks. Additionally, it is suggested that candidates review tasks upon completion for inclusion of all required elements, proofreading for any mechanical errors, and proper citation of all sources is essential prior to submitting for grading.

Clarifications for IVA4, Task 1
• The task instructions ask you to focus on describing painting, music, dance and theater as individual disciplines.
• When asked to identify “four means of expression (techniques of execution)” within each discipline, think of this term as meaning: media of painting; forms of music; forms of dance; and genres of theater. Look to the COS for a listing of these means of expression under the appropriate week topic.
• When asked to identify “four characteristics (elements)” of each discipline, look to the COS for a listing of these elements of each discipline under the appropriate week topic.
• Please only address the information asked of you in the Rubric for this task (the rubric is found along with the task instructions in TaskStream.)
• Review the Rubric in TaskStream prior to submitting your work so you are familiar with how it will be evaluated.

Please feel free to contact the Visual and Performing Arts mentor through the IVC4/IPC1 learning space if you have further questions.

Checklist
Before submitting IVA4 task 1, check to see if you have completed the following:
• Is your essay clear and easy to understand?
• Did you check for spelling and grammatical errors?
• Did you use good organization, solid sentence structure, and proper vocabulary associated with art analysis?
• Did you write a strong thesis statement about what your task will address?
• Did you correctly identify and describe four "means of expression" meaning four media of painting (Week 2), four forms of music (Week 5), four forms of dance (Week 5), and four genres of theater (Week 4) in a clear, concise, and objective manner?
• Did you correctly identify and describe four "elements" found in each discipline meaning four elements of painting (Week 2), four elements of music (Week 5), four elements of dance (Week 5), and four elements of theater (Week 4) in a clear, concise, and objective manner?
• Did you provide original insight as to why each element is unique to the discipline (for example, why is line unique to painting, why harmony is a unique, etc.)?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.

Subjective Analysis of Works of Art

With this topic you are asked to write an essay comparing and contrasting works of art based on subject matter, mood, and theme and explore meaning found in the works through personal interpretation and research. By the end of this topic you will have a greater understanding and appreciation for how to subjectively critique works of art.

☐ IVA4 TaskStream: Performance Task 2
URL:
TaskStream
https://www.taskstream.com/pub/

Go to TaskStream and complete IVA4 Task 2. You will find your task directions and rubric for this task at this location.

Candidates who are successful on the performance tasks generally exhibit similar qualities. These candidates fully engage in the aligned learning resources and work through the course of study before beginning work on assessment tasks. Carefully reading the task directions, making note of each section will help candidates develop an understanding of the task requirements. Reviewing the task rubric further helps candidates understand task essentials. Candidates report that developing an outline or graphic organizer is often helpful as they begin working on specific tasks. Additionally, it is suggested that candidates review tasks upon completion for inclusion of all required elements, proofreading for any mechanical errors, and proper citation of all sources is essential prior to submitting for grading.

Checklist

Before submitting IVA4 task 2, check to see if you have completed the following:
1. Is your essay clear and easy to understand?
2. Have you checked your essay for spelling and grammatical errors?
3. Did you use good organization, solid sentence structure, and vocabulary associated with art analysis?
4. Have you made sure that you looked at the paintings very closely for clues to meaning (searching online for larger images of the paintings if necessary?)
5. Did you correctly identify at least one theme for each painting? (But feel free to look for more than one theme.)
6. Did you correctly identify the mood for each painting and provide unique insight into your conclusions?
7. Did you make sure to write about your perception of the artist's intent and express your own personal meaning while also discussing any symbolic interpretations?
8. Did you identify similarities in mood or theme for all paintings?
9. Did you identify differences in mood or theme for all paintings?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.

Week 8
Writing for the Arts: Part II
The activities in this subject will introduce you to the last two performance tasks for the IVA4 Visual and Performing Arts domain including writing about objectively analyzing works of art and interpreting musical compositions.

Background Information
To write an essay you must take time and patience to organize your thoughts, create a thesis based on a clear understanding of what you are being asked to do, and follow a rubric that covers all of the questions you are asked to address. The activities in this subject will introduce you to the process of applying information from your previous week’s studies in the visual and performing arts into essays on two different topics.

Competency 102.8.1: Arts and the Creative Process
The graduate recognizes and defines basic concepts from the visual and performing arts.

Competency 102.8.2: Art History and Appreciation
The graduate explains how the arts both reflect and define different cultures and historical periods, and can describe the procedures and criteria for analysis, assessment, and interpretation of works of art and music.

Objective Analysis of Works of Art
With this topic you are asked to write an essay objectively analyzing a work of art based on the elements and principles of art, symbolic interpretation, and explore meaning found in the work through personal interpretation and research. By the end of this topic you will have a greater understanding and appreciation for how to objectively critique works of art.

☐ IVA4 TaskStream: Performance Task 3
URL:
TaskStream
https://www.taskstream.com/pub/

Go to TaskStream and complete IVA4 Task 3. You will find your task directions and rubric for this task at this location.

Checklist
Before submitting IVA4 task 3, check to see if you have completed the following:
1. Is your essay is clear and easy to understand?
2. Did you check your essay for spelling and grammatical errors?
3. Do you use good organization, solid sentence structure, and vocabulary associated with art analysis in your essay?
4. Did you make sure that you looked very closely at the painting you were to analyze, searching online for larger images of the painting so you can clearly discern all the details?

5. Did you describe the painting and present a clear and concise explanation of the subject matter of the painting and include additional insights about the subject?

6. Did you correctly identify the elements and principles used in the painting and describe how they are used?

7. Did you describe the symbolic interpretations found in the painting and write about multiple interpretations of the painting?

8. Did you accurately use aesthetic criteria to analyze the painting (using terms of composition found in Week 2)?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.

Interpreting a Musical Composition

With this topic you are asked to write an essay providing a short synopsis of the composer’s life, analyzing a musical selection based on the elements of music, and write about the cultural significance of the composer and the selected piece. By the end of this topic you will have a greater understanding and appreciation for how to analyze a musical piece.

☐ IVA4 TaskStream: Performance Task 4

URLs:
TaskStream
https://www.taskstream.com/pub/

Scott Joplin
http://www.essentialsofmusic.com/composer/joplin.html

Piotr Ilyitch Tchaikovsky
http://www.essentialsofmusic.com/composer/tchaikovsky.html

Go to TaskStream and complete IVA4 Task 4. You will find your task directions and rubric for this task at this location. Above you will find some web resources to give you a better insight into how to analyze a musical selection.

Checklist
Before submitting IVA4 task 4, check to see if you have completed the following:

1. Is your essay clear and easy to understand?
2. Have you checked for spelling and grammatical errors?
3. Did you use good organization, solid sentence structure, and proper vocabulary associated with art/music analysis?
4. Did you make sure that you have selected one musical selection to write about and you have listened carefully to the piece?
5. Did you provide a summary of the composer’s life that includes their historical and cultural significance and incorporate different viewpoints into your analysis?
6. Have you correctly identified and described the use of five musical elements found in the musical selection you chose to write about? You will find a list of the musical elements in Week 5 of the Course of Study.
7. Did you provide an insightful explanation of how the musical piece reflects the historical and cultural context of its time?
If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.

Conclusion
Congratulations on completing the Visual and Performing Arts domain in the Liberal Arts at Western Governors University! As you progress through your program, remember the information you have learned here and how it can be applied throughout the rest of your WGU career. The techniques of subjective and objective analysis of works of visual and performing art can help you to look at the world in new and exciting ways. As you work through your other courses at WGU, remember and reflect upon the information you learned within this course of study to help hone your analytical skills which are inherent in all forms of inquiry and learning.

Review of Major Points
Now that you have completed your studies, do not forget the major points and topics associated with your learning in the Visual and Performing Arts domain of study. These include:

- Purpose of visual and performing arts
- The role of the artist in society
- The history of art including:
  - Major artists
  - Characteristics of art historical periods
- The individual disciplines:
  - 2D art (painting, drawing, collage, printmaking, and photography)
  - 3D art (sculpture, architecture, and landscape design)
  - Music
  - Theater (drama)
  - Dance
  - Cinema (film)
  - Architecture
  - Mediums of visual art and techniques within disciplines.
- Art criticism
- Developing critical thinking in the arts:
  - Objective and subjective responses to art
  - Analyzing content (subject matter) in a work of art
  - Comparing and contrasting major works of art
  - Defining and understanding the elements used in works of art, music, and performing art
- Cultural influences and differences
- Establishing criteria for evaluating art, music, theater, dance, cinema, architecture, and design
- Determining meaning in a work of art

Transfer/Application to Work
Now that this course is done, you will be able to transfer these ideas to work and lifelong learning settings. The visual and performing arts allow us to look at the world in a different way than the empirical method of the sciences or historical approach of the social sciences. With the completion of this course, you can discuss issues surrounding the purpose of the visual and performing arts and understand how these humanistic disciplines allow us to communicate ideas and help us see one another's point of view.
Feedback
If you wish to provide feedback on this course of study, please contact Bryan Benson at bbenson@wgu.edu.