

A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict.

~ Thomas P. Kasulis (<http://philosophy.osu.edu/people/kasulis>)

Art 160, SUMMER 2014

VISUAL THINKING

Meeting Time / Place:

Anytime

Cyber Space

Instructors:

Nell Ruby 404 - 471 - 5458

Calvin Burgamy 404- 471 - 6059

Office hours: Every day (M-Th) 2-3 pm.

Beginning tomorrow we will send a google hangout link so that you can pop in with any questions. Calvin and/or Nell will be available “live” for your support. you can ask any questions related to technology, or course content.

Also, you may contact us via email any time, we will reply within 24 hours.



No matter where you are starting, our aim is for you to develop your skills and your thinking. If you are outrageously skilled, your task is to develop your individual voice. If you are starting from zero, or less than zero, you are in an excellent position to improve! We like to have a range of experience in a single classroom. We find that “advanced” students can learn a great deal from beginners, and beginners can go everywhere.

*Your major responsibility is to be open to new experiences, to explore materials and concepts and most importantly, to be **CURIOUS**. We are looking for you to contribute your own energy and mindfulness to the class community. Every class has a personality that is shaped by the generosity of spirit of the random members that make it up. Give and take responsibly, fervently and with joy.*

*We are especially curious about how the personalities of our students will come through virtually. As this is our first online course, we invite feedback from you **AT ANY TIME** throughout the duration of the course.*

Class Contract:

By continuing in this class you agree to participate in the following methods for creating a great studio art experience:

*** Make your virtual classroom into a space where you want to be (creative)**

We will collaborate to form an environment that provides an atmosphere where each person feels safe, free and excited to explore. *This serves well our goal of being curious!*

We will use the skill of peer acknowledgement and recognition generously and responsibly.

We are creating relationships with each other that are mutually beneficial.

We support one another in discovering where we fit into the virtual classroom community and the wider world. Make connections between what you are learning and what you see *all the time*.

*** Practice looking**

Be disciplined about the practice of direct observation. Do this daily, and record it in some physical visual form. The more you practice looking/recording, the more you see and learn--about the world and about yourself. NOTICE THINGS!

*** Establish skill sets**

Explore tools, equipment and materials. Be inventive and experimental in your approach for developing conceptual solutions and in the various forms of media that you are introduced to. **PLAY!** Playing and **pleasure** are vital to inspired work, and more importantly, to an inspired YOU.

*** Respect verbal language**

We will identify and practice the language of visual signs. You will be encouraged to write and speak about perception often and in different venues. Blogging, critique (written and oral) and in conversation. Exchange ideas with your colleagues, on line, in line and anywhere else you can.

*** Recognize potential**

Your capacity to engage in the creative process is an attribute of being human! Your process is no different from that of Picasso, Einstein, Baryshnikov, Mozart, Will Smith, Beyonce, Noah and his Whales (insert your favorite artist/musician/writer/dancer/band here)...

*** Practice discernment over judgment**

The value of critical analysis is a healthy and necessary catalyst to creativity. Avoid the deprecating qualities of binary judgment, [that something can be **only** good or bad] which leads to cynicism and makes you run away from risk. **Risk is a necessary component for growth and discovery.** Failure doesn't exist. Only process. Judgment limits and closes down, discernment opens into infinite options and opportunities.

Speak and write about work positively, with substance and with skill. Be honest, direct, and kind. Value small tasks; identify and name specific qualities in each others' work and approach. Always consider a way for moving forward with your work, and look for paths and connections in the work of others.

*** Take time**

Value the time required to complete tasks, both tangible and intangible.

In your "studio" (which is whatever the space is where you make decisions about your work), make sure to schedule and recognize the importance of "mull time" — *sitting in quiet dialogue with the work*. You must spend time in the practice and experience of looking. (You will be surprised at what shows up.)

Respect a sense of timelessness, especially in relation to the frantically paced world in which we live. *Schedule time for reflection!*

*** Practice courage**

You will develop confidence in your creative process as you practice looking, and risk-taking.

Engage in creative activity and share personal experiences--especially fears (of the blank canvas, of being in the public eye, of being rewarded and reviewed—or not!).

Art 160 Course Description:

The study and exploration of line, form, space, color and texture in relation to problems in composition, color theory, and subject matter through the medium of photography.

Emphasis is on the **design process** and conceptual development.

Course Goals:

At the end of this course students will:

- Demonstrate a systematic critical approach to the process of creating and evaluating visual imagery
- Be familiar and comfortable with the use of the language of art (design elements and principles) applied to making, analyzing and critiquing work.
- Develop skills and techniques in the medium of digital photography
- Create a daily process log, to develop a habit of reflective thinking and writing about art making
- Analyze and demonstrate a range and variety of artistic approach
- Adopt a level of comfort with online oral presentation
- Critically evaluate art work
- Practice direct observation
- Develop skills in a range of digital media, including social media, video software, Adobe Photoshop, Twitter etc.

Class Responsibilities:

Students are expected to complete assignments on time, and to fully engage in online discussions and critiques.

Part of your evaluation will be a “citizenship” grade, which measures your energy expended in cyberspace and “real” time. For example, we expect you to know and establish rapport with your classmates and to seek, share and extend your thoughtful analysis of your own work and the work of your peers. Listen well. Listening is an excellent skill to practice often, and is especially important as an online skill. Be explicit and clear in your writing and responses. Also listen to yourself, *especially* your non-critical self, who might be urging you to do things your critical self might discourage.

Out-of-Class Responsibilities:

One of our goals is for you is to make connections between what you are learning in class and the rest of your world. We hope to take advantage of the fact that all of the students in this common class are in different places. How can the place where you are add flavor to the class as a whole? What can you contribute because of where you are that is unique and exciting?

You are required to attend an out-of-class art experience, that you will need to identify and research on your own. Some of you may be in towns filled with galleries, museums and art on the street, and others of you may be in isolated places with very little art presence. Your job is to dig up something creative going on in your town, experience it and write about it. This project is outlined and specified in the project list, and is due on the last day of class.

Attendance:

You are expected to spend three hours every day doing class work. The nature of photography means that some of that time will be spent creating images—either finding sites, or inventing set-ups. There will also be time spent every day editing your images on line, doing research for artists and techniques, and writing and presenting your work. The nature of a studio class is learning experientially. Your technical and critical skills will build as you spend time with your work. Out of class “mull” time is as important as out of class “productive” time, which is to say, it’s important to let your work sit while you think about something, and then come back to it with a fresh eye and a different point of view. Make room in your schedule for time when you simply sit and observe. In your daily process log, you will keep track of the time you spent and what you did during that time. “mull” time, or time spent just looking at your work, counts as **productive** time.

Critiques

Particular projects will contain online group discussions and online group critiques. Critiques are the time when we observe, analyze, define and discuss the success and challenges of an assignment. Having the work of individual students on display next to each other for comparison is especially instructive. Critiques are an essential teaching tool for me, and a profound learning opportunity for you. As we look across images we can see and make connections from what you have brought to the project in response to the assignment.

Moodle and email:

It is your responsibility to check email and Moodle at least DAILY.

Texts in Use:

Agnes Scott College is providing our class with a subscription to LYNDACOM for instructional support. This is an exciting resource with smart, direct, efficient video instruction. Browse around and learn everything you can while you have this access. Articles will be assigned and referenced with links or pdfs on our Moodle classroom site as they apply to assignments

Projects evaluated:

- 75 % Process Log (this venue will house all of your individual assignments)
- 5 % art event in your town
- 10 % final digital portfolio/gallery
- 10% citizen grade (participation, discussion, attitude, attendance)

In general all work is evaluated on:

- Conceptual development
- Interpretation and application of design elements according to design principles
- Overall presentation (craft, explanation, research)
- Verbal (oral and written) engagement (questions and comments in crits and class)

Specifics of each assignment will be given at the beginning of the project, and posted on Moodle.

Evaluation Criteria:

A: Excellent work

*All work contains individual and original creative thought **and exceeds project assignment parameters**. All work has excellent craft. Work is turned in on or before the deadline. Project analysis is engaging, surprising and goes beyond the ordinary or obvious. Demonstrated depth and complexity in the use of design elements within a broad range of the principals of design. Evidence of exploration and growth in skills and knowledge. Clear risk-taking involved in project development and research.*

B: Good work.

Work illustrates some creative thought over and above the project parameters. All work is neat, with few craft problems. All work is turned in by the deadline. Project analysis is thorough, and shows that the student has attempted to engage complex use of design elements and principles.

C: Satisfactory work

Work satisfies the project parameters and shows some individual thought and creativity. Work is neat. Most deadlines were met. Project analysis is competent but not sophisticated. Demonstrated understanding of design elements and/or principles.

D: Poor work

Work shows an inadequate understanding of the project parameters, is messy and/or deadlines were not met.

F: No work evident

Work shows no understanding of the project goals, is careless in presentation and /or deadlines were disregarded

A note on the “A” grade: If you MUST have an “A” grade, do not take this class! “A”s are rare in foundation art courses!

While there is no formula for getting an “A”, common attributes of that rare student include:

- Every project represents flawlessly crafted, engaging work that expresses a personal vision over and above assignment parameters.
- Concepts for every project are sophisticated, surprising and compelling and go beyond the ordinary or obvious.
- Student contributes an engaged energy to the class
- Perfect attendance
- well-structured, eloquent writing that reaches thoughtful and meaningful conclusions and expresses a personal voice.
- Exemplary use of the electronic format for the process blog/eportfolio. Student weaves connections between in-class assignments, out of class subjects, and the implications of art in real-world experiences. Integrates art notions learned in the class with outside life and envisions a clear path for going forward in her creative work.
- The student’s creative voice is clear and identifiable.

Equipment and Materials:

- A device for taking images and uploading them to your harddrive
- A computer with the capacity for editing images
- Blogger blog for process log (you can use wordpress or some other format if you want, process logs MUST have the ability for comments by the instructors and the class
- Adobe Photoshop (If you don’t have it, download from the cloud for two months use)
- Lynda.com you will have a free lynda.com account beginning July 1
- Google + account with your Agnes Scott gmail.
- Color, black and white and xeroxing/printing costs
- Camera!
- USB flash drive

Honor Code

Live honorably. You have all signed the Honor Pledge, and its principles should govern all of your work for this course as for any other. If you directly (direct quotations) or indirectly (paraphrases, other borrowings) borrow ideas from others—whether those ideas appear in books, articles, or online, or develop during conversations—you must give proper and full credit to the original sources.

Plagiarism

Plagiarism is the use of someone else’s ideas or words without giving them credit. This can mean using someone’s ideas without proper acknowledgement for work you are doing for class, or copying a sentence directly from a book or journal without citing the source. Plagiarism is a serious offense and the penalty ranges from warnings to probation or suspension.

I encourage students to work together to discuss and develop your ideas, but students are expected to prepare assignments and independently unless otherwise instructed.

Other Needs:

Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (X6150) to make complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.