

College of Liberal Arts and Sciences
Core Curriculum
Fine Arts Guidelines
20 March, 2011

Rationale

The Fine Arts course provides a learning experience distinct from, yet complementary to, other areas of the liberal arts. Through practice, theory, or analysis, the Fine Arts core asserts the importance of artistic creation. The Fine Arts asserts an epistemology based on active, direct, and multisensory experience. Studying art—learning about its history, materials, and practices—is an engagement with the arts, and the Fine Arts requirement underscores this vital activity both in making works of arts and in viewing or analyzing them. These courses provide a learning environment that unifies cognitive, affective, and, in some cases, corporeal skills, in order to interact dynamically with works of art.

The Fine Arts require active engagement with the creative process. Using a range of possible pedagogical approaches, the Fine Arts course reduces distance between the student and the particular art form. If the course emphasizes a theoretical or historical approach, students may examine what constitutes art or the artist across different time periods, cultures, and classes. If the course includes a practical or *doing* component, students may tap into qualities of culture and aesthetics from a deeply personal place. In both practical and analytical forms the course is intended to show how aesthetic history, theory, and analysis move into original creativity based on a variety of artistic methodologies.

Description of Criteria

Each Fine Arts course must include:

- A. Content that focuses and synthesizes the historical, theoretical, analytical, critical, and practical approaches to the particular art form;
- B. Teaching by an instructor with appropriate training or expertise.

In addition, each Fine Arts course must include one or more of the following:

- A. Participation in a cultural event that allows for first hand experience of the particular art form;
- B. A fully embodied studio learning experience to recognize and integrate cognitive, affective, and corporeal skills;
- C. Creation of some form of original work of art, including but not limited to a painting, a sculpture, an installation, directing a scene from a play, acting in a scene from a play, designing a set or costumes for a play, writing a solo performance, producing a film, producing photographs, choreographing a

dance, writing songs, performing music, writing poetry, writing screenplays, writing short stories or plays.

Objectives

- A. Consider theory and methodologies appropriate to the particular art form;
- B. Experience learning that involves the whole person;
- C. Engage in creative expression fostering originality and artistic thinking;
- D. Courses that involve practice should develop creative communities in which students' art is performed or shared, presented, and critically analyzed by the class in an atmosphere that promotes the taking of informed risks.

Outcomes

If the above criteria are met, students will leave the Fine Arts course with:

- A. A recognition of the centrality art plays in understanding the human condition;
- B. An understanding of the history, theory, and key contributors to a particular art form;
- C. An ability to appreciate, critique, and evaluate a particular art form;
- D. A fuller understanding of the artistic process: how it is inspired, conceptualized, devised, and produced;
- E. The potential to awaken latent creativity, transferable to multiple academic and professional contexts;
- F. A creative product;
- G. The ability to synthesize and integrate theory, analysis and practice;
- H. The potential for a deeper lifelong engagement with the arts;
- I. The ability to construct questions and arguments around issues that run through the history of arts production and its consumption, as well as to identify the roots of contemporary issues and challenges in the arts.