

## Alignment Between the University General Education Policy and Student Learning Outcomes Assessment Goals and Objectives

C.1. Arts	
<p>Courses: Art 200 (4 units)      Humanities 180 (4 units)  Music 180 (4 units)      Theater Arts 260 (4 units)</p>	
GE Policy	Outcomes Assessment Learning Goals
<p>Courses meeting the Arts requirement should, in addition to the above general humanities objectives:</p> <ol style="list-style-type: none"> <li>a. Introduce students to the fine arts (particularly some combination of painting, architecture, sculpture, and photography) or to one of the performing arts (theater, music or dance);</li> <li>b. Concentrate on analytical skills and methods of appreciation and not on the acquisition of artistic techniques in “studio” experiences (although such acquisition can be a component); and</li> <li>c. Define and analyze the visual, aural, and plastic qualities—as well as the instruments and methods of composition/construction—that distinguish media in the Arts from Letter and Philosophy.</li> </ol>	<p>Upon Completion of this requirement students will be able to:</p> <p>GOAL 1: Demonstrate an awareness of the cultural and social value and contributions of the arts (visual, music, theatre, film, etc.) in sustaining life and nurturing human development.  Objectives:</p> <ol style="list-style-type: none"> <li>1. Articulate the value and contributions of the arts to society;</li> <li>2. Recognize and articulate the pervasiveness of the arts in the student's own community;</li> </ol> <p>GOAL 2: Describe the mechanics of artistic production.  Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss and describe the basic techniques used in at least one form of artistic expression (i.e., formal structuring, artistic materials/media chosen, etc.);</li> <li>2. In the case of the collaborative arts, be able to identify and describe the contributions of key artistic collaborators (i.e., composer and lyricist, film writer and editor, etc.);</li> <li>3. Recognize the financial, political and social forces which impact and shape a particular art form;</li> </ol> <p>GOAL 3: Reflect critically on significant works of the human intellect and imagination through exposure to major works of art emanating from more than one culture.  Objectives:</p> <ol style="list-style-type: none"> <li>1. Articulate the differences between various systems of cultural aesthetics (i.e., those of western European and</li> </ol>

Asian musics, for example);

2. Objectively analyze artistic works from a cultural perspective that differs from a student's own;

GOAL 4: Gain an overview of the concepts, forms and historical development of a particular art form.

Objectives:

1. Use appropriate critical vocabulary to describe artistic development over time in, for example, the history of stylistic periods and genres in art (i.e., cubism, impressionism, etc.);
2. Describe and explain the historical context within which a body of work was created (i.e., the historical and cultural forces that shaped, for example, 18th century western art and music);

GOAL 5: Learn to formulate, articulate and defend aesthetic judgments based on an encounter with a work of art or particular performance.

Objectives:

1. Understand some of the methods of studying, perceiving and criticizing artistic phenomena (i.e., do background preparation for writing a review of a performance of a play, art exhibition or concert);
2. Write critical evaluations of works of art or particular performances taking into account their cultural contexts;

GOAL 6: Experience art firsthand.

Objectives:

1. Attend plays or concerts, visit art galleries, participate in theatre productions as an usher or backstage crew, view assigned films, etc.
2. Critically evaluate that experience either orally or in writing;