

Academic Year/course: 2022/23

63205 - Disciplinary Content of Art History

Syllabus Information

Academic Year: 2022/23

Subject: 63205 - Disciplinary Content of Art History

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

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ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject Disciplinary Contents of History of Art deals with both acquiring and strengthening basic and general competences, but also transversal and specific ones, which in any case are aimed at deepening the knowledge of Art from Prehistory to the present day. These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/en/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement: Goal 4: Quality education; Goal 5: Gender equality; Goal 7: Affordable and clean energy; Goal 8: Decent work and economic growth; Goal 10: Reducing inequalities; Goal 11: Sustainable cities and communities; Goal 12: Responsible production and consumption; Goal 13: Climate action; Goal 16: Peace, justice and strong institutions.

1.2. Context and importance of this course in the degree

The History of Art has as its object of study all the artistic manifestations considered as such at certain moments in History, and how, precisely, the very concept of art has been changing and developing, both in its contents and its aims, together with the historical evolution of civilizations. For this reason, Art History establishes a bridge between the so-called Social Sciences (governed by the space and time reflected in Geography and History) and the teaching of the plastic arts. From the latter, it adopts the plastic elements and aesthetic categories, which it subjects to the evolution of history in order to question any illusion of an eternal aesthetic value, while, compared to the rest of the Social Sciences, it deals with a very important part of the phenomenological manifestations of civilizations, both as objects endowed with an aesthetic value, or as documents loaded with anthropological, social, historical, etc. information. And it is precisely this dialectical nature of Art History that underlies both its autonomy as a discipline and its interdisciplinary nature, especially with other subjects in the Social Sciences and the visual arts.

1.3. Recommendations to take this course

This subject is recommended for those who have not taken Art History in their degree programme.

2. Learning goals

2.1. Competences

Basic and general competences:

CG04.- Plan, design, organise and develop learning and assessment programmes and activities in the subject of History of Art.

CB6.- To possess and understand knowledge that provides a basis or opportunity to be original in the development and application of ideas in a research context.

CB7.-To apply the knowledge acquired and solve problems in new or unfamiliar environments within broader (multidisciplinary) contexts related to the History of Art.

CB8.-To be able to integrate knowledge and face the complexity of making judgements, based on information that includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgements.

CB9.-To know how to communicate their conclusions and knowledge, as well as the ultimate reasons that support them, to specialised and non-specialised audiences, in a clear and unambiguous manner.

CB10.-To possess learning skills that enable them to continue studying, so that they are autonomous.

2.2. Learning goals

In order to pass this subject, the student must demonstrate the following results:

Know how to describe and analyse the basic contents of the curricular subject of Art History and apply them in a problem-solving context. Therefore, they must be clear about the limits and importance of the discipline with its own identity and as part of the social sciences, in this case oriented to Secondary Education.

Value the importance of the corresponding curricular subject from a phenomenological, cultural and epistemological point of view, and must therefore explain the formative value of the contents and be able to analyse and evaluate them, including artistic techniques or aesthetic categories that contextualise their relevance in History.

Analyse and prioritise the different contents of the corresponding curricular subject according to their formative value, in order to be able to identify and discern the main styles, movements and schools with a critical approach, which includes the main genres of Art History: architecture, sculpture, painting, decorative arts, cinema and photography.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Continuous assessment system:

Completion of three tests, designed and defended during the course of the classes, consisting of:

- the commentary and oral presentation of several works of art that demonstrate critical knowledge of the subject through a practical dossier (40% of marks). a practical dossier (40% of the grade).
- an individual directed work consisting of the elaboration of a topic for the speciality of History of Art in the E.S.O and the the E.S.O and Baccaulaureate (30% of the grade).
- an oral exam consisting of the defence of the directed work (30% of the grade).

At least 5 out of 10 must be obtained in each of the tests in order for them to be quantified in their entirety.

In the commentary and defence of the works of art, it will be necessary to adapt to the level of content worked on in class, as well as a correct contextualisation. and a correct contextualisation of the work. In the directed work, its adequacy to the corresponding educational level will be assessed, as well as its the definition of the educational objectives set, the time and their sequencing based on the definition of hierarchical and argued theoretical Theoretical content, hierarchised and argued in a script, as well as the teaching tools and the didactic materials used (images, videos, maps, maps, maps, maps, etc.). (images, videos, maps, diagrams, chronological axes, bibliography, etc.). both in the defence of the comments and in the defence of the directed work, marks will be given for clarity of exposition, order, rigour, mastery of the subject and the use of visual materials.

In continuous assessment, a timetable for delivery will be set and must be respected, so that exercises that do not meet the deadlines will be marked with a zero. exercises that do not meet the deadlines will be marked with a zero. The student will be informed of his/her grade at least three days before the global test so that he/she can sit it. The student will be informed of his or her grade at least three days before the global test so that he or she can sit the global test (whether he or she has failed or for other reasons, if he or she The student will be notified in advance to the person in charge of the course.

On the other hand, and in accordance with the evaluation regulations of the University of Zaragoza, total or partial fraud or plagiarism in any of the evaluation tests will result in the failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the disciplinary sanctions that the guarantee committee adopts for these cases. For more detailed information on plagiarism and its plagiarism and its consequences, please consult: <https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>. In any case, any student may be called to tutoring to defend all or part of any of the assessment tests submitted, whether individual or group, in order to guarantee the individual or group in order to guarantee original authorship and participation in all of them.

The approach, methodology and assessment of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

Overall assessment test:

The qualification will be obtained by means of a single test consisting of an overall written examination of the contents, showing knowledge of the subject. The test will consist of a commentary on five works of art, relating to each of the following blocks:

Prehistory and Ancient Ages
Middle Ages
Modern Age
Contemporary
Present day

The comments must demonstrate a correct historical-cultural contextualisation, the correct vocabulary specific to the History of Art and a critical knowledge of the contents proposed in the syllabus. History of Art and critical knowledge of the contents proposed in the syllabus, based on a review of the basic and complementary bibliography. Each commented work will be marked out of two points.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

It is divided into theoretical and practical sessions.

The course is divided into working sessions of three hours each. The first part of each session will be a theoretical lecture dedicated to explaining the educational dimension of Art History. The second part of each session will be eminently practical. In it, the active participation of students will be encouraged through the commentary of artistic works, especially architectural, sculptural and pictorial works, as well as other activities that may be carried out throughout the term, which will be supported by specific teaching materials.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.3. Syllabus

1. The plastic arts in the second half of the 20th century. The rupture between genres. The dematerialisation of the work of art. The new supports and artistic languages.
2. Prehistory. Palaeolithic and Neolithic art. Levantine cave art.
3. Ancient Near Eastern Art. Egypt. Mesopotamia and the Persian Empire.
4. The forerunners of Greek art: Crete and Mycenae. Greece and Rome. Etruscan art and its impact on Roman art.
5. Early Christian art: Paleo-Christian, Byzantine and pre-Romanesque art.
6. The art of Islam.
7. Romanesque art.
8. Gothic art.
9. Renaissance in Italy. Renaissance in the rest of Europe.
10. Italian Baroque. The Baroque in the rest of Europe. The cases of Spain and France.
11. The Rococo.
12. Neoclassicism.
13. Romanticism and Realism.
14. Impressionism and Post-Impressionism.
15. 19th century architecture. The historicist trend and new materials.
16. The historical avant-garde and 20th century architecture.

4.4. Course planning and calendar

At the beginning of the course, a schedule of face-to-face sessions and presentation of work will be detailed.

The academic calendar and key dates for this subject will be provided at the beginning of the term and will be displayed in the course that this subject has on the Moodle platform. Specifically, the teaching staff will communicate the breakdown of evaluable tasks and their delivery schedule in the first week of the term, indicating it in the Moodle of the subject.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63205>