

EDUCATIONAL GOAL: AESTHETIC RESPONSE

To develop an aesthetic appreciation to improve the quality of life through creative activities, art responses, and cultural experiences.

DEFINITION OF SKILL	
1.	Exposure to art, literature, philosophy, music.
2.	Study major literary genres (fiction, nonfiction, poetry, drama).
3.	Analyze how the Arts influenced politics, history, society, economies, and everyday life and vice versa.
4.	Understand the sensory elements, organizational principles and expressive qualities of the Arts; for example, analyze and evaluate student and professional works for how content and ideas are used to convey intent, expressive ideas, and or meaning.
5.	Learn about the role for the artist, e.g., dancer, painter, actor, director, scriptwriter, musician.
6.	Learn how philosophy, religion, metaphysics lead to an understanding of cultures, the human condition and self.
7.	Express ideas in dance, drama, music, and visual art forms.
8.	Understand how elements, materials, technologies, artistic processes (e.g., imagination, craftsmanship), and organizational principles (e.g., unity and variety, repetition and contrast) are used and similar and distinctive ways in the various art forms.
9.	Develop an awareness of the ways in which various art media are integrated into society.
10.	Know how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes in other disciplines.
11.	Understand the processes, tools, and technologies used in the Arts; for example, fabricate and perform a complex work of art using a variety of technologies and resources and independent decision-making.
12.	Learn about the careers related to the Arts, e.g., animator, curator, art historian, sound technician, etc.
13.	Acquire skills to produce and perform dance, drama, music, and visual art.
14.	Apply skills and knowledge necessary to fully participate in one or more of the Arts; for example, create and perform a complex work of art using a variety of technologies and resources and independent decision-making
15.	Understand the similarities, distinctions and connections among the Arts; for example, create interdisciplinary work, e.g., musical theatre, opera, or cinematography.
16.	Terms and language applicable to all arts, e.g., fine arts, industrial arts, etc.
17.	Locate information in the Arts.

18.	Identify composers and music selections from musical periods including Renaissance, Baroque, Classical, and Romantic.
19.	Identify selections of music by title, composer, and period.
20.	Evaluate ideas with reading, discussing, and writing.
21.	Serve as a showcase for the abundant talents and crafts that exist within the district.
22.	Attend and approach cultural events and artistic works you (students, staff, and community members) have never seen before.
23.	Become art consumers, e.g., attend performances, purchase paintings or jewelry, and visit museums.
24.	Talk and write about art.
25.	Foster creativity and pride among the citizens of the district by providing cultural and historical programs, displays, and activities that examine, personify and exhibit (place works of art out in the world) the rich heritage of southern Illinois.
26.	Recognize the intrinsic value of the Arts.
27.	Present John A. Logan College as an aesthetically pleasing center (for marketing purposes.)
28.	Imagine our world without the Arts—they make our world so beautiful.
29.	Understand the impact of philanthropy in society.
30.	Participate in travel abroad programs and recognize the opportunity to develop an appreciation of the Arts and different cultures.
31.	Recognize the importance of the modern languages and communication in developing another level of aesthetic appreciation.