

Concept: Pursuing an Idea in the Art Process

Course code: ART 304

Semester and year: Fall 2021

Day and time: Wed 14:45 – 17:30 pm

Instructor: Alena Foustkova, M.F.A.

Instructor contact: alena.foustkova@aauni.edu

Consultation hours: half an hour before the class upon prior notification

Credits US/ECTS	3/6	Level	Introductory
Length	15 weeks	Pre-requisite	TOEFL iBT 71
Contact hours	42 hours	Course type	Bachelor Required/Elective

1. Course Description

Where do ideas come from? How can we express them? "CONCEPT" is a class based on creating hands-on projects from an initial idea to a finished visual communication. The creative idea dictates the way of execution and media.

Students will try to express their ideas and contextualize them to reflect a range of social issues, politics, media, gender, or cultural context.

An important part of the class will be learning how to talk about ideas and concepts.

Through the format of a class discussion and presentations of the work-in-progress students will learn how to stimulate original and surprising ways to express their feelings, attitudes, opinions or judgements. They will discover ways, how to convert their ideas into original, strong, and meaningful art executions. The course will include research, as well as an intuitive sensitivity.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Work in a conceptual way and be able to apply logical development of their creative ideas to find the most original creative solutions.
- Comprehend and have a clear understanding of what concept in art means.
- Understand and analyze pieces of art which are conceptual in nature.
- Place in context and lend perspective to the world around us.
- Practice the thinking process called "mind mapping" from selecting a theme to the final visual communication.

3. Reading Material

Required Materials

AAU Library – on Reserve:

Buzan, T. (2006). *Mind mapping*. Harlow: BBC Active

Selected excerpts from DADA, Phaidon Press Limited, 2006

Selected excerpts from Godfrey, T., 1998. *Conceptual Art A&I*. 1st ed. Phaidon Press.

Selected excerpts from Osborne, P., 2002. *Conceptual Art*. London: Phaidon Press.

Comer, J., Jones, P., Morgan, D. and Morganová, P., 2012. *Czech Art at the Beginning of the 21st century*. [Praha]: Arbor vitae.

Web links to conceptual artists

Pdf files from the teacher

The instructor will also provide **Power Point presentations for the lectures in a pdf format to NEO** for home studying. **For greater interaction and participation, students are required to keep abreast of actual lecture** by readings of the actual chapter and the pdf lecture **ahead of time**.

4. Teaching methodology

The course will require active participation in discussions, analysis of pieces of art, presentations of ideas, individual home preparation for their projects, as well as in-class practical work on the partial development. Students will be asked to observe and reflect the world around them in a conceptual artistic process.

5. Course Schedule

Changes to the schedule will be announced ahead of time, if needed.

Date	Class Agenda
August 31 Lesson 1	Topic: Class Information, Discussion on Class Expectations, PPT Lecture 1: Introduction, DADA, meet 3 Czech contemporary conceptual artists Observe together selected conceptual pieces of art. Description: Introduction to the conceptual way of thinking Reading: Review the pdf lecture DADA – An introduction to conceptual thinking Study the links of the artists (pdf files provided by teacher) Assignments/deadlines: Study homework from lecture 1 – to be discussed in class 2. Reading HOMEWORK: Selected excerpts from DADA, Phaidon Press Limited, 2006 (scanned to NEO)
September 7 Lesson 2	Topic: Short student introductions and self-presentations PPT Lecture 2: Mind mapping, meet 3 international conceptual artists. Part 1: Learn how to make a basic mind map. Introduction of the project, discussion, developing insights. Project 1 – part 1 - BEGINS Description: Analysis of the reading from week 1 – class discussion, examples provided. <i>Bring your own laptops! – research will be needed.</i> Reading HOMEWORK: Study lecture 2 – to be discussed in class 3. Assignments/deadlines HOMEWORK: Work individually on the developing of your mind map. Submit your work in progress to NEO by week 3.
September 14 Lesson 3	Topic: Gallery visit evaluation, 1 - TBC Description: Visit a gallery of your choice in Prague. Select a show which is conceptually oriented. Select one piece to describe in detail for its creative idea. Homework: Written Research Paper, part 1 – 10%, DUE week 4 to NEO Project 1 – part 1 CONTINUED Reading: Apply research to your paper analysis.
September 21	Topic: An extension of the gallery visit 1 – practical part Homework:

Lesson 4	<p>From the selected art piece of your gallery visit, think of your own way now how to express the creative idea which you identified in the piece that you researched. Provide your creative solution in a simple drawing with a written description.</p> <p>Creative execution, part 2 – 10%, DUE week 5 to Neo</p>
September 28 State Holiday	No class – Make up class on Friday, November 26
October 5 Lesson 5	<p>Topic: Project 1 – part 1 FINALIZED / Final mind map – visualization / Presentation of the project mind map to class – 10%</p> <p>Project 1 – Part 2 - Introduction: Create your WOW Art Mind Map as a piece of art.</p> <p>An explanation of how to work on an artistic expression of your mind map will be shared by the teacher. Task: Develop 3 ideas / sketches by next class to share how to turn your mind map into a WOW effect.</p> <p>Assignments/deadlines: Create a WOW Art Mind Map – 15% (by week 7)</p> <p>Assignments/deadlines/ HOMEWORK for week 5: Ideate for conceptual ideas based on your part 1 mind map – come to class 6 with 3 creative ideas and sketches for the WOW mind map!</p>
October 12 Lesson 6	<p>Project 1 – Part 2: Create your WOW Art Mind Map as a piece of art – Continued</p> <p>Share the development of your artistic mind map with class and discuss the progress.</p> <p>PPT Lecture 3: Conceptual art – 1960 - 70s</p> <p>Reading: Study pdf lecture 3</p> <p>Study the lectures to date for a short midterm test in class, 10%, questions and areas to study will be provided.</p>
October 19 Lesson 7	<p>Topic: Individual presentations of the Final WOW Art Mind Maps, 15%</p> <p>Description: Ability to describe the conceptual way of thinking behind the idea, defend your BIG creative visual idea.</p> <p>+ Short midterm test, 10%</p> <p>Assignments/deadlines: Final Art WOW Mind Map is DUE</p>
October 25 - 29	Midterm break
November 2 Lesson 8	<p>Topic: Lecture 4: Conceptualization of visual ideas</p> <p>Introduction of the Long-term Conceptual Art Project 2:</p> <p>Create a socially oriented participatory conceptual art project.</p> <p>Graded together by 20% + 5%</p> <p>Description: Create an art installation with a participatory aspect within the art project.</p> <ul style="list-style-type: none"> - Introduction of the project, discussion, developing insights. - Development of an in-depth systematic process of thinking and an original conceptual application of your ideas. <p>Phase 1 – develop a mind map of the various possible “branches” / directions – by Lesson 9</p> <p><i>Bring your own laptops! – research will be needed.</i></p> <p>Assignments/deadlines: Homework: Work at home / or in the AAU studio space first to develop a mind map of the various directions for phase 1.</p>

November 9 Lesson 9	<p>Topic: Lecture 6: Selection of women, international conceptual artists</p> <p>Long-term Project 2 – continued: Bring your Phase 1 project development to class for individual consultations, discussion, and feedback.</p> <p>Phase 2 - Apply independently feedback comments – develop first 3 visual creative executions based on the mind map evolution – by Lesson 11</p> <p>Assignments/deadlines: Develop Phase 2 by Lesson 11</p>
November 16 Lesson 10	<p>Topic: Lecture 5: Jiri Kovanda + Czech conceptual scene</p> <p>+ Class Gallery visit 2 (TBD) – Critical paper research and evaluation</p> <p>Assignments/deadlines: 10% The evaluation of the gallery visit is DUE by week 11 to NEO Dropbox</p> <p>Apply to the evaluation a chapter from: Comer, J., Jones, P., Morgan, D. and Morganová, P., 2012. <i>Czech Art at the Beginning of the 21st century</i>. [Praha]: Arbor vitae.</p>
November 23 Lesson 11	<p>Topic: Long-term Project 2, Phase 2 – First Creative Visual Executions DUE to present in class</p> <p>Individual in-class consultations with class discussion and feedback.</p> <p>Description: You will present your creative execution progress for the conceptual solutions (3 possible visual and conceptual directions to be presented).</p> <p>Assignments/deadlines: Develop your visual ideas further for class 13, Wednesday, Dec. 2</p>
Friday, November 26 Lesson 12	<p>Make-up class – In place of the missed class of September 28</p> <p>Visit of an artist studio (TBD)</p>
November 30 Lesson 13	<p>Topic: Long-term Project 2 – Second round of the Creative Visual Ideas Executions DUE</p> <p>Individual in-class consultations with class discussion and feedback.</p> <p>Description: You will present the second round of your ideas for the conceptual solutions (the selected conceptual solution to be developed further).</p> <p>Assignments/deadlines: Develop your final visual ideas for class 14, Wednesday, Dec. 2</p>
December 7 Lesson 14	<p>Topic: Final presentation of the Long-term Project 2 – Defend your art piece in front of the class and the teacher.</p> <p>Assignments/deadlines: Final visual art piece / conceptual installation / interactive and participative art – Graded 20% (The 3 Phases will be graded by a partial grade of 5% – 5% - 10%)</p>
December 14 Lesson 15	<p>Prepare a Class Exhibition in the AAU Classroom / Exhibition space and participate in the official Opening - 5%</p> <p>END of course</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance, Class activity and Participation	42	10%	Class activity, understanding and orientation, class projects, homework reading, studying lectures ahead of time + textbook studying for classes	1, 2, 3
Independent gallery visit evaluation + practical part	10 10	10% 10%	Critical thinking, understanding, active participation and exchange of ideas, practical application	1, 2, 3
Class gallery visit research paper	10	10%	Analytical skills, observation, writing skills, application of research, critical thinking	1, 2, 3
Project 1, part 1	10	10%	Analytical skills, observation, writing skills, application of research	1, 2, 3
Project 1, part 2 – Midterm presentation	20	15%	Creative skills, originality, ability to connect to the mind map ideating.	1, 2, 3
Midterm test	8	10%	Ability to demonstrate studying and understanding.	1, 2
Project 2	35	20%	Project understanding, originality of ideas, practical visual skills, critical thinking, presentation skills + ability to use and apply various artistic techniques	1, 2, 3
Class exhibition activity and participation	5	5%	Team cooperation, individual activity, organizational skills	2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Project 1, Part 1: (10%) + 2 (15%)

Practical, hands-on visual conceptual project which will include learning and practicing of all the steps of creating a mind map (part 1) from the research, mind-mapping to a final WOW visual idea visualization (part 2).

Developing a mind map + WOW visualization of the mind map as the finished conceptual project

Learn these skills:

- Empathy
- Deep understanding
- What is a mind map?
- Ideating
- Selection of ideas
- Critical thinking
- Implementation
- Creative execution

Midterm test: 10%

The short test will check your homework preparation and studying from the pdf lectures and prescribed reading to date. The test will focus on the selected artists and their work, as well as on the presented movements.

Gallery visit 1, written evaluation + practical project: 10% + 10%

The gallery visit will test your observation skills and critical thinking. You will evaluate a potentially conceptual piece of artwork from the selected show. The first part will deliver a written, essay-style evaluation. Application of the research from the reading materials will be required. Students will be encouraged to express their critical thinking, evaluate, and comment the art exhibition, use research from the mandatory resources to compare and place the selected piece of art into a broader context. (10%)

The second week students try to make their own creative idea based on the identified concept of the selected piece of part 1. (10%)

The learning from this assignment is to get familiar with conceptual style of thinking and to try to develop an original creative idea in a short time frame based on the individual creative abilities.

Long-term Project 2: 20% + 5% Exhibition installation

The second project allows you to focus on acquiring critical thinking skills based on an independent conceptual idea making process. By discussing, reflecting, deepening understanding, concentrating, observing, allowing yourself to fail and try again, exploring, losing fear of doing something new, dreaming, trying a variety of art techniques and enjoying the hands-on experience of creating and finalizing ideas you can gain a better grasp of the mind-mapping process and conceptual style of work. You will learn to develop an in-depth, systematic process of conceptual thinking and an original application of your ideas. You will create an interactive art project involving people and making them participate meaningfully in the art process. You will apply the steps of research, analyzing, divergent and convergent thinking, critical thinking, visual ideation and practical, hands-on process of working on visualization of your ideas.

Class Gallery visit 2: 10%

This field trip will focus on a specific exhibition of conceptual artist(s). You will try to notice the overall concept behind the show, get familiar with the artist(s) and place them into a broader context with the contemporary art scene in the Czech Republic.

Final Exhibition: 5%

Our class will take pride in presenting the final projects to the rest of the AAU community in the final exhibition. Your active participation and presence during the opening will be required.

Attendance, Class activity and Participation: 10%

Students are expected to attend class regularly, to be on time, and to respect the rules and manners of the classroom while at school and on excursions (see class attendance policy below, and the *School Codex* on the University website). Students are expected to complete the readings and assignments and come prepared to participate in class activities or discussions. Students may be called upon to give short summaries, or answer questions concerning previous topics. Additionally, students are expected to actively participate during our excursions, museum and gallery visits, *etc.*

If you miss a class, it is your responsibility to keep up with the assignments, and to get the notes from one of your classmates or from the course website. I will be happy to meet during my office hours or at an arranged time to discuss the material you missed *after you have made an effort to catch up*. You are also expected to visit the sights we visited in class.

8. General Requirements and School Policies***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B–	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C–	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

Grading Scale

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Alena Foustkova, M.F.A., July, 2020