




Non-Western Art History

Test #1 Review

End




Test #1 Review

- 15 minute test
- Date: Thursday September 27, 2012
- 12:00 PM
- Part matching, part take-home short essay
- Based on our course objectives
- We'll start regular class at 12:20 PM

End




Questions #1 - 15

- Objectives One and Two: – *matching*
 - Identify major artistic achievements of Non-Western cultures
 - Identify predominant styles, materials and techniques
- Total 30 points, 2 point each
 - The artwork will be projected on the screen and you choose the best of three statements about it.

End




Questions #1 - 15 Sample

1. Africans create portraits of their rulers to praise their military achievements.
2. Divination figures are abstracted images of nature spirits used by shamans to help their clients maintain health, achieve success or solve conflicts in their lives.
3. African sculptures are not realistic because their artists were not skillful enough to create naturalistic images.



The correct answer is #2.

End




Questions # 1 - 15

- Review the 3 required essays about The Silk Road posted on our class web site
- Review the 7 required essays about African Art posted on our class web site
- Review the 16 artworks in slides # 5 - 12 in this presentation. All artworks are discussed in the required essays
- Review the additional summary information from the PPTs in slides # 13 - 20 in this presentation.

End




Questions # 1 - 15



Gravestone with Funerary Banquet, 2nd-3rd century, Unknown Artist, Syria, Metropolitan Museum of Art



Frieze Tile With Phoenix, c. 1270s, Unknown Artist, Iran, Metropolitan Museum of Art

End

Questions # 1 - 15



Yamantaka Mandala with Imperial Portraits, 1330-1332, China, Unknown Artist, Metropolitan Museum of Art



Incense Burner, mid-1st millennium BC, Unknown Artist, Southern Arabia, Metropolitan Museum of Art

6 Test #1 Review End

Questions # 1 - 15



Game Pass Rock, Unknown Date, Unknown San Artists, Natal/South Africa, Metropolitan Museum of Art



Great Zimbabwe Soapstone Sculpture (left) Tower (right), 13th - 15th centuries, Photos/no name or date, Africa, Wikimedia & Met

7 Test #1 Review End

Questions # 1 - 15



Seated Dignitary, c. 250 BC, Unknown Nok Artist, Nigeria, Metropolitan Museum of Art



Linguist Staff (Oykeame), 19th - 20th century, Unknown Akan Artist, Ghana, Metropolitan Museum of Art

8 Test #1 Review End

Questions # 1 - 15



Textile Wrapper, 20th century, Unknown Akan Artist, Ghana, Metropolitan Museum of Art



Ceremonial Sword, 17th - 19th century, Unknown Yoruba Artist, Nigeria, Metropolitan Museum of Art

9 Test #1 Review End

Questions # 1 - 15



Staff: Female Figure, H: 60 inches, 19th-20th century, Unknown Luba Artist, Democratic Republic of Congo, Metropolitan Museum of Art



Seated Chief (Mwanangara), H: 16 inches, Before 1869, Unknown Chokwe Artist, Angola, Metropolitan Museum of Art

10 Test #1 Review End

Questions # 1 - 15



Head of an Oba, H: 9.25 inches, Brass, 16th century, Unknown Benin Artist, Metropolitan Museum of Art



Queen Mother Pendant Mask: Iyoba, 16th Century, H: 9.4 inches, Unknown Edo Artist, Nigeria, Metropolitan Museum of Art

11 Test #1 Review End

Questions # 1 - 15

Click here for a video of a Gelede Masquerade.



Altar Tableau: Queen Mother and Attendants.
H: 13.5 inches. 18th century, Unknown Benin Artist, Nigeria, Metropolitan Museum of Art



Gelede Mask: Male Wearing Glasses.
20th century, H: 9.5 inches, Unknown Yoruba Artist, Scan: *African Art* by P. McCluskey

12 Test #1 Review End

Broad Common Characteristics of African Art:

- Innovation of Form: prompted by local arts patrons and cultural institutions.
- Visual Abstraction: emphasis on visual boldness across all media, rather than a natural representation
- Parallel Asymmetry: breaks in patterns or varied pattern elements add energy and movement.



Source: *A History of Art in Africa*. By Visona, Pynor, Cole, Harris, Pearson/Prentice Hall, Inc. 2001

13 Test #1 Review End

Broad Common Characteristics of African Art:

- Sculptural Primacy: while there are two-dimensional traditions, most cultures favor three-dimensional artworks.
- Performance: many artworks are integral to performances with music and dance; well-planned events for a large community.
- Humanism: the major artistic subject is the human form, stressing the human spirit and society.



Source: *A History of Art in Africa*. By Visona, Pynor, Cole, Harris, Pearson/Prentice Hall, Inc. 2001

14 Test #1 Review End

Broad Common Characteristics of African Art:

- Ensemble and Assemblage: artworks usually part of a group in a shrine or performance. Images hold more power if they are combined - with other figures and other materials.
- Multiplicity of Meaning: an artwork is intended to mean different things to different members of society, depending on their age, level of knowledge and level of initiation.



Source: *A History of Art in Africa*. By Visona, Pynor, Cole, Harris, Pearson/Prentice Hall, Inc. 2001

15 Test #1 Review End

Yoruba Aesthetics

- Olorun, the High-God and Creator is the source of all beauty.
- Olorun is not represented in art, but lesser gods are shown in symbolic terms that emphasize their characteristics and beauty.
- Inner beauty is true beauty, manifest in a person's character and morality.
- Outer beauty is recognized but considered secondary.



Source: *Art Beyond The West*, By Michael K. O'Riley, Harry N. Abrams, Inc. 2001

16 Test #1 Review End

Yoruba Aesthetics

- Sculpture should contain a relative likeness, by capturing the subject's characteristics without being too realistic or too abstract.
- Artworks with beauty include:
 - Good composition with symmetry
 - Balance
 - Clarity of form and line
 - Luminosity and delicacy
 - Ornamentation that enhances beauty.



Source: *Art Beyond The West*, By Michael K. O'Riley, Harry N. Abrams, Inc. 2001

17 Test #1 Review End

• Yoruba Aesthetics

- Artworks that capture the essential and important part of their subject matter are “cool”
- The words for “cool” and “good character” are nearly synonymous in Yoruba.
- Cool includes:
 - Moderation
 - Strength
 - Smartness
 - Peace
- “Coolness” has social as well as artistic applications.



Source: *Art Beyond The West*, By Michael K. O’Riley, Harry N. Abrams, Inc. 2001

18 Test #1 Review End

• African Masks

- Are not sculpture, they are part of a performance
- The masks are spiritual beings from the otherworld
- The masker is subsumed into the otherworld being who is now truly present.
- Spirits are of ancestors or from nature and each has their own gestures and movements
- Spirits command, manipulate and represent powerful spiritual, natural or social forces

Source: *A History of Art in Africa*, By Visona, Poynor, Cole, Harris, Pearson/Prentice Hall, Inc. 2001

19 African Mask and Masquerades End

• African Masquerades

- A masquerade is played for an audience, activated by music, dance and dramatic action, sometimes with singing
- Masquerades are part of a larger ritual, especially rituals of human passage - planting, harvest, initiation, weddings, funerals
- Masquerades are danced to effect change in the community
 - Children into adults
 - Seedlings into productive crops
 - Sickness into health
 - Crime into judicial resolution
 - Elders into ancestors

Source: *A History of Art in Africa*, By Visona, Poynor, Cole, Harris, Pearson/Prentice Hall, Inc. 2001

20 African Mask and Masquerades End

Question # 16

- Objectives Three and Four:
 - Analyze formal elements in a Non-Western artwork
 - Analyze contextual elements in a Non-Western artwork.
- You will write an essay analyzing your favorite artwork from The Silk Road or Africa. [Do this BEFORE the test and bring the Word Document to class already printed.](#) 75 points
- This essay is the major portion of your test. You will write an essay analyzing the formal and contextual elements following the rubric and your checklist and the essay writing guidelines.

21 Test #1 Review End

Question # 16

- Introduction with clear thesis statement
- Identify and discuss the most important element of design
- Identify and discuss the most important principal of design
- Identify and discuss the most important element of content
- Identify and discuss the most important element of composition
- Identify and discuss the two most important contextual elements
- Identify why it was made, who made it, and how it was used
- Explain why it is your favorite artwork

22 Test #1 Review End

Essay Guidelines

- Identify the type of artwork - sculpture, painting
- Identify each section - formal or contextual
- Use the proper terms - balance, asymmetry, politics, economics
- Describe the element - bright blue color, straight lines showing details of costume
- Identify why the formal element is important - the scepter in the figure’s hand shows his political and spiritual powers
- Be specific about what the contextual element tells us about - why the artwork was created, who created the artwork
- [Check your handout for more details](#)

23 Test #1 Review End

Question # 17

- Objective Five: compare and contrast Western artistic traditions with Non-Western artistic traditions to deepen his/her knowledge of the visual arts – [short essay answer](#). Do this **BEFORE** the test and bring it to class already completed. 25 points
- Compare and/or contrast four aspects of one artwork that we have studied about The Silk Road or Africa with one Western artwork.
 - Formal: elements and principals of design
 - Formal: elements of composition and style
 - Contextual: one of six elements
 - Contextual: why, who, how

24 Test #1 Review End

Question #17 Compare/Contrast examples

- These are examples from the Japanese Art History class.



Shaka Triad
Tori Busshi



Christ Crucified
French
Medieval Ivory

25 Test #1 Review End

Question #17 Compare/Contrast

- These are examples from the Japanese Art History class.



Kofun Horse
4th century



Figurine of a Horse
Greek, 8th century BC

26 Test #1 Review End

Question #17 Compare/Contrast

- These are examples from the Japanese Art History class.



East Pagoda Yakushiji
First half 8th century



St. Xavier Church
Cincinnati, OH

27 Test #1 Review End

Resources for Question #17

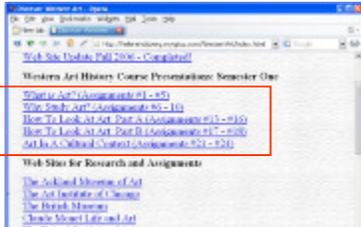
- www.helenrindsberg.com. These are my high school courses. Click on "Exploring the Visual Arts of Western Civilizations."



28 Test #1 Review End

Resources for Question #17

- www.helenrindsberg.com. You can view any of the five PPTs (in red box) to find Western artworks that you can use for your essay.



29 Test #1 Review End



Resources for Question #17

- ✦ Or you can go to the Metropolitan Museum of Art's home page and check out the various Western departments - American, Greek and Roman, etc.
- ✦ Just remember, they have departments for Non-Western art also. You must choose a Western artwork.
- ✦ The link to the Metropolitan Museum of Art is on the course web site.

30

Test #1 Review

End



Test #1 Review

- ✦ I'll supply the matching part of the test on a handout.
- ✦ You supply the pen or pencil and the brain power.
- ✦ You complete the essays for questions #16 and #17 before class and attach them to your finished test.
- ✦ Follow the writing guidelines in your handout. Formatting: essays are to be typed and double spaced. For question # 16 & 17 paste (digitally) images of the artworks into your Word document. Identify the title, date, artist and medium as well as your source.
- ✦ Don't panic, follow these study guidelines.

31

Test #1 Review

End