

IN-CLASS EXERCISE

NAME _____ STUDENT NUMBER _____ DATE _____

The point of this exercise is to help you move from identifying a work of art to thinking about how we might interpret the meaning it held for its makers. We will discuss your answers here in class when you've finished.

Identify the work on the screen:

1. Name the object:

2. Historical Period:

3. Date:

--Art historians generally argue that these images have symbolic meaning. What are works like this believed to symbolize?

--Why would these subjects have assumed such importance in this period?

--Why do scholars reject the notion that these works were strictly decorative?

--How does the meaning you are attributing to this work differ from that we've attached to a work like the woman from Willendorf?

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This is an exercise to encourage you to think about how you are taking notes for this class--and more precisely, how you are organizing those notes after class in preparation for the exams. For this exercise you can refer to your notes. We will discuss your answers here in class when you've finished.

I have encouraged you to generalize about the characteristics of historical periods as a basis for your understanding of individual monuments.

1. List some of the typical features of Old Kingdom Egyptian art as stressed in lecture. You may refer to your notes.

2. Were you aware of the points in lecture in which I reprised these characteristics?

3. List at least three monuments that illustrate these features.

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Last time in class we looked at the Parthenon and its sculpture. Three programs of sculpture there were described as representing three different themes--each of which symbolized an ancient or mythological era. You may use your notes to answer the following questions.

What subject is pictured on the Parthenon frieze?

What era does this subject symbolize?

What subject is pictured on the Parthenon metopes?

What era do these figures symbolize?

What subject is pictured on the Parthenon pediments?

What era do these figures symbolize?

Taken together, what do these three programs of sculpture symbolize?

What ruler is associated with the construction of the Parthenon?

How do these subjects reflect his political aims?

Post-discussion question: Are the answers to these questions included in your class notes?

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This exercise is intended to survey your opinion regarding the scope of the final examination. If possible, indicate why you've selected these particular monuments. We will discuss your answers when you've finished.

A. List four monuments you would include on the next exam if you were writing it.

1.

2.

3.

4.

B. Suggest two monuments that you believe would make a good comparison on the next exam.

In your view, what point does this comparison illustrate?

Have you chosen these works because of a feature they share or because of something that sets them apart?

Post in-class discussion--

1. Do you still like the comparison you suggested? Would you alter your choices in any way?

2. Were you surprised by any of the choices offered by other students?

IN-CLASS EXERCISE-- MIDTERM SELF-ASSESSMENT 1

NAME _____ STUDENT NUMBER _____ DATE _____

Your semester in school:

Your major or planned major:

Is this course an elective for you or a breadth requirement?

What was your midterm grade? _____

Have you missed any lectures? If so, how many?

How much time did you spend studying for this exam?

Is this more or less than you have studied for other lower-division courses?

Did you review the sample exam?

What kinds of questions did you find the most difficult?

Comparisons? _____ Identification? _____ Short answer? _____ Commenting on texts? _____

What preparation did you do for the exam?

Did you find the syllabus/slide list a helpful guide?

Do you do the reading before or after class?

What did you feel was your most effective preparation?

What will you do differently to prepare for the next exam?