

Anna, Howie, Oliver

Lesson #3: Aesthetics

GOALS:

- To use stories as an accessible way for students to engage in questioning their attraction to various art
- To explore if there is any objective aspect to art
- To discuss the effect art has on our lives.

INTRODUCTION: Anna

Remind them about rules from last time, principle of charity and the such.

ACTIVITY 1 (integrated with a discussion): Howie, 10 minutes

Purpose: This activity serves as a warm-up to the idea of aesthetics with a format we hope will

INSTRUCTIONS: Ask students to develop a list of movies/shows they've seen. Make sure there's difference in the list (some animated, some children's movies, etc).

Have students stand up, and ask them to move to one side or the other (or stay in the middle) based on whether they think the movie was good or not. After each movie, ask the following questions.

Curious George

Do the right thing

Puss and Boots

How to train your dragon

The Hobbit

Questions:

- What makes this movie/show good or bad?
- Do you like this movie/show?
- Do you think other people like this movie/show?
- What does this movie/show mean to you?
- What are one good and one bad thing (artistically speaking) about this movie/show?

Discussion 2: 5 minutes

Purpose: To discuss the idea of objectivity versus subjectivity in aesthetic value.

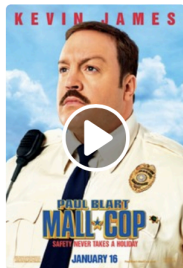
- What is aesthetics?
 - The branch of philosophy that concerns itself with the principles behind the appreciation of beauty and artistic tastes

- What makes something art? Additionally, can you analyze things in depth that are not art? What is that then? Can anyone give me an example of an analysis of something that is not art.
- How do we judge aesthetic value?
 - Guide discussion towards potential ideas, for example, whether that thing brings pleasure, how difficult it was to create, how many people enjoy it, whether all things just have aesthetic value, etc.
- Does each person get to decide what makes up aesthetic value? Do some things just have inherent value?

Activity 2: Anna, 10 minutes

- Lead the class through the following examples with discussion about the category and the examples mentioned:
 - Movies (This part should get at public versus individual judgments AND entertainment versus value [if there is a difference])

- Paul Blart Mall Cop



PAUL BLART: MALL COP
 PG 2009, Comedy, 1h 31m

34%
 TOMATOMETER
 117 Reviews

43%
 AUDIENCE SCORE
 250,000+ Ratings

- The Godfather

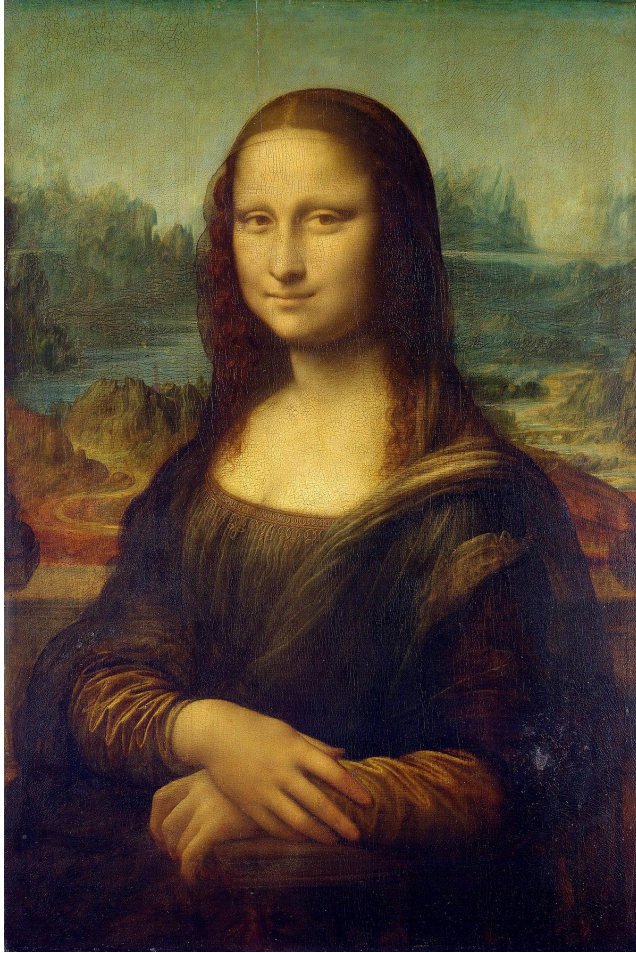


THE GODFATHER
 R 1972, Crime/Drama, 2h 57m

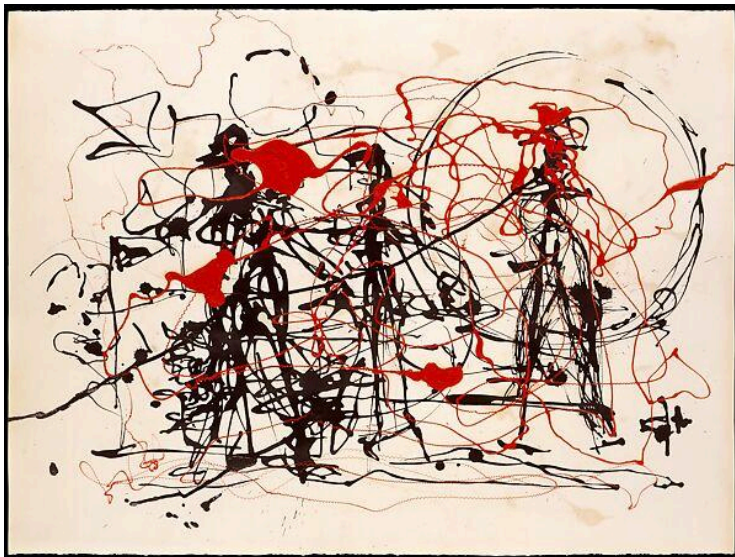
97%
 CERTIFIED FRESH
 TOMATOMETER
 149 Reviews

98%
 AUDIENCE SCORE
 250,000+ Ratings

- Paintings
 - The Mona Lisa



- Jackson Polluck's paintings



- My little cousin's finger painting



- TikToks? (Is aesthetics tied to how long something keeps your attention? Is an addictive element a mark in favor of something's aesthetic value?)

DISCUSSION 3: Oliver, 15 minutes

Purpose: Getting into both specific and broader implications of aesthetics.

Ask students to reflect on their favorite artwork (book, painting, story, memory, song, etc.), then engage in a discussion:

- Questions:
 - Why this piece?
 - How has this piece impacted you in the past and how does it affect you now?
 - Do you think someone who knows you could make an artwork specifically so *you* would like it?
 - Would that art be 'good' (talk about objective versus subjective more here)
 - Can that art be good even though the artist isn't focusing on their own self-expression?
 - Does art need a personal spark of investment?
 - E.g. Sir Arthur Conan Doyle *hated* Sherlock Holmes, but very popular
 - Aesthetics have the power to change us; should we be scared of this?
 - Is it scary that a story could change you without your knowing?
 - Plato's objectively hilarious fear of poets
 - Use of aesthetics by Nazis to make the Germans glorify themselves as heroes
 - Kanye was recently talking about this with Alex Jones
 - #currentevents #popculture #hip #reference #withit #youth

FINAL THOUGHTS (5 min)

- Ask them what they liked/didn't like about the lesson.
- What would you like to see next week?

Really liked art as a topic

- Want to talk more about it

BACKUP/GUIDING QUESTIONS:

- What makes something a good or bad story?
- Is there accounting for taste?
- What if any is the difference between "good" and "entertaining" art?
- Is "popular" art good?
- What should the purpose of art be?
- Can AI make art?

BACKUP ACTIVITY

Ask students to reflect on their favorite artwork (book, painting, story, memory, song, etc.), then engage in a roundtable survey:

- What are the vibes of that artwork? What emotions does it evoke?
- Why do you think it gives you those vibes?
- What does this artwork give you?
 - Self-understanding, perspective, escapism, pleasure, etc.?

Violet Clay Bella Sierra ??? Matteo

Relating to characters

Artistic style

Too realistic but OFF

ESCAPISM

Lose yourself in other world

All opinion based BECAUSE NON-PHYSICAL

Desire to create

art