

**FNDN 102 Personal Application Assignment** | Aesthetic Appreciation

**INTRODUCTION**  
Aesthetics is the area of philosophy that studies the nature of beauty and art. Aesthetic appreciation involves either observing or participating in artistic activity with a view to admiring and valuing the fine arts of music, literature, dance, drama, and visual art. The benefits of aesthetic appreciation include catharsis, broadened perspectives, and a renewed belief in the beauty/goodness of humanity, creation, and God, to name a few. It can also contribute to psychological wellbeing.

**PART 1 | Participate and record** your aesthetic appreciation for three days this week (see weekly log sheet below)

Choose **three different activities** listed below (choose to observe or participate) for **a total of 90 mins (approximately 30 mins minimum for each)**. For example, you may choose to participate in the creation of art, or you may choose to participate by being an active observer.

|  |  |  |
| --- | --- | --- |
|  | **OBSERVE** | **PARTICIPATE** |
| **Visual Art** | Do you have art in your home that you have never really paid attention to? Perhaps you could examine an online exhibition of art (e.g. at the [National Gallery of Canada](https://www.gallery.ca/whats-on/exhibitions-and-galleries)) | Create a painting, drawing, small portfolio of photographs, ceramics, sculpture, short video/film, textile, etc. |
| **Music** | • Attend or listen to a virtual concert in a genre outside of your usual taste/style  • Listen to 30 mins of music in a style(s) outside your usual genre | Sing, play an instrument, or compose for one hour (feel free to enlist the participation of friends and family, as appropriate or possible) |
| **Dance** | • Watch a live dance performance online (30 mins plus) or watch 30 mins of dance online (in a genre that is not your chosen genre, if you are a dancer) | • Participate in an online dance class or dance-based fitness class  • Either on your own or with friends (depending on the style of dance), explore a different style(s) of dance for one hour; you may wish to use an online tutorial |
| **Drama** | • Watch a play online | • Write and practice a short monologue  • With the help of a friend(s), give a dramatic reading of a scene from a play (feel free to upload and post a link with your submission) |
| **Creative Writing** | • Listen online to a poetry reading, book release, or spoken word event  • Read poetry, drama, or fiction for an hour | • Write a poem, short story, short play, or short work of non-fiction |

**PART 2 | Reflect on your week of aesthetic appreciation**  
After completing 90 minutes of aesthetic practice in one week, and recording your activities on the log sheet included below, submit the log sheet (copy and paste) along with a one-page reflection (typed, double-spaced, 1-inch margins, Time New Roman size 12 font).

*In one page, reflect on your experience (approximately 1/3 page each):*

* **1) Logistics:** describe what you did, where, when, with whom, and why
* **2) Effect:** analyze your experience. While engaging with art, what did you notice about yourself and any other participants (physically, mentally, socially, spiritually, etc.)?
* **3) Assessment:** What did you learn about your perception of beauty, before, during, and after the experience? Which artistic experience did you find most valuable, personally, and why? Based on your experiences this week, do you think aesthetic appreciation is an important component of the good life, and why or why not?

**Formatting** This reflection, along with your activity log sheet, is due at the start of class on the date specified in the proposed course outline of your syllabus, and in the format indicated by your instructor. Please include a title page (there is a template on the Moodle site) and save your file as "First Name\_Last Name\_Aesthetic-Appreciation."  Submit in PDF Format or Word Format.

**NOTE: Activity log below. Copy and paste it into your assignment on the page before your reflection.**

**RELATED READING**

Begbie, Jeremy. (2001) *Beholding the Glory: Incarnation through the Arts.* Grand Rapids: Baker

Academic.

Dyrness, William A. (2008) *Senses of the Soul: Art and the Visual in Christian Worship.*

Eugene, OR: Cascade Books.

Gallagher, Victoria J., Kelly Norris Martin, and Magdy Ma. (2011). Visual Wellbeing:

Intersections of Rhetorical Theory and Design. *Design Issues* 27 (2): 27–40. https://doi.org/10.1162/DESI\_a\_00075-Martin.

Mastandrea, S., Fagioli, S., & Biasi, V. (2019). Art and Psychological Well-Being: Linking the

Brain to the Aesthetic Emotion. *Frontiers in psychology*, *10*, 739. https://doi.org/10.3389/fpsyg.2019.00739

Pope John Paul II. (1999) *Letter to Artists.* Chicago: Liturgy Training.

Wright, Peter R, Robin Pascoe, Peter R Wright, and Robin Pascoe. (2017). Eudaimonia and

Creativity: The Art of Human Flourishing, *Cambridge Journal of Education* 45(3): 295–306. https://doi.org/10.1080/0305764X.2013.855172.

**FNDN 102 Aesthetic Appreciation Log (1 week)**

*Be sure to include this log on a separate page with your reflection.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Artistic Activity** | **Location** | **Duration (mins)** | **Comments on the effect** |
| #1 |  |  |  |  |
| #2 |  |  |  |  |
| #3 |  |  |  |  |

**MARKING RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY LOG** |  | **Value (10)** | **MARK (10)** |
| Log submitted (1) | 1 pt for including log in assignment | **1** | 1 |
| Log completed (9) | 3 x 3 pt for each day’s report w/required details | **9** | 9 |
|  |  | **10** | 10 |
|  |  |  |  |
| **REFLECTION** |  | **Value (35)** | **MARK (35)** |
| Questions answered | (3 x 1 pt each) | 3 | 3 |
| Length (full page) | 1 – less than half / 1.5 – three quarters / 2 - complete | 2 | 2 |
| 1. Degree of engagement | 5 – Basic response, undeveloped / 7.5 – Adequate detail, thoughtful / 10 – Detailed, thoughtful, articulate (these numbers are reference points) | 10 | 10 |
| 2. Degree of engagement | 5 – Basic response, undeveloped / 7.5 – Adequate detail, thoughtful / 10 – Detailed, thoughtful, articulate (these numbers are reference points) | 10 | 10 |
| 3. Degree of engagement | 5 – Basic response, undeveloped / 7.5 – Adequate detail, thoughtful / 10 – Detailed, thoughtful, articulate (these numbers are reference points) | 10 | 10 |
|  |  | **35** | **35** |
|  |  |  |  |
| **PROFESSIONALISM / FORMATTING** |  | **Value (5)** | **MARK (5)** |
| Title Page | 0 – not included / 1 – not APA complete / 2 – APA complete | 2 | 2 |
| Grammar / Formatting | 1 = 4+ errors / 2 = 2-3 errors / 3 = no errors | 3 | 3 |
|  |  | **5** | **5** |
|  |  |  |  |
|  |  | **50** | **50** |
|  |  | **5** | **5** |
|  | DEDUCTIONS (if applicable) |  |  |
| **COMMENTS** |  |  |  |