# COURSE GUIDE

# Introduction to artistic movements and the concept of artistic styles

# 1st Year

**Course 2025-2026**

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**COURSE GUIDE**

**Introduction to artistic movements and the concept of artistic styles**

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|---|---|
| **PRELIMINARY REMARKS:** | |

| | **ECTS** |
|---|---|
| **Course Name:** Introduction to artistic movements and the concept of artistic styles | 6 |
| **Module Name**: Fundamental Humanistic | 30 |

| | |
|---|---|
| **Type of Learning: FB** | **COURSE**: 1º <br><br> **Semester**: 2º |
| **Lecturer:** <br> Dr. Guillermo Gómez-Ferrer Lozano | **Departament:** Philosophy Degree |
| | **E-mail:** g.gomezferrer@ucv.es |

| INTRODUCTION TO ARTISTIC MOVEMENTS AND THE CONCEPT OF ARTISTIC STYLES | | | **Nº ECTS 6** | |
|---|---|---|---|---|
| **Field and Subjects** | | | | |
| **Materia** | **ECTS** | **ASIGNATURA** | **ECTS** | **Curso/sem** |
| Introduction to artistic movements and the concept of artistic styles | 6 | Introduction to artistic movements and the concept of artistic styles | 6 | 1/2 |
| Introduction to literary movements and the concept of literary styles | 6 | Introduction to literary movements and the concept of literary styles | 6 | 2/2 |
| Latín | 6 | Latín | 6 | 1/2 |

| Social doctrine of the church | 6 | Social doctrine of the church | 6 | 2/2 |
|---|---|---|---|---|
| English | 6 | English | 6 | 1/1 |

| **GENERIC COMPETENCES** | **Competition Weighting** | | | |
|---|---|---|---|---|
| | **1** | **2** | **3** | **4** |
| GC1. Basic computer skills | | | X | |
| GC2. Interpersonal skills | | | X | |
| CG3 Intra--- and interdisciplinary teamwork | | X | | |
| CG4 Ability to communicate with non-experts | | | | X |
| CG5 Ability to work in multicultural and international environments | | | X | |
| CG6 Ability to apply knowledge to practical situations | | | | X |
| CG5 Ability to learn and teach | | | | X |
| CG6 Ability to adapt to new situations and generate new ideas Basic computer skills | | | | X |

| **SPECIFIC SKILLS [CE]** | **Competition Weighting** | | | |
|---|---|---|---|---|
| | **1** | **2** | **3** | **4** |
| CE1 To be able to pose philosophical questions | | | X | |
| CE2 To be able to relate different philosophical topics | | X | | |
| CE3 To write philosophical essays and show evidence of analytical and synthetic skills | | X | | |
| CE4 To be able to understand and evaluate philosophical arguments | | X | | |

| | | | | |
|---|---|---|---|---|
| CE5 To be able to construct philosophical arguments | | | X | |
| CE6 To be able to attain a high level of Reading comprehension of original foreign language philosophical texts | | | X | |
| CE7 To be able to examine and apply philosophical methods | | X | | |
| CE8 To be able to search, select and quote bibliography related to philosophy | | | X | |
| CE9 To be able to arrange and organize a complex set of relevant information from a philosophical point of view | | | X | |
| CE10 To use specialized philosophical terminology and recognize categorical errors | | | X | |
| CE11 Ability to participate in philosophy conferences, cultural activities, meetings and academic debate | | | | X |
| CE12 To recognize and describe the major stages, figures and Works of philosophy | | | | X |

| LEARNING OUTCOMES | COMPETENCIES |
|---|---|
| RA1. That students can organize and plan their activities in relation to the subject | [SC33] |
| RA2. That students acquire the basic computer knowledge and skills required for the online teaching method of the subject | [GC2] |
| RA3. That students develop the necessary interpersonal skills to complete the intra and interdisciplinary tasks required to be able to communicate with non---experts in the material | [GC 5, 6 y 7] |
| RA4. That students are able to describe the diverse stages, central figures and Works of Art History | [SC 41] |

## ACTIVITIES TO BE CARRIED OUT FOR THE ACQUISITION OF THE ANTICIPATED COMPETENCES:

| ACTIVITY | Teaching-Learning Methodology | Relationship with Module Competences | ECTS [1] |
|---|---|---|---|
| **VIRTUAL SESION. THEORETICAL CLASSES** | Presentation of the content by the teacher, analysis of skills, explanation and demonstration of skills, abilities and knowledge in the virtual classroom. | **RA1, RA2, RA3, RA4** | 0,7 |
| **PRACTICAL CLASSES** | Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment. | **RA1, RA2, RA3, RA4** | 0,3 |
| **SEMINAR AND VIDEO CONFERENCE** | Monographic sessions throughout the course, oriented to current aspects and applications of the subject. | **RA1, RA2, RA3, RA4** | 0,2 |
| **VIRTUAL EVALUATION** | Set of written or oral tests, used in the initial, formative or summative evaluation of the student. | **RA1, RA2, RA3, RA4** | 0,1 |
| | | | **1,30** |

| TRAINING ACTIVITIES WITH ASYNCHRONOUS COMMUNICATION | | | |
|---|---|---|---|
| ACTIVITY | Teaching-Learning Methodology | Relationship with Learning Results of the subject | ECTS |
| INDIVIDUAL WORK ACTIVITIES | Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in | **RA1, RA2, RA3, RA4** | 2,3 |

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[1]The subject and/or matter is organized in VIRTUAL TEACHING and in AUTONOMOUS WORK OF THE STUDENT, with an estimated percentage in ECTS. An adequate distribution is as follows: 40% for TEACHING Training Activities (60 hours) and 60% for tutored Autonomous Work (90 hours) for a 6-credit subject.

| | | | |
|---|---|---|---|
| | electronic format. | | |
| INDIVIDUAL TUTORING | Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc. | **RA1, RA2, RA3, RA4** | 0,1 |
| **CONTINUOUS ASSESSMENT ACTIVITIES** | Group work: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or submission. Discussion forums: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Problem solving, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires. | **RA1, RA2, RA3, RA4** | 2,3 |
| | | | **4,70** |

| ASSESSMENT SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM | | |
|---|---|---|
| **Evaluation instrument** | **EVALUATED LEARNING OUTCOMES** | **Percentage awarded** |
| Attendance and participation in synchronous communication activities | **RA1, RA2, RA3, RA4** | 10% |
| Carrying out deliverable activities | **RA1, RA2, RA3, RA4** | 20% |
| Periodic evaluation through questionnaires | **RA1, RA2, RA3, RA4** | 20% |
| Final evaluation | **RA1, RA2, RA3, RA4** | 50% |

Aquí tienes la traducción al inglés con un registro académico y preciso:

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## Assessment Criteria

- **Passing the exam is a necessary requirement** for the rest of the continuous assessment grades to be taken into account.
- The following will be considered indicators of **philosophical maturity**: the proper and diverse use of bibliographic sources, **clear and concise writing**, **originality** in arguments and reflections, and the **appropriate structure** of the work or paper submitted.

- **Assignments—both questionnaires and the final paper—may not be resubmitted once delivered**, and must be handed in **by the deadline set by the professor**.
- **Extra assignments to improve the final grade will not be accepted**.
- In the second examination session, the **continuous assessment grade will be retained**.

## Use of Artificial Intelligence

The use of Artificial Intelligence (AI) tools will be subject to the **specific instructions provided by the professor** for each task or assignment.

The use of AI is **prohibited in evaluation tests** (quizzes, exams, etc.), whereas in written assignments or essays, it is considered legitimate **solely as a tool for information search**, but **never as a source of authorship**.

AI is therefore to be regarded as an **informational source**, and its use **must always be cited**. It is **not considered an academic authority**, and the **student remains fully responsible** for the content submitted.

**Improper use of AI will be treated as plagiarism and sanctioned accordingly**.

## Honours Distinction (Matrícula de Honor)

The awarding of **Honours Distinctions** will follow the criteria established by the University's regulations. A **minimum final grade of 9 out of 10** is required, and **one Honours may be granted per every 20 enrolled students**, at the **professor's discretion**.

| DESCRIPTION OF CONTENTS | COMPETENCIES |
|---|---|
| Altamira Prehistory | CG11, CE18, CG10, CG12, CG6, CG8, CG9, CG10, CG2, CG8, CG9, CG10, CE1 |
| The first great civilizations and classical art (Mesopotamia, Egypt, Greek art, Roman art) | CG11, CE18, CG10, CG12, CG6, CG8, CG9, CG10, CG2, CG8, CG9, CG10, CE1 |
| The birth of Christian art (Paleo-Christian art: catacombs art, Byzantine art: the language of icons, Romanesque art: monasteries, Gothic art: cathedrals) | CG11, CE18, CG10, CG12, CG6, CG8, CG9, CG10, CG2, CG8, CG9, CG10, CE1 |

| | |
|---|---|
| The styles of the modern age (S. XV-XVIII) The Renaissance: antiquity as a model. The art of the Counter-Reformation: cantata, oratorio, and passion. The art of the Academies and at the service of Reason | CG11, CE18, CG10, CG12, CG6, CG8, CG9, CG10, CG2, CG8, CG9, CG10, CE1 |
| The styles of the contemporary age. Figurative arts in the nineteenth century. Interest in capturing light. pictorial Impressionism. The birth of photography. Vanguard art. Music in the 20th century. The latest trends. The plastic arts since 1945. The visual culture of the masses. Postmodernism | CG11, CE18, CG10, CG12, CG6, CG8, CG9, CG10, CG2, CG8, CG9, CG10, CE1 |

## BASIC BIBLIOGRAPHY

Gombrich, E. H. (2006). *La historia del arte* (16.ª ed.). Phaidon Press.

Chastel, A. (2002). *El arte: Una historia del arte occidental*. Akal.

Honour, H., & Fleming, J. (2005). *Historia del arte* (7.ª ed.). Akal.

Llorente, Á. (2012). *Historia general del arte. Vol. I: Del arte prehistórico al Renacimiento*. Akal.

Llorente, Á. (2013). *Historia general del arte. Vol. II: Del Barroco al siglo XX*. Akal.

Complementaria:

Pijoán, J. (2003). *Summa artis: Historia general del arte*. Espasa-Calpe.

Checa Cremades, F. (2003). *Introducción al arte*. Cátedra.

Portús, J. (2011). *El arte español: De la Edad Media al siglo XXI*. Taurus.

## TEMPORAL ORGANIZATION OF LEARNING:

| | BLOCK OF CONTENT/DIDACTIC UNIT | NUMBER OF SESSIONS |
|---|---|---|
| 1 | Art in prehistory | 1 |
| 2 | Art in antiquity (the great civilizations of Mesopotamia and Egypt and the classical culture of Greece and Rome) | 4 |
| 3 | The art of the Middle Ages. Paleochristian, Romanesque and Gothic | 3 |
| 4 | The art of the Modern Age. Renaissance and Baroque | 2 |
| 5 | Art in the Contemporary Age. The XIX and XX century. Illustration and modern art. Postmodernity | 4 |