***Living with Art, 12e* (Getlein)**

**Chapter 1 Living with Art**

1) What human ability seems as deeply ingrained as the impulse to make and respond to art?

A) Learn language

B) Hunt for food

C) Fight or flight response

D) Reproduce

Answer: A

Explanation: The impulse and ability to learn language set us apart as humans.

Topic: Purposes of art

Learning Objective: Recognize why artists make art.

Bloom's: Understand

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2) What is the famous Neolithic structure in England, made of megaliths that once formed several concentric circles?

A) Megalopolis

B) Stonehenge

C) Jahangir

D) Chauvet

Answer: B

Explanation: Stonehenge was built in several phases over many centuries with some stones weighing 50 tons each.

Topic: Creating art

Learning Objective: Recognize how art can be created for some human purpose.; Describe the creative process and its objects.; Identify significant works of art and artists.

Bloom's: Remember

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3) Radiocarbon testing indicates that the earliest images made by humans date back to what period?

A) Neolithic Era

B) Paleolithic Period

C) Jurassic Period

D) Bronze Age

Answer: B

Explanation: The testing accurately dated the cave paintings and pushed back the history of art several thousand years.

Topic: Creating art

Learning Objective: Recognize how art can be created for some human purpose.; Recognize how art can record and commemorate.

Bloom's: Remember

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4) Who said, "All art is basically Paleolithic or Neolithic: either the urge to smear soot and grease on cave walls or pile stone on stone"?

A) Constantin Brancusi

B) Maya Lin

C) Anthony Caro

D) Vincent van Gogh

Answer: C

Explanation: This quote was said by Anthony Caro, a contemporary British sculptor.

Topic: Role of the artist; Purposes of art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.

Bloom's: Remember

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5) According to the author, why do humans have the impulse to create art?

A) To achieve superiority over animals

B) To explore aesthetic possibilities

C) To construct images and forms that carry meaning

D) To create order and structure

Answer: B, C, D

Among other reasons, the author suggests that humans create art to construct meaningful images and forms, create order and structure, and explore aesthetic possibilities.

Topic: Art and everyday life; Role of the artist; Purposes of art; Creating art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.

Bloom's: Understand

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6) How can the purpose of Maya Lin's Vietnam Veterans Memorial be described?

A) It creates a space for contemplation and remembrance.

B) It emphasizes the mundance aspects of life.

C) It celebrates the victories of the American military.

D) It creates an extraordinary version of an everyday object.

Answer: A

Explanation: Maya Lin created the Vietnam Veterans Memorial for contemplation and remembrance, and to bring a community together.

Topic: Purposes of art; Creating art; Artist: Maya Lin

Learning Objective: Recognize why artists make art.; Recognize how art can be created for some human purpose.; Recall the artistic contributions of Maya Lin.

Bloom's: Understand

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7) What role best describes the artist's intention when creating the Shiva Nataraja statue?

A) To create a place for some human purpose

B) To create an extraordinary version of ordinary objects

C) To give tangible form to the unknown

D) To celebrate the familiar

Answer: C

Explanation: The sculpture of Shiva helps give tangible form to the Hindu god. The work helps a viewer see a physical manifestation of an unknowable force.

Topic: Purposes of art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.; Recognize how art can give tangible form to the unknown.

Bloom's: Understand

Accessibility: Keyboard Navigation

8) What artistic purpose is illustrated in the text by the painting, *Jahangir Receives a Cup from Khusrau?*

A) To create places for some human purpose

B) To create extraordinary versions of ordinary objects

C) To record and commemorate

D) To give tangible form to the unknown

Answer: C

Explanation: *Jahangir Receives a Cup from Khusrau* is a painting that commemorates a moment of reconciliation between the ruler Jahangir and his son, Khusrau.

Topic: Role of the artist; Purposes of art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.; Recognize how art can record and commemorate.; Identify significant works of art and artists.

Bloom's: Understand

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9) Although Vincent van Gogh suffered emotionally throughout his life, he was able to give his emotions tangible form in works such as \_\_\_\_\_\_\_\_.

A) *Vanitas*

B) *The Starry Night*

C) *Shibboleth*

D) *Bird in Space*

*Answer:* B

Explanation: Van Gogh wanted the viewer to experience the energy of the universe in *The Starry Night.* All the other works listed were created by other artists.

Topic: Role of the artist; Purposes of art; Artist: Vincent van Gogh

Learning Objective: Recognize why artists make art.; Explain how artists create their works.; Recall the role of the artist.; Recognize how art can give tangible form to feelings and ideas.; Recall the artistic contributions of Vincent van Gogh.; Identify significant works of art and artists.

Bloom's: Remember

Accessibility: Keyboard Navigation

10) What are some traits that creative people seem to possess?

A) Playfulness

B) Efficiency

C) Analytical skill

D) Sensitivity

Answer: A, C, D

Creative people tend to possess certain traits—sensitivity, playfulness, analytical skill—but, according to the author, not necessarily efficiency.

Topic: Creating art

Learning Objective: Describe the creative process and its objects.; Recall the concept of creativity.

Bloom's: Remember

Accessibility: Keyboard Navigation

11) The sculptor Constantin Brancusi spent his life attempting to create what kind of forms?

A) Pure and timeless

B) Complex and refined

C) Complex and rough

D) Realistic and detailed

Answer: A

Explanation: Brancusi strove to deconstruct his subject to its essence, looking for forms that were simple, pure, and timeless.

Topic: Role of the artist; Creating art

Learning Objective: Recognize why artists make art.; Explain how artists create their works.; Recognize how art can refresh our vision and help us see the world in new ways.; Describe the creative process and its objects.; Identify significant works of art and artists.

Bloom's: Understand

Accessibility: Keyboard Navigation

12) The nature of perception suggests that the most important key to looking at art is what?

A) Awareness of the process of looking itself

B) A strong art-history background

C) The ability to draw well

D) The ability to sculpt well

Answer: A

Explanation: The nature of perception suggests that the key to looking at art is to become aware of the process of looking itself—to notice details and visual relationships, to explore the associations and feelings they inspire, to search for knowledge we can bring to bear, and to try to put what we see into words.

Topic: Responding to art

Learning Objective: Discuss how viewers respond to art.; Recognize the subjective nature of looking at art.

Bloom's: Understand

Accessibility: Keyboard Navigation

13) According to the author, what is the most important meaning of an artwork?

A) The explanation given by a critic

B) An art historian's interpretation

C) The interpretation of each viewer

D) The work's subject matter

Answer: C

Explanation: Works of art become meaningful for a viewer when the viewer's own experiences, thoughts, and emotions find a place in them.

Topic: Responding to art

Learning Objective: Discuss how viewers respond to art.; Recognize the subjective nature of looking at art.

Bloom's: Understand

Accessibility: Keyboard Navigation

14) *Vanitas* paintings meditate on what subject?

A) The vanity of the artist

B) The vanity of the viewer

C) The importance of holding on to worldly life

D) The fleeting nature of earthly life and happiness

Answer: D

Explanation: *Vanitas* is Latin for vanity and alludes to the biblical book of Ecclesiastes, a meditation on the "fleeting nature of earthly life and happiness."

Topic: Purposes of art; Responding to art

Learning Objective: Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.; Identify significant works of art and artists.; Recognize key styles and movements of art with identifiable characteristics.

Bloom's: Understand

Accessibility: Keyboard Navigation

15) What type of work is Audrey Flack's, *Wheel of Fortune*?

A) Cave drawing

B) *Vanitas* painting

C) Abstract sculpture

D) Public monument

Answer: B

Explanation: Flack employs the *vanitas* style with contemporary subject matter in her work *Wheel of Fortune.*

Topic: Purposes of art

Learning Objective: Recognize why artists make art.; Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.; Recognize how art can refresh our vision and help us see the world in new ways.; Exemplify the creative process.

Bloom's: Understand

Accessibility: Keyboard Navigation

16) What methods were used by prehistoric painters?

A) Animal fats and pigments were mixed together.

B) Raw oil was used to make paint.

C) Megaliths were mined for paint glazes.

D) Powdered pigments were blown through hollow reeds.

E) Animal hair was made into brushes.

Answer: A, D, E

Paleolithic painters used a variety of materials to create works. Charcoal and a black mineral called manganese dioxide served as pigments. They were ground to a powder with stone mortars, then mixed with a liquid that bound them into paint—blood, animal fat, and calcium-rich cave water were some of the binders used. Paint was applied to the cave walls with fingers and animal-hair brushes, or sprayed from the mouth or through a hollow reed. Megaliths were huge stone used in sculpture, not painting.

Topic: Creating art

Learning Objective: Explain how artists create their works.; Describe the creative process and its objects.

Bloom's: Understand

Accessibility: Keyboard Navigation

17) What work from your text is an example of an artist creating an extraordinary version of an ordinary object?

A) *Kente* cloth

B) *The Starry Night*

C) *Shibboleth*

D) *Wheel of Fortune*

*Answer:* A

Explanation: The spectacular example of *kente* in your text shows how an ordinary object (article of clothing) can be made extraordinary.

Topic: Art and everyday life; Role of the artist; Purposes of art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.; Recognize how art can create extraordinary versions of ordinary objects.

Bloom's: Understand

Accessibility: Keyboard Navigation

18) To what do we owe our knowledge of Vincent van Gogh's thoughts about his own paintings?

A) The Van Gogh Research Society

B) MRI monitors

C) The many letters he wrote to friends and relatives

D) His autobiography

Answer: C

Explanation: Van Gogh's letters reveal a sensitive, intelligent artist pouring out his thoughts onto paper. They were an important documentation of his life and art.

Topic: Role of the artist; Creating art; Artist: Vincent van Gogh

Learning Objective: Explain how artists create their works.; Recall the artistic contributions of Vincent van Gogh.; Describe the creative process and its objects.; Exemplify the creative process.; Recall the concept of creativity.

Bloom's: Remember

Accessibility: Keyboard Navigation

19) What theory explains the purpose of the drawings and paintings found in the Chauvet cave?

A) Paleolithic artists wanted to communicate with future generations.

B) The images were used in rituals conducted by shamans.

C) The painters wished to express timelessness and formlessness.

D) Paleolithic people wished to capture accurate records of their hunts.

Answer: B

Explanation: A recent influential theory holds that the images were used in rituals conducted by shamans—religious specialists who communicate with a parallel spirit world, often through animal spirit go-betweens.

Topic: Purposes of art; Creating art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.; Recognize how art can be created for some human purpose.; Describe the creative process and its objects.; Exemplify the creative process.

Bloom's: Understand

Accessibility: Keyboard Navigation

20) In an effort to give tangible form to the unknown, the tenth-century sculpture *Shiva Nataraja* represents what mystery?

A) The linearity of time

B) The destruction and rebirth of the universe

C) The importance of worldly virtue

D) The story of Adam and Eve

Answer: B

Explanation: The tenth-century sculpture of the Hindu god Shiva (in his guise as Nataraja, Lord of the Dance) portrays the destruction and rebirth of the world, the end of one cycle of time and the beginning of another.

Topic: Purposes of art

Learning Objective: Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.

Bloom's: Understand

Accessibility: Keyboard Navigation

21) What is the primary symbolism of a *vanitas* painting? Discuss at least two artists from different centuries who have created such works and indicate the reasons for the recurrence of the *vanitas* theme in art of various eras.

Answer: Objects in *vanitas* paintings represent a meditation on the "fleeting nature of earthly life and happiness." *Vanitas* paintings were popular in the 17th century and contemporary artists have become fascinated by the tradition.

Topic: Purposes of art; Responding to art

Learning Objective: Recognize how art can be created for some human purpose.; Recognize how art can give tangible form to feelings and ideas.; Describe the creative process and its objects.

Bloom's: Analyze

Accessibility: Keyboard Navigation

22) List and explain the six social functions of art—or the purposes for which humans create art. Give an example of a work that illustrates each of the functions and explain why you selected this work to exemplify this function.

Answer: The text notes six social functions of art: create places for some human purpose; create extraordinary versions of ordinary objects; record and commemorate; give tangible form to the unknown; give tangible form to feelings and ideas; refresh our vision and help us see the world in new ways. Students should be specific in their explanations of each artwork and how it illustrates the particular function or purpose.

Topic: Art and everyday life; Purposes of art; Creating art; Responding to art

Learning Objective: Recognize why artists make art.; Recognize how art can be created for some human purpose.; Recognize how art can create extraordinary versions of ordinary objects.; Recognize how art can record and commemorate.; Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.; Recognize how art can refresh our vision and help us see the world in new ways.

Bloom's: Understand

Accessibility: Keyboard Navigation

23) List at least five of the traits commonly associated with creative people. Then discuss one real person, living or dead, artist or nonartist, who demonstrated those traits you have listed.

Answer: The text describes several traits usually found in creative people, including: the ability to generate numerous ideas, many of them quite original, then to analyze the ideas, selecting the most promising ones to develop; the instinct to redefine problems and seek connections between seemingly unrelated ideas; tendency to have a playful side, but also the capability of long periods of intense, concentrated work; an appetite for taking risks, remaining open to experience, and not feeling restricted by existing knowledge or conventional solutions. Students should be specific in detailing how the person fits in the commonly associated traits and discuss the art form that is a result of his or her creativity.

Topic: Creating art

Learning Objective: Explain how artists create their works.; Describe the creative process and its objects.; Exemplify the creative process.; Recall the concept of creativity.

Bloom's: Apply

Accessibility: Keyboard Navigation

24) Explain the process of "selective perception," indicating how this subjective process can result in differing interpretations of works of visual art.

Answer: Different factors are at play when viewing and interpreting an artwork so students should be specific in their response. In general, the subjective nature of perception explains why a work of art may mean different things to different people: when looking at art, we bring the whole of our prior experience—the culture we grew up in, relationships we have had, places we have seen, knowledge we have accumulated. Further, the more we know, the richer each new encounter with art will be, for we will have more experience to bring to it.

Topic: Responding to art

Learning Objective: Recognize how art can refresh our vision and help us see the world in new ways.; Recognize the subjective nature of looking at art.

Bloom's: Analyze

Accessibility: Keyboard Navigation

25) Describe three works of prehistoric art, being sure to indicate as closely as possible when and where the work was created and also discovered. Consider the possible purposes for which the works were created according to historians and archaeologists. Relate these purposes to the function(s) of art discussed in this chapter.

Answer: Responses will vary. For example, the Neolithic art presented in the text are examples of the human impulse for art.

Topic: Art and everyday life; Purposes of art; Creating art

Learning Objective: Recognize how art can be created for some human purpose.; Recognize how art can create extraordinary versions of ordinary objects.; Recognize how art can record and commemorate.; Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.; Recognize how art can refresh our vision and help us see the world in new ways.; Describe the creative process and its objects.; Identify significant works of art and artists.

Bloom's: Apply

Accessibility: Keyboard Navigation

26) Consider Vincent van Gogh's work, *The Starry Night*, included in this chapter of the text. Explain which function of art this work best fulfilled for the artist and how it impacts you as a viewer.

Answer: Responses will vary as this question requires personal subjective feedback. Responses should mention that Van Gogh sought to express his personal feelings as he stood on the outskirts of a small village in France and looked up at the night sky. Van Gogh had become intrigued by the belief that people journeyed to a star after their death, and that there they continued their lives.

Topic: Purposes of art; Responding to art; Artist: Vincent van Gogh

Learning Objective: Recognize why artists make art.; Recall the artistic contributions of Vincent van Gogh.; Recognize the subjective nature of looking at art.; Identify significant works of art and artists.

Bloom's: Analyze

Accessibility: Keyboard Navigation

27) Consider the tenth-century C.E. bronze statue *Shiva Nataraja*. Discuss the importance of understanding the beliefs of the culture in which this work was created in order to develop an understanding of the meaning or message of the work. What cultural or religious function was the artist performing in creating this work?

Answer: Consider that one of the functions of art is to give tangible form to the unknown, an important component in depicting religious or spiritual art forms.

Topic: Purposes of art

Learning Objective: Recognize why artists make art.; Recognize how art can give tangible form to the unknown.; Recognize the subjective nature of looking at art.

Bloom's: Analyze

Accessibility: Keyboard Navigation

28) Consider both Stonehenge and the Neolithic stemmed vessel of the Majiayao culture, included in this chapter of the text. Discuss the possible purposes for these works, along with their aesthetic qualities and technological requirements.

Answer: These products of the Neolithic period are proof of the impulse for art in humans. Note the aesthetic qualities of each work and how they might have reflected various aspects of daily life in Majiayao culture. They should also recall some of the theories as to how the works, particularly Stonehenge, were executed.

Topic: Art and everyday life; Purposes of art

Learning Objective: Recognize why artists make art.; Recognize how art can be created for some human purpose.; Recognize how art can create extraordinary versions of ordinary objects.

Bloom's: Analyze

Accessibility: Keyboard Navigation

29) Brancusi sought to simplify and purify his forms. Discuss how he used tangible objects to convey the essence of a subject. Cite examples to support your answer.

Answer: Brancusi wanted to give form to the essence of an object three-dimensionally and go beyond abstracted sculpture to invite viewer meditation. Rather than realistically depict a subject, Brancusi's sculptures seek to capture the essence of some thing, such as with *Bird in Space,* which abstracts the phenomenon of a bird in flight.

Topic: Purposes of art; Creating art; Responding to art

Learning Objective: Recognize why artists make art.; Recall the role of the artist.; Recognize how art can give tangible form to feelings and ideas.; Recognize how art can refresh our vision and help us see the world in new ways.; Exemplify the creative process.; Identify significant works of art and artists.

Bloom's: Analyze

Accessibility: Keyboard Navigation

30) Compare and contrast the two paintings by Juan de Valdés Leal and Audrey Flack, discussing the context of *vanitas* paintings and how the two paintings reflect the society and culture of the time periods through symbolic messages.

Answer: In addition to comparing the paintings, responses should also touch upon how *vanitas* are still-life paintings containing symbols or objects that convey the transience of earthly life. This subject was popular in the 17th century. Later, contemporary artists became fascinated with this tradition.

Topic: Art and everyday life; Purposes of art; Responding to art

Learning Objective: Explain how artists create their works.; Recognize how art can be created for some human purpose.; Recognize how art can give tangible form to the unknown.; Recognize how art can give tangible form to feelings and ideas.; Describe the creative process and its objects.; Recognize the subjective nature of looking at art.

Bloom's: Analyze

Accessibility: Keyboard Navigation