

Objectives of the Course

Shall have general information about aesthetic concepts and theories of art. This course aims to examine the fundamental concepts of aesthetics and art philosophy at a deeper level, and to impart to students the ability to apply these topics to their own artistic practices.

Course Contents

Course content covers topics such as the history of aesthetic thought, the concept of beauty, the nature and meaning of art, aesthetic object and subject analysis, and the impact of aesthetics on art. Students learn how to integrate the philosophical and aesthetic dimensions of art into their own artistic practice. Aesthetic Subject
Aesthetic Attitude
Gaze / Viewing
Concept
Sensation
Perception
Emotion
Identification / Empathy
Aesthetic Appreciation / Pleasure
Enjoyment
Aesthetic Object (Nicola Hartmann)
Ontology of the Aesthetic Object (Nicola Hartmann)

Recommended or Required Reading

Book
Aesthetics / İsmail Tunalı, İstanbul, 2001
Materials for this course generally include classical and contemporary texts on aesthetics and philosophy of art, critical analyzes of works of art, and various forms of artistic media

Planned Learning Activities and Teaching Methods

Lecture and Q&A Discussion and Q&A Comparative Study Differences between the aesthetic object and everyday objects, as well as their ontological features, are compared; students analyze them in writing or orally.

Recommended Optional Programme Components

Students are expected to complete the pre-reading assignments before coming to class. Active participation, asking questions, and sharing ideas are expected during the lesson. It is important to respect different perspectives during class discussions. Students should attempt to integrate the conceptual content of the course into their own artistic practices. Course materials and supplementary resources support students in in-depth reading and research. Students may prepare short assignments or reflection notes related to the topics discussed in class.

Instructor's Assistants

Not available

Presentation Of Course

face to face

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Savaş Kurtuluş Çevik

Program Outcomes

1. Students will be able to define basic concepts such as the history of aesthetic thought, the concept of beauty, and the nature of art
2. Students will be able to explain the relationships between aesthetic subject, aesthetic attitude,
3. Students can evaluate art and aesthetic topics critically and creatively.
4. Students will be able to analyze and discuss the differences between aesthetic objects and everyday objects.
5. Students will be able to critically evaluate the influences of art and aesthetic theories in both historical and contemporary contexts.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
-------	-----------------	----------------------------	-------------	----------

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	<p>Pre-reading for Aesthetics Section (pp. 14–22) – "Estetik ve Sanat Felsefesi" by İsmail Tunalı</p> <p>Students are expected to read pages 14–22 of the textbook Estetik ve Sanat Felsefesi by İsmail Tunalı. This section provides an introduction to aesthetics, covering fundamental concepts such as the nature of art, aesthetic experience, beauty, and the philosophical foundations of art. Students should focus on understanding the basic ideas, key terms, and essential questions posed by the author to prepare for class discussions and activities.</p>	Lecture, / Q&A, Discussion	Pre-reading for Aesthetics Section (pp. 14–22)	<p>Students conduct individual or small group activities based on the pre-reading (pp. 14–22), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.</p>
2	<p>Pre-reading for Aesthetics Section (pp. 14–22) – "Estetik ve Sanat Felsefesi" by İsmail Tunalı</p> <p>Students are expected to read pages 14–22 of the textbook Estetik ve Sanat Felsefesi by İsmail Tunalı. This section provides an introduction to aesthetics, covering fundamental concepts such as the nature of art, aesthetic experience, beauty, and the philosophical foundations of art. Students should focus on understanding the basic ideas, key terms, and essential questions posed by the author to prepare for class discussions and activities.</p>	Lecture, / Q&A, Discussion	Pre-reading for Aesthetics Section (pp. 14–22)	<p>Students conduct individual or small group activities based on the pre-reading (pp. 14–22), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.</p>

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
3	Students are expected to read the introduction to aesthetics (pp.22-24) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class. Students should select examples from everyday life or artworks to contribute to discussions. Prior basic knowledge of art and aesthetics (such as beauty, art types, and functions of art) is recommended.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	estetik suje ve estetik tavrı Ereği kendinde olma, Estetik tavrı ve seyir s.24-28	Students conduct individual or small group activities based on the pre-reading (pp. 22-24), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.
4	Students are expected to read the introduction to aesthetics (pp.22-24) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class. Students should select examples from everyday life or artworks to contribute to discussions. Prior basic knowledge of art and aesthetics (such as beauty, art types, and functions of art) is recommended.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	estetik suje ve estetik tavrı Ereği kendinde olma, Estetik tavrı ve seyir s.24-28	Students conduct individual or small group activities based on the pre-reading (pp. 22-24), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
5	Students are expected to read the introduction to aesthetics (pp.28-37) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class. Students should select examples from everyday life or artworks to contribute to discussions. Prior basic knowledge of art and aesthetics (such as beauty, art types, and functions of art) is recommended.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Estetik tavır ve kavram- Estetik tavır ve duyum s. 28-34	Students conduct individual or small group activities based on the pre-reading (pp. 28-37), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.
6	Students are expected to read the introduction to aesthetics (pp.28-37) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class. Students should select examples from everyday life or artworks to contribute to discussions. Prior basic knowledge of art and aesthetics (such as beauty, art types, and functions of art) is recommended.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Estetik tavır ve kavram- Estetik tavır ve duyum s. 28-34	Students conduct individual or small group activities based on the pre-reading (pp. 28-37), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
7	Students are expected to read the introduction to aesthetics (pp.28-37) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class. Students should select examples from everyday life or artworks to contribute to discussions. Prior basic knowledge of art and aesthetics (such as beauty, art types, and functions of art) is recommended.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	estetik tavır ve algı s.34-37	Students conduct individual or small group activities based on the pre-reading (pp. 28-37), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.
9	Students are expected to read the introduction to aesthetics (pp.37-44) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills. and Comparative Analysis	Estetik tavır - Duygu VE özdeşleşim s.37-44 Pre-reading for "Aesthetic Attitude – Emotion and Empathy" (pp. 37–44) Students are expected to read pages 37–44, covering aesthetic attitude, emotion, and empathy. This section introduces the concepts of how individuals perceive and respond to art, how emotions are engaged in aesthetic experiences, and how empathy contributes to understanding and appreciating artworks. Students should focus on identifying key ideas, reflecting on their own experiences, and preparing questions for class discussion.	Students conduct individual or small group activities based on the pre-reading (pp. 37-44), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
10	Students are expected to read the introduction to aesthetics (pp.37-44) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills. and Comparative Analysis	<i>Estetik tavır - Duygu VE Özdeşleyim</i> s.37-44 Pre-reading for "Aesthetic Attitude – Emotion and Empathy" (pp. 37–44) Students are expected to read pages 37–44, covering aesthetic attitude, emotion, and empathy. This section introduces the concepts of how individuals perceive and respond to art, how emotions are engaged in aesthetic experiences, and how empathy contributes to understanding and appreciating artworks. Students should focus on identifying key ideas, reflecting on their own experiences, and preparing questions for class discussion.	Students conduct individual or small group activities based on the pre-reading (pp. 37-44), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.
11	Students are expected to read the introduction to aesthetics (pp.37-44) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills. and Comparative Analysis	<i>Estetik tavır - Duygu VE Özdeşleyim</i> s.37-44 Pre-reading for "Aesthetic Attitude – Emotion and Empathy" (pp. 37–44) Students are expected to read pages 37–44, covering aesthetic attitude, emotion, and empathy. This section introduces the concepts of how individuals perceive and respond to art, how emotions are engaged in aesthetic experiences, and how empathy contributes to understanding and appreciating artworks. Students should focus on identifying key ideas, reflecting on their own experiences, and preparing questions for class discussion.	Students conduct individual or small group activities based on the pre-reading (pp. 37-44), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
12	Students are expected to read the introduction to aesthetics (pp.14–22) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Aesthetic Attitude, Pleasure, and Enjoyment Concepts This topic covers the notions of aesthetic attitude, the experience of pleasure, and the sense of enjoyment in response to art and aesthetic objects. Students explore how individuals engage emotionally and cognitively with artworks, how aesthetic appreciation generates positive feelings, and how these experiences contribute to understanding and interpreting art.	Students conduct individual or small group activities based on the pre-reading (pp. , discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences.
13	Students are expected to read the introduction to aesthetics (pp.14–22) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Aesthetic Attitude, Pleasure, and Enjoyment Concepts This topic covers the notions of aesthetic attitude, the experience of pleasure, and the sense of enjoyment in response to art and aesthetic objects. Students explore how individuals engage emotionally and cognitively with artworks, how aesthetic appreciation generates positive feelings, and how these experiences contribute to understanding and interpreting art.	Students conduct individual or small group activities based on the pre-reading (pp. , discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences.

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
14	Students are expected to read the introduction to aesthetics (pp.52-60) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Pre-reading for "Aesthetic Object Analysis / Objectivist Aesthetics – Phenomenological Analysis – Hartmann's Determination of the Aesthetic Object" (pp. 52–60) Students are expected to read pages 52–60, which cover aesthetic object analysis from different perspectives, including objectivist aesthetics, phenomenological analysis, and Hartmann's approach to determining aesthetic objects.	Students conduct individual or small group activities based on the pre-reading (pp. 52-60), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.
15	Students are expected to read the introduction to aesthetics (pp.52-60) in the textbook <i>Estetik ve Sanat Felsefesi</i> before the class. During the pre-reading, students should take notes on key concepts, mark terms they do not understand, and prepare questions to ask in class.	In this lesson, teaching is conducted through a combination of lecture, Q&A, and discussion methods. First, the instructor summarizes the topic of aesthetics and philosophy of art, explaining the key concepts (lecture). Then, students ask questions about the text and presented examples, reinforcing their understanding and deepening their knowledge (Q&A). In the final stage, students engage in small group or class discussions on aesthetic and art concepts, compare different perspectives, and develop their own interpretations (discussion). This method enables students to enhance both their conceptual knowledge and their critical and creative thinking skills.	Pre-reading for "Aesthetic Object Analysis / Objectivist Aesthetics – Phenomenological Analysis – Hartmann's Determination of the Aesthetic Object" (pp. 52–60) Students are expected to read pages 52–60, which cover aesthetic object analysis from different perspectives, including objectivist aesthetics, phenomenological analysis, and Hartmann's approach to determining aesthetic objects.	Students conduct individual or small group activities based on the pre-reading (pp. 52-60), discussing concepts of aesthetics and philosophy of art. They select examples from artworks or daily life to analyze the relationship between aesthetic objects and aesthetic experiences. Students create short written or visual works, integrating these concepts into their own artistic practices. In class, students share ideas, perform comparative analyses, and enhance conceptual awareness through discussion.

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Ders Öncesi Bireysel Çalışma	14	1,00
Ödev	4	2,00
Vize	1	2,00
Final Sınavı Hazırlık	2	4,00
Ara Sınav Hazırlık	3	6,00
Araştırma Sunumu	8	10,00

Activities	Weight (%)
Kısa Sınav (Quiz)	40,00
Final	60,00

Resim Bölümü / RESİM X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23
L.O. 1					5	2				5		3	2	2		3			2				
L.O. 2					5	2				5		4	2	2		4			1				
L.O. 3					5	2				5		4	2	2		4			2				
L.O. 4					5	2				5		4	2	2		4			1				
L.O. 5					5	2				5		4	1	2		4			1				

Table :

- P.O. 1 :** Canlı modelden gözleme dayalı çalışmalar yaparak oran-orantı, yerleştirme, form ve hacim kavramlarını kullanabilme teknik ve becerilerine sahiptir.
- P.O. 2 :** İnsan bedeni üzerinde organik ve geometrik formların analizini yapar.
- P.O. 3 :** İki boyutlu yüzey üzerinde üçüncü boyut algısını veren hacim kavramını tanımlar ve uygular. Sanat Akımlarını öğrenir. Boyama tekniklerini ve malzemeleri özümser.
- P.O. 4 :** Sanat eseri olarak resmin, sanat tarihi içindeki gelişimini ve değişimini ortaya koyan örnekler üzerinden, yapının ikonografik ve plastik açıdan inceleyerek değerlendirmesini yapar.
- P.O. 5 :** Sanat hakkındaki felsefi ve estetik kuramlar hakkında bilgi sahibidir.
- P.O. 6 :** Modern sanatçı kimliğinin çıkışı ile değişen ve gelişen sanatın ve toplumun izlerini sürerek çağdaş resim sanatını inceler.
- P.O. 7 :** Resim tekniklerinin ortaya çıkışını, gelişimini ve nasıl kullanılacağını bilir.
- P.O. 8 :** Tuval üzerine yağlı boya / akrilik çalışmaları ile yaratıcı ve özgün bireysel ifade yollarını araştırır.
- P.O. 9 :** Özgün baskı tekniklerini bilir ve uygular.
- P.O. 10 :** Estetik, sanat tarihi, eleştiri ve uygulamalarda müzelerden faydalanır.
- P.O. 11 :** Görme ve biçimlendirmeye ilişkin doğal ve yapay nesne etütleri yapar.
- P.O. 12 :** Konferans, seminer, söyleşi, sergi...vb etkinliklerden elde edilen bulgular ile sanat sorunlarını ve sanat gündemini tartışır.
- P.O. 13 :** Alanları ile ilgili karşılaşılan problemlerin çözümüne yönelik olarak amaca uygun gerekli verileri toplar.
- P.O. 14 :** Resim ve sanat alanında bilimsel çalışmalar yapar.
- P.O. 15 :** İlgili olduğu alandaki mevcut bilgisayar teknolojilerini kullanır.
- P.O. 16 :** Sözlü ve yazılı iletişim imkanlarını kullanarak ileri düzeyde eleştirel ve analitik iletişim kurar.
- P.O. 17 :** Yabancı bir dil kullanarak alanındaki bilgileri takip eder ve iletişim kurar.
- P.O. 18 :** Disiplin içi ve disiplinlerarası işbirliği yapar. Portfolyo hazırlamayı bilir.
- P.O. 19 :** Kavram ve tekniklere semboller bularak özgün sanat eserleri üretme kapasitesine sahip olur.
- P.O. 20 :** Sanat eserlerinin toplumsal, kültürel ve politik bağlamlarını analiz eder, bu bağlamlar içinde sanatsal üretim süreçlerini değerlendirir.
- P.O. 21 :** Sanatsal projelerde etik kuralları gözeterek bireysel ve kolektif sorumluluk bilinciyle hareket eder.
- P.O. 22 :** Kavramsal sanat anlayışı çerçevesinde düşünsel temelli sanat eserleri üretir.

P.O. 23 : Sanat alanında girişimcilik bilinci geliştirir; projelendirme, tanıtım ve sanat piyasası dinamikleri hakkında bilgi sahibi olur.

L.O. 1 : Öğrenciler, estetik düşünce tarihi, güzellik anlayışı, sanatın doğası gibi temel kavramları tanımlayabilir.

L.O. 2 : Öğrenciler, estetik suje, estetik tavır, duyum, algı, duygu, özdeşleyim, estetik hoşlanma ve haz arasındaki ilişkileri açıklayabilir.

L.O. 3 : sanat ve estetik konularını eleştirel ve yaratıcı bir şekilde değerlendirebilir.

L.O. 4 : estetik obje ile gündelik nesneler arasındaki farkları çözümleyebilir ve tartışabilir.

L.O. 5 : sanat ve estetik kuramların tarihsel ve çağdaş bağlamdaki etkilerini eleştirel bir bakış açısıyla değerlendirebilir.