

COURSE IDENTIFICATION

Course Title: Rethinking Art Education

Description and Prerequisites

This course will engage education students in hands-on participation in making works of visual art and to begin to consider the personal and social implications of art and the creative process. It will also present strategies for engaging their future students in art-making.

The purpose of this course is to increase our awareness and knowledge of visual cultures, art and education in relation to ourselves, our students, the elementary classroom and the cultures of art. This course accomplishes that task by focusing on three distinctive, yet related, areas: art content, pedagogy and personal artistic skill development. Locating art and art education within various social contexts, we examine how race, class, gender, age, sexual identity, ability, etc., affect and influence how we interpret, react to, and interact with art. You will have the opportunity to explore your philosophies about art and begin to develop resources and strategies for classroom use. You will also have the opportunity to develop personal art skills relevant to your own self-esteem and teaching.

Throughout this course, we will concern ourselves with many issues that affect the teaching of art in schools. These include (but are not limited to): contemporary teaching approaches in art education, contemporary curricular and cultural developments, interdisciplinary impacts, and contemporary artists and issues.

A Word of Caution: You should not view this class solely as a means for ideas and art projects for use at the elementary level. Consider it a vehicle to learn more about art and yourself in relation to diverse cultures in which we live in and around.

Special Note: There is always a blending of art, education and the personal. This class deals with real issues in life, art and education—issues that are pertinent to the teaching and researching about art and education in the twenty-first century. Some issues may be personally unpopular, controversial or uncomfortable. All of the issues raised in this course are of substantive value and are addressed in art education research and literature. I hope you will approach difficult issues within the classroom with openness and respect.

Prerequisites: Sophomore standing and non-major status

Textbooks and Required Materials

8 1/2 x 11 or larger sketchbook

Ayers, William. (2003). *On the Side of the Child: Summerhill Revisited*. New York: Teachers College Press.

Prince, Eileen. (2008). *Art is Fundamental*. Chicago: Zephyr Press.

Steward, Marilyn and Walker, Sydney. (2005). *Rethinking Curriculum in Art Education*. Worcester, MA: Davis Publications.

You were assessed a fee as part of your tuition which covers the replacement costs and use of clays, glazes, tempera paints, acrylic paints, markers, chalks, charcoals, crayons, pastels, inks, watercolors, various papers and other art supplies. The lab fee covers basic art supplies. You will be required to purchase additional materials as needed for projects throughout the semester.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge	
Understand the history, current issues, and direction of the artistic discipline	Students will gain in the ability to converse about the multiple social/institutional purposes, functions and goals of art and education. Students will read and discuss texts that testify to art education issues as well as race, social class and gender experiences.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will deepen their understanding of current artistic practice by attending one cultural event and engaging in critique and reflection about the event.
Use the technology and equipment of the artistic discipline	(See first item in "Skills" below)
Skills	
Use the elements and principles of art to create artworks in the artistic discipline	Students will develop personal art skills and begin/continue self-confidence towards art making/knowing
Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Students will develop strategies for classroom activities involving the creation of artistic projects
Analyze and evaluate works of art in the artistic discipline	Students will develop strategies for classroom activities involving the analysis and critique of artistic concepts, periods, or artists
Synthesis	
Produce artworks demonstrating technical skill and disciplinary knowledge	(See first item in "Skills" above)
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will demonstrate increased knowledge of artistic concepts and vocabulary thorough presentations to their peers covering material in the assigned readings
Participate in critiques of own work and work of others	Students will demonstrate increased skill in critique and evaluation of their own creative work and the work of others

CLASS SCHEDULE				
Week		Lesson/Topic	Readings and Assignments	Assessments
			NOTE: the Week listed for the reading assignments indicate when students must have COMPLETED the reading and be prepared to DISCUSS it in class.	Indicates the week during which the item is DUE or will be PRESENTED
1		Why teach art if you're not an art teacher?	Rethinking, Ch 1	none
2		Exploration of art materials, Part 1: drawing and painting	Rethinking, Ch 2, 3	Group 1 presentation
3		Exploration of art materials, Part 2: clay	Rethinking, Ch 4, 5	Group 2 presentation
4		Exploration of art materials, Part 3: photography	Rethinking, Ch 6, 7	Group 3 presentation
5		Exploration of art materials, Part 4: digital media	Rethinking, Ch 8 Art is Fundamental—Getting Started p 1-18	Group 4 presentation
6		Exploration of art materials, Part 5: printmaking	Art is Fundamental, First Year, Unit 1 and 2, p 19-56 Art is Fundamental, First Year, Unit 3 and 4, p 57-80	Essays due for Rethinking Curriculum in Art Education Group 1 presentation (Y1, units 1-4)
7		Exploration of art materials, Part 5: mixed media	Art is Fundamental, First Year, Unit 5 and 6, p 81-100 Art is Fundamental, Second Year, Unit 1 and 2, p 101-124	Group 2 presentation (Y1, units 5,6 and Y2, units 1-2)
8		How to teach an art lesson: concept, period, or artist	Art is Fundamental, Second Year, Units 3-6, p 125-146 Art is Fundamental, Third Year, Units 1-5, p 147-164	Group 3 presentation (Y2, units 3-6 and Y3, units 1-5)
9		How to teach and art lesson: artistic project	Art is Fundamental, third Year, units 6-10 p 165-end On the Side of the Child p 1-29	Group 4 presentation (Y3, units 6-10)
10		Student presentation of art concept lessons	On the Side of the Child p 30-99	Essays due for Art is Fundamental
11		Student presentation of art concept lessons	On the Side of the Child p 100-end	Reminder: student response papers for cultural events due within 2

				weeks of event attendance
12		Student presentation of art project lessons	Students work on their two artistic projects	Essays due for On the Side of the Child
13		Student presentation of art project lessons	Students work on their two artistic projects	n/a
14		Open studio time	Students work on their two artistic projects	n/a
15		Final Critique of student art projects	All projects, journal/sketchbooks, and event responses due on last day of class.	Finals

ASSIGNMENT & ASSESSMENTS

Assessment	Weight
Knowledge	
Student essays following reading of course texts	15 (3 @ 5 each)
Student maintains a journal/sketchbook throughout the course	15
Student attends one cultural event and writes a 2-page reaction paper	5
Skills	
Student teaches one art lesson featuring an art concept, period, or artist	5
Student teaches one art project lesson	5
Student creates 2 studio art projects using various art media	10 (2 @ 5 each)
Synthesis	
Student participates in class	20
Student presents assigned chapters in readings (with partner/group)	20 (2 @ 10 each)
Student participates in critique of the art projects created during the semester	5
Total	100 points

Attachments-1

Written directions for assignments

- Journal/Sketchbook
 - You are expected to complete one journal entry, sketch, or combination of the sketch and text following each class period
 - The sketch and/or text should directly relate to your personal reaction to your experience in that class.
 - Entries must:
 - Be legible
 - Be comprehensible
 - Include the date
 - Demonstrate the connection between your personal experience and the day's topic
 - Demonstrate personal reflection
 - Demonstrate learning of the course content
 - Journal/Sketchbooks are due on the last day of class. Spot-checks will be conducted at mid-term, but a final grade will not be issued until the course is completed.
 - The journal/sketchbook is worth 15% of your overall grade.

- Course participation
 - Students must be prepared for class and ready to engage in the day's discussions
 - As you read, keep a 3x5 card handy, and jot down your answers to the following questions:
 - What is the author's position?
 - What is my position?
 - My reaction?
 - What is the relationship of this reading to art and education?
 - What questions do I bring to the discussion? (write 2)
 - You should be prepared to share this information during the discussion.
 - You should demonstrate active listening through your facial expressions and body language, willingness to volunteer your ideas and opinions, and enthusiasm for class activities.

- Essays
 - You will write an essay following our reading of each course textbook. The central question for each essay will be provided by the instructor one week prior to the essay's due date. These questions will relate to our class discussions and will solicit your extended reflection on the given topic or question. Your grade will be based on:
 - The quality of your response to the question/topic
 - Use of additional resources
 - Use of proper English
 - Meeting the requirements for page length (1200-1500 words or 5 full pages of text at size 12, Times New Roman, double-spaced, 1 inch margins)

- Cultural event response
 - You are required to attend a cultural event at some point during this class.
 - Acceptable events include:

- Theatrical or musical performances on campus
 - Philosophical lectures or presentations
 - Live civic or professional theatrical or musical performances
 - Local gallery openings or art fairs
 - Other events ONLY with prior consent of the instructor
- Students must write a response within two weeks of attendance at this event. This response must address the following criteria:
 - Summary or discussion of the event (50% of the text). This must include complete identifying information: date, location, title, sponsoring organization, etc...
 - Personal reaction to the event (50% of the text). As with critique, all evaluative statements should be accompanied by a rationale. It's not enough to say that you liked it or didn't like it—you have to explain why, drawing from what we've learned in class.
 - Two pages in length, not to exceed 3 pages (at Times New Roman, size 12 font, double-spaced, 1-inch margins—about 500 words)
- Studio art projects
 - You must complete two artistic projects using any of the media we explored in class. The projects must be done in different media.
 - Your project should demonstrate:
 - Originality
 - Creativity
 - Understanding of key course concepts
 - Applicability to future teaching
- Critique
 - Participation in critique is one of the most important activities in an art class
 - You must be an active participant, offering your feedback and opinion to each of your peers.
 - Your grade will be based on both the quality and quantity of your responses to peers
 - You must demonstrate your engagement through your body language and facial expressions: even if you are not actively speaking, you should be actively listening
 - Absence from critique cannot be made up and will result in an automatic deduction of 5% from your overall grade
- Presentation of text chapters
 - You will work with a small group of other students to read, analyze, and synthesize selections from two of our course textbooks: *Rethinking Art Education* and *Art is Fundamental*
 - Your presentation should convey the key concepts of the readings, demonstrating your mastery of the material
 - You must provide a written lesson plan using the attached plan template
 - Your presentation must be
 - Clear
 - Creative
 - Engaging
 - Organized and well-prepared
 - Presentations should be no more than 20 minutes long
 - Presentations may include:

- PowerPoint or slideshows
- Active participation by other students
- Role-playing
- Art lessons
 - Concept, period, or artists
 - 10 minutes in length
 - Must include visual aids (power point, actual artwork, web site projection...)
 - Must provide adequate references for works of art mentioned (name of artist, location of physical work, source where you found the work)
 - Must provide a written lesson plan using the attached plan template
 - Lesson should be adaptable to multiple grade levels
 - Art project
 - Lesson should demonstrate an anti-biased connection to a relevant social issue
 - Lesson should be applicable to multiple grade levels
 - 20 minutes in length
 - Must provide a written lesson plan using the attached plan template
 - Lesson should demonstrate creativity, should be presented clearly, and should provide evidence of prior preparation