

Course Syllabus

I. COURSE NUMBER AND TITLE: **ART 301 – Methods of Art Education**

II. ACADEMIC CREDIT:

Semester Hours: 2

III. COURSE DESCRIPTION:

Methods of Art Education prepares students to teach art in the elementary classroom. Implementing the Discipline Based approach to art education, this course provides students with the opportunity to identify and understand children's artwork, explore two and three-dimensional media, analyze the perceptual and creative processes, and design art curriculum.

IV. PLACE OF COURSE IN THE EXISTING CURRICULUM:

This course is required of all elementary education teacher candidates.

V. COURSE OBJECTIVES:

- A. Course Goals: Methods of Elementary Art Education prepares students for the instruction of art in the elementary classroom. Teacher education candidates will write a Discipline Based Art unit and teach one lesson in class. Teacher education leaders will compare their developing, personal philosophy of art with course content, so that they will foster a deeper appreciation in their students toward the world of art. Finally, students will engage in roles that will equip them to become life-long learners of art.
- B. The student who successfully completes this course will:
 - 1. See and value the creative, regenerative, and transformative hand of God in all aspects of life (T7, LR7)
 - 2. Evaluate the importance of the Christ-centered classroom. (T7, LR3)
 - 3. Employ Biblical content in context to the art curriculum. (T7, LR3, LD8)
 - 4. Write a personal philosophy of art education. (T5, T9, LD6)
 - 5. Journal ongoing reactions and philosophical responses to the various topics presented as a means for deepening their knowledge of art, art education, and learning and development. (T3, T5, T9, LD1, LD2, LR2, LR5)
 - 6. Develop and maintain an art portfolio which will consist of class notes, handouts, project ideas, and resources as a method for expanding their repertoire of teaching methods and strategies. (T3, T5, T9, LD1, LR2, LR5, 006.17E2a3) (20-005.10)
 - 7. Identify the major, historical art education movements in the United States. (T5, T8, LD6, LD7, 006.17D4)
 - 8. Experience learning in a DBAE laboratory setting which fosters growth through the disciplines of art history, art criticism, art making, and aesthetics. (T5, T8, LD3, LD6, LD7, 006.17E2c2)
 - 9. Use the professional art periodicals Art Education and Art and Activities; the curriculum series Adventures in Art, Art in Action, and the Spectra Program; and published unit plans by the Getty Center for the Arts. (LR5)
 - 10. Use of scope and sequence to design an interdisciplinary thematic unit. (006.17E2c1)

11. Design and teach 1 DBAE lesson plan in class. (T1, T2, T5, T8, T9, LD1, LD2, LD3, LR7, 006.17E2c3, 006.17E2g)
12. Demonstrate the ability to construct a student-centered curriculum which embraces cultural, sociological, and psychological differences in teaching the handicapped, gifted, and culturally diverse students. (T1, T2, T5, T8, T9, LD1, LD2, LD3, LD5, LD9, LR1, LR4, LR7, 006.17E2a2, 006.17E2c6, 006.17E2c1)
13. State the stages and archetypes of a child, explaining the significance as they relate to reading readiness and child placement. (T5, T6, LD6, LD7, LR7, 006.17E2c6)
14. Explore a variety of instructional approaches for the teaching of two and three-dimensional media. (LR2, LR5, LR7, LR8, 006.17E2d2, 20-005.10)
15. Model what it means to be an educated person for their students. (LR2)
16. Give evidence that the creative process is a personal expression which involves not only planning, but also trial and error, exploration and discovery, selection and rejection, and expectation and evaluation. (T8, T9, LD1, LD4, LD8, LR2, LR5, LR6, LR7, LR8)
17. Argue the value of a wider aesthetic awareness. (LR4, LR6, LD8, 006.17E2c6)
18. Design alternative art assessment tools for evaluating instruction. (T1, T3, T5, T6, T8, LD1, LD4, LR2, LR7, 006.17E2a3, 006.17E2c5)
19. Use library resources for current and future program adjustments to accommodate group and individual student needs. (T5, LD1, LR5, 006.17E2c6)
20. Conduct action research in their classrooms. (T9)
21. Collaborate with educational researchers to examine their own practices. (LR2)

VI. COURSE CONTENT OUTLINE:

- A. Discipline Based Art Education (DBAE) – is an approach to art education based on the belief that art should be taught from preschool through grade twelve with the same commitment and rigor as other basic school subjects by combining skills, a knowledge base, and appreciation of art. The four disciplines which form the core are:
 - B. history – emphasizing cultural and historical contexts,
 - C. criticism – making judgments about art,
 - D. aesthetics – exploring the nature and value of art,
 - E. production – building skills and techniques for self-expression.
- F. Characteristics of children's art development:
- G. Rhoda Kellog's research, Developmental stages
- H. Basic art experiences coordinated with age levels and arch types:
 - I. drawing – skills with line, shade, texture
 - J. color – theory
 - K. printmaking – relief and additive
 - L. paper making
 - M. book making
 - N. ceramics and three dimensional media – additive and subtractive
 - O. health hazards
- P. Reflective journals will be assigned throughout the semester every week. Each of these responses is to be 1 page in length and may be hand written or typed. Topics include:
 - Q. Words Aptly Spoken
 - R. Are You My Mother?
 - S. Want to Leave a Legacy?
 - T. First Timers

- U. Expectations
- V. You Are Where You Belong
- W. Cover Your Bases
- X. Roll Call Prayer
- Y. Choose Mercy
- Z. Excess Baggage
- AA. The Teachable Teacher
- BB. Joy Stealers
- CC. Veterans
- DD. Hopelessly Devoted
- EE. Students will design a DBAE unit plan with interdisciplinary connections consisting of 5 lessons based on an organizing theme generated from a selected work of art. (T1, T2, T3, LR2, LR4, LR5, LR6, LR7, LD2, LD3, LD5, LD8, LD9)
- FF. For the practicum component of this course, students will develop one art lesson to teach in class. (LD3, LD5, LD7, LD8, LD9, LD10, T1, T2, T4, T5, T8, T9, LR5, LR6, LR7)

VII. METHODOLOGY:

- A. Lecture (T5, LR7)
- B. Class Discussion (T5, LD2, LD5, LD8, LR2, LR5)
- C. Knowing classmates thinking and learning styles
- D. Use of audio – visual materials: slides, reproductions, videos (LD2, LR6)
- E. Observation and journal entries (T3, T5, T9, LD1, LD2, LR2, LR5)
- F. Experiences with art media (T8, T9, LD1, LD4, LD8, LR2, LR5, LR6, LR7, LR8)

VIII. STUDENT ROLES: The student will:

- A. Complete journals as assigned throughout the semester. (T5, T6, T9, LD2, LD6, LD7, LR2, LR4)
- B. Design a Discipline Based unit plan using an art reproduction as the significant unifying source. (T1, T2, T3, LR2, LR4, LR5, LR6, LR7, LD2, LD3, LD5, LD8, LD9)
- C. Write and teach one art lesson in class (LD3, LD5, LD7, LD8, LD9, LD10, T1, T2, T4, T5, T8, T9, LR5, LR6, LR7, LR8)
- D. Keep a portfolio of all art projects completed throughout the semester (LR2, LR5, LR7, LR8)

IX. EVALUATION:

- A. Attendance and attitude (T5, LD2, LD5, LD8, LR2, LR5)
- B. Journals (T5, T6, T9, LD2, LD6, LD7, LR2, LR4)
- C. Quizzes (LR2, LR4, LR7)
- D. Reports (T1, LR2, LR3, LR4, LR7)
- E. Unit plan (T1, T2, T3, LR2, LR4, LR5, LR6, LR7, LD2, LD3, LD5, LD8, LD9)
- F. Practicum (LD3, LD5, LD7, LD8, LD9, LD10, T1, T2, T4, T5, T8, T9, LR5, LR6, LR7, LR8)
- G. Portfolio (LR2, LR5, LR8)

X. BIBLIOGRAPHY:

Armstrong, Carmen. Designing Assessment in Art 1994
Arnheim, Rudolf. Thoughts on Art Education 1989
Arnheim, Rudolf. Visual Thinking 1969
Art Hazards News. New York; Center for Safety in the Arts 1991
Brittain, Lambert W. Creativity, Art, and the Young Child 1979
Brown, Maurice and Korzenik. Art Making and Education 1993
Caruana, Vicki. One Heart at a Time 2004
Chapman, Laurah H. Approaches to Art in Education 1978
Day, Michael. Preparing Teachers of Art 1997
Fein, Sylvia. First Drawings: Genesis of Visual Thinking 1993
Glasser, William. The Quality School Teacher 1993
Gardner, Howard. Art, Mind and Brain: A Cognitive Approach to Creativity 1982
Gardner, Howard. Artful Scribbles 1980
Johnson, Andra. Art Education: Elementary 1992
Kellog, Rhoda. Analyzing Children's Art 1970
Kindler, Anna M. Child Development in Art 1997
Lansing, Kenneth M. The Elementary Teacher's Handbook 1981
Lowenfeld, Victor. Creative and Mental Growth 1987
Nebraska Dept. of Education. K-12 Visual and Performing Arts Curriculum Framework 1997/20
Perkins, David N. The Intelligent Eye: Learning to Think by Looking at Art 1994
Schirrmacher, Robert. Art and Creative Development for Young Children 1998

XI. DATE OF REVISIONS:

D. Robson – June 2012