Emporia State University
AR 334 Secondary Art Education
Spring 2011

Instructor: Dr. Patricia Kahn

3 credit hours

Location and time: King Hall Room 110 T/TR 1:00-2:20

Office Hours: M/W 9:00-10:30 Office T/TR 2:30-3:30 Art Room

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Course Description:

This class provides a basic background for secondary art teaching through participation, experience in teaching the class, and studio projects. You will study curriculum, establishment and maintenance of an art program, roles of the art teacher, history of art education, creativity, art trends and controversies and have a studio experience.

Conceptual Framework:

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an
atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This Knowledge, Skills, and Dispositions outcomes are listed in the next section.

Course Objectives:

The objectives of this course are to prepare you as a pre-service art teacher to meet the requirements for Kansas State Secondary art teacher certification. The content of this course will be grouped into the following categories: Content of Art, Knowledge of Students, Curriculum Development, Instruction, assessment in Art Education, and Professional Responsibility. Under each of these categories there are standards that have been set by the National Art Education Association (NAEA) and the state of Kansas for art teacher candidates to meet to be qualified to teach art. These standards are reflected in the Kansas state requirement for art teacher certification.

Candidates exhibit knowledge of:

1. characteristics of diverse learners
2. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds
3. philosophical, historical, social, and theoretical foundations of education
4. theories of human physical, cognitive, social, and emotional development.

Candidates demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. Demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. Implement non-biased techniques for meeting needs of diverse learners.
4. Integrate knowledge across and within disciplines.
5. Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. Learning experiences commensurate with a student’s level of readiness.
7. Integrate effective behavior management into all interactions with students.
8. Apply a variety of instructional strategies and materials to promote student learning, critical thinking and problem solving.

Candidates exhibit dispositions that exemplify:

1. Professionalism and ethical standards
2. Respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. A commitment to challenge all students to learn and to help every child to succeed.
4. An awareness of the larger social contexts within which learning occurs.
5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
6. A willingness to learn from other professionals in the field.

The objectives of this course are to enable you as an art teacher candidate to meet the following standards:

Standard #1 The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.

Standard #2 The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.

Standard #3 The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.

Standard #4 The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.

Standard #5 The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students’ learning and improving schools.

Standard #6 The teacher of art understands the purposes, principles, and designing of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.
Standard #7 the teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.


Requirements and Evaluation:

1. Art Projects (10x20= 200 points) Still life painting, contour drawing, studio mix, watercolor & oil pastel, behavior poster, paper fish sculpture, copper metal wrapping, coil basket, scratch board
2. Philosophy of Teaching (25)
3. Collaboration interview (25 points)
4. Art teaching environment (25 points)
5. Classroom Behavior Management Plan (25)
6. Art Program Budget (25)
7. Creative and Mental Growth Student Gallery (25 points)
8. Summaries (2 field trips 2x20=40 points)
9. Mid Term Exam (100 points)
10. Presentations (15x 20points=300 points)
11. Final Professional Portfolio Presentation (100 points)
12. Final Exam (100 points)
13. Attendance and participation (35x4=140 points)

Total 1130 points

Final Grading Scale:
1130-1027 A
1026-923 B
922-830 C
829-746 D
745 and under F

All assignments are to be turned in at the beginning of class on or before the due date. All written assignments are to be typed. Improvements may be made to assignments (with the exception of exams and the professional portfolio) handed in on time to earn up to an additional 50% of the points missed during the first evaluation/ grading. Improvements must be made within 2 class periods after receiving graded assignments. Late assignments are penalized by 10% of the total points possible for each class period late and will not be eligible for making improvements mentioned above.

Attendance: Success in this course depends on attendance and participation in every class, therefore attendance is mandatory. You will earn 4 points a class for attendance and participation.

Special Needs: If you have a specific physical, psychiatric or learning disability and require accommodations, please let me know during the first day of class so that your learning needs
are met. You will need to provide documentation of your disability to the Disability Services Office.

Academic Dishonesty: Academic dishonesty, as defined in your 2010-2011 student handbook/academic planner, may result in one or more of the following:

1. Failing the assignment;
2. Failing the class; and/or
3. Other consequences as outline in the student handbook

Calendar

Week 1  Part One Preparing for Teaching

1/13 Thurs. Introduction and syllabus

Week 2

1/18 Tues. Laissez-faire art project

1/20 Read Chpt. 1 Exploring Our Roots. Students will present from the following topics: Society Centered Orientation; Child Centered Orientation; Art Ed. 1980s and 1990s; Elliot Eisner and Howard Gardner; and Ellen Dissanayake and Peter London.

Week 3

1/25 Tues. Product-Oriented Model: Still Life Painting (see pg. 29 in text, 20 points) Laissez-faire art project due.

1/27 Thurs. Chpt. 2 Emphasizing Art Making. Student presentations of the following topics: Stages of Artistic Development; Lowenfeld’s visual and Haptic Modes of Expression; Close-Ended, Open-Ended and Laissez-Faire; Process vs. Product (pgs. 24-26); and Teaching Models to Sequence Studio Activities.

Week 4

2/1 Tues. Process – Oriented Model contour drawing (pg. 35 in text, 20 points) Product-Oriented Model: Still Life Painting due.

2/3 Thurs. Chpt. 3 Planning Verbally and Visually Read pg. 39-52 Student presentations topics for verbal planning: Describes the component parts of a unit plan; presents two sample units; and provides strategies for writing a unit plan.

2/8 Tues. Contour Drawing due. Worksheets: Parent, Family and Community Interview, Art Program budget,
2/10 Thurs. Studio art assignments to choose and present: Concept visual; process for abstracting an image; teacher examples; cultural exemplars; and progression in steps in creating a design. (20 points)

Finish reading planning visually in chpt. 3. Pgs. 53-68

Week 6

2/15 Tues. Read Chpt. 4 Progressing Through Planning Toward Teaching pgs. 69-96. Abstracting an object. (20 points) Student will teach Lesson 2 pg. 81 for studio project.

2/17 Thurs. Lesson 3- Exploring watercolor and oil pastel (20 points) Student will teach this lesson.

Week 7 Lesson 5: Looking at Abstraction. (Pg. 89, 20 points) Student will teach this lesson.

2/22 Tues. Part 2- Moving into the Classroom

Read chpts. 5 students will be assigned the following topics: creating the physical environment; creating the emotional environment; classroom management; motivational strategies; and getting to know your students.

2/24 Thurs. Create a rules poster and behavior plan. (20 points)

Week 8

3/1 Tues. Read chpt. 6 Teaching the Language of Vision. Students will be assigned the following topics for presentation: Defining the Language of vision/Approaches to teaching the Language/A child-centered perspective; A subject-centered perspective; Sample activities to develop visual language skills; and presenting visual concepts visually.

3/3 Mid Term Exam

Week 9

3/8 Tues. Read chpt. 7 Promoting Creativity. Students will be assigned the following topics: Creativity in the context of Art Education; Characteristics of Creative Behavior; Strategies to Promote Creativity;136-139; Strategies to Promote Creativity 140-end of 143; Strategies to Promote Creativity 144-146.

3/10 Thurs. Fish paper sculpture (20 points)

Week 10

3/15 Tues. Read chpt. 8 – Encouraging Reflection. Students will present the following topics: Reflecting on Art Behaviors; Assessing Art Products; Engaging in Critical Dialogue; summary of worksheets 8.1, 8.2, and 8.3; summary of worksheets 8.4, 8.6 and 8.7.5.

3/17 Thurs. Individual Field Trip. Go to any of the following and write a summary of the trip: an art exhibit, art gallery, art museum, or art’s council exhibit. No class.

Week 11 Part 3 Expanding into the Outside
3/22 Tues. Read chpt. 9 Embracing Diversity. Students will present the following topics: Multiculturalism within the context of art education 170-175 2 students; Multicultural unit planning and Flexible Approaches to Planning 176-189, 3 students.

3/24 Thurs. Copper Metal wrapping (20 points)

Week 12

3/29 Tues. Read chpt. 10 Making interdisciplinary connections and read Chpt. 11 Focusing on Art Criticism and Aesthetics pgs. 208-217. Students will present the following topics: Approaches to Interdisciplinary Education; Planning Interdisciplinary Units of Study; and Analysis of the integration process. The following topics are from Chpt. 11: Art Criticism within the context of Art Education/The Art Criticism Teaching Model 208-212; Art Criticism Step 1 up to Aesthetics within the context of Art onEducation 213-217.

3/31 Thurs. Work on E.S.U. Pre-school art gallery (date subject to change)

Week 13

4/5 Tues. Finish reading chpt. 11 217-240. Students will present the following topics: Aesthetics within the context of Art Education pgs.217-221 top; Aesthetics within the context of Art Education pgs. Middle 221-226; Aesthetics within the context of art education pgs. 226-230 top; Aesthetic within the context of art education pgs. 230 middle -234 top. and Connecting Aesthetics to Studio production

4/7 Thurs. Art Field Trip

Week 14

4/12 Tues. Making a coil fiber basket (20 points)

4/14 Thurs. Read chpt. 12 Presenting Art History. Students will present the following topics: Strategies for teaching Art History; the Art History Teaching Model; Application of the art history teaching model pgs. 249-253; Structuring a Cultural/Historical presentation activity (2 students).

Week 15

4/19 Tues. Scratch Board project (20 points)

4/21 Thurs. Part 4 Seeing the Big Picture-Read chpt. 13 Integrating the components. Students will present the following topics: Integrating Art Criticism, Aesthetics, and Art History; Integrating response and productive components; Integrating the four art education domains in a unit plan; Integrating units in a yearly plan, 2 students.

Week 16

4/26 Tues. Read chpt. 14 Addressing Standards, assessment, and accountability. Student will present the following topics: Investigating National Visual Arts Standards; Relating the National Standards to the
Contents of this Book; Demonstrating Accountability pgs. 288-290; Assessing Outcomes pgs. 290-291.

4/28 Thurs. Chpt. 15 Demonstrating Teacher Competencies. Students will present the following topics: Articulating a Philosophy of Art Education; Developing an Art Education Portfolio; Presenting yourself at an interview; Preparing to write a philosophy statement example; Postscript-From avoiding Bats to whole-brained function.

Week 17

5/3 Tues. Final Exam

5/5 Thurs. Portfolio Presentations

5/9-5/13 Final Exam Week-wrap up meeting

This syllabus is subject to change.