

ART 3322 — INTRODUCTION TO ART EDUCATION

FALL 2014

SYLLABUS*

3 CREDIT HOURS

*** This syllabus is subject to revision. Changes will be announced in class and/or posted on Blackboard and it is the responsibility of the student to note them.**

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Office Hours: Tuesdays 12:30 - 1:30p or by appointment

Students are encouraged to meet with instructor regarding concerns about course during office hours or at an arranged time.

Course Meetings:

Fine Arts – Room 2102A

11:00a to 12:20p, Tuesdays & Thursdays

Attendance is required

Course Description:

This course studies the theories and outlines the history of art education and provides undergraduate students with the basic knowledge, skills and strategies for teaching art. Students will be introduced to current issues in art education including multicultural, visual culture and technological art education, creativity, museum collaborations, and arts for special needs. The course will cover TEKS and National Visual arts standards, artistic development in children, learning styles, and philosophy. Students will learn about and understand professional development resources and opportunities.

Course Objectives:

- 1. Students will research and outline the history of art education**
- 2. Students will learn different theories in art education**
- 3. Students will understand the artistic development of children and learning styles**
- 4. Students will gain knowledge of working with children who are special needs, ESL/ELL and gifted**
- 5. Students will understand the basics of developing curriculum & instruction**
- 6. Students will learn and understand state and national standards for teaching visual art**
- 7. Students will develop personal teaching philosophy and artist statement**
- 8. Students will understand what it takes to become an effective art teacher**
- 9. Students will be able to critically understand visual culture & multicultural art education**
- 10. Students will read & become knowledgeable about careers in art education outside of K-12, associations/conferences and journals/research**

Course Content:

1. Art education history
 - a. Development of art education in American public schools
 - b. DBAE influences
 - i. Art history
 - ii. Aesthetics
 - iii. Production
 - iv. Art criticism
 - c. Social influences on education
 - d. Visual & multicultural art education
2. Major theories and leaders
3. Child development & learning styles
4. Introduction to lesson planning and instruction
5. Lesson modifications
 - a. Law/Policy
 - b. Special needs & ESL/ELL
 - c. Gifted and talented
6. National, state, and local standards
7. Develop personal art education philosophy and artist statement
8. Careers, associations/conferences, and research/journals

Instructional Activities:

The syllabus, assignments, calendar, and reading lists are posted on Blackboard. Students are responsible for maintaining a Blackboard account, and an UTA email account for professional communication (STUDENTS MUST USE UTA EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR). Students should frequently check their email and announcements in Blackboard. It is necessary to be self-motivated and open-minded.

Instructional activities will include the following:

- Reading Assignments
- Cooperative Discussions
- Microsoft PowerPoint™ Presentations
- Writing Assignments
- Research

Required Reading:

Efland, A. D. (1990). *A History of Art Education: Intellectual and Social Currents in Teaching the Visual Arts*. New York: Teachers College Press.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio Thinking: The Real Benefits of Visual Arts*.

Various articles and NAEA Advisories will be supplied in class or posted on Blackboard™.

Recommended Reading:

Anderson, T. & Milbrandt, M. (2005). *Art for Life: Authentic Instruction in Art*. New York: MacGraw Hill Companies, Inc.

Cruikshank, D., Jenkins, D. & Metcalf, K. (2009). *The Act of Teaching*. New York, NY: McGraw-Hill.

Efland, A., Freedman, K. & Stuhr, P. (1996). *Postmodern Art Education: An Approach to Curriculum*. Hurwiz, A. & Day, M. (2001). *Children and Their Art: Methods for the Elementary School*. Belmont, CA: Wadsworth Group / Thompson Learning.

Keifer-Boyd, K. & Maitland-Gholson, J. (2007). *Engaging Visual Culture*. Worchester, MA: Davis Publications.

Marantz, S. & Marantz, K. (2005). *Multicultural Picture Books: Art for Illuminating our world*. Toronto: Scarecrow Press.

Walker, S. (2001). *Teaching Meaning in Artmaking*. Worcester, MA: Davis Publications.

University Library Resources:

- *Journal of Art Education*
- *Journal of School Art*
- *Studies in Art Education*
- *The New York Times*

Recommended Resources:

Art certification students must join the National Art Education Association at <http://www.naea-reston.org/membership.html>. Members receive many of the NAEA publications including *Art Education*, can purchase NAEA books at a discount, and can attend state and national conferences. Also, students should join the Texas Art Education Association at www.taea.org. A student membership is \$16. Active membership in professional organizations is expected and looks good on your résumé.

Attendance Policy:

Class meets twice a week. As an art education major, you are considered as a professional in training. Attendance is essential in this class and roll will be taken at the beginning of each lab. You are expected to arrive on time, sign in, participate fully in all activities, and remain for the entire class. It is the tardy student's responsibility to see the instructor during class in order to insure that he/she is marked "tardy" rather than "absent."

More than two unexcused absences will lower final grade by one letter (see attendance policy of the university). Three tardies will equal one absence. Absences will be excused only when an illness is certified by a doctor or in the case of an extreme family emergency. Students should notify professor of absence via email at least an hour before class.

Grading:

Your grade in this class will be determined by a number of factors and performances. In all aspects of this course, sincere effort counts and gradual improvement is expected. Strong academic skills including research and communication are necessary for successful completion of assignments. Attendance and classroom participation is also a factor. In-class and homework projects and activities are evaluated in part on the amount of work involved and the care and concern with which they are done. There is NO ALLOWANCE for the late submission of papers or other assignments.

Grading Scale:

A	90 to 100	D	60 to 69
B	80 to 89	F	Below 60
C	70 to 79		

Late work will receive an automatic deduction of one letter grade for each class not turned in. Work more than one week late will not be accepted. An absence does not excuse a student from turning in work. If you are going to be absent on the day that an assignment is due, you will need to contact me to make special arrangements to bring the work to me.

Be reminded that many of the assignments in this class will be completed in groups of two or more. Should you be absent on the day of a presentation, you will be jeopardizing the grades of your partners as well as your own.

Paper Style and Format

All written assignments completed outside of class must be typed, meet required length, and should include:

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- A cover page with title, your name, course title and assignment title and date.
- A descriptive title for the paper.
- Page numbers on all pages
- Left and right margin: no larger than 1.5"; Top and bottom margin: no larger than 1.0"
- Use 12 point Times or Times New Roman font
- Double-space all lines, except quotes over 40 words, which must be double-spaced and indented one-half inch.
- Spell check, proof read, and staple.
- Choose one of the following style sheets and follow it consistently: *American Psychological Association, Chicago, Modern Language Association.*

Academic Integrity:

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

As a Matter of Courtesy

Cell phones may not be used in class. Please step into the hall to make calls or check messages. Phones may be used in class for research only – texting will not be tolerated.

* During the first week of class print and bring to class a copy of the new TEKS (Texas Essential Knowledge and Skills for Art K -12) and the *National Standards for Art Education*

* Spend at least an hour with a young friend who is between the age of 2 and 11. Provide a comfortable environment, paper between the sizes of 12 x 18 and 18 x 24 and a variety of drawing materials (for very young children – washable markers and fat crayolas and for older children – pencils, markers, crayons, etc.) Ask your friend to draw for a while. Provide encouragement but no instruction. As a class we'll choose a theme that you can suggest as a subject for the drawings. However if the children draw something else, it will be fine. At the end of the drawing session ask your young artist about his or her drawing and note responses on the back.

* Visual Culture Presentation – details to follow.

Major Assignments:

1. History of Art Education PowerPoint Presentation (10%)

Students will select a decade or two (depending on how many students are in the class) from the early 1800s through 2010 on which to present a section of the history of art education. While reporting on the subject, students need to think about education (in general), political climate, economy, types of schools (and their evolution), inventions/technology, diversity, museums, higher education, visual culture and more. The presentation will be in the form of a PowerPoint (time limitations and number of slides will be determined by professor before presentation is due) and presented to the class. Grade will be based on content, organization, delivery of information, and images/text. Include resource list.

2. Major Leaders and Theories Paper and Presentation (15%)

In pairs, students will pick one leader (list will be provided) from the history of art education and write a two-page paper about this leader and his/her major tenets, theories, and contributions to the field of art education. The paper must include the who, what, why, when, and where of the leader/theory as well as what makes this leader/theory important to the field of art education. Students will present their findings in the form of a 10-minute PowerPoint presentation (10 slides).

3. Research and Teach the 8 Studio Habits of Mind (20%)

In pairs, students will be assigned a Studio Habit of Mind to teach the class. Students should follow the book and gather outside information/data to present/teach the material to the rest of the class. Each presentation must be 20 minutes. Students have the option of doing a PowerPoint presentation or another format and must include unique ways to present the information (like you would if teaching to strangers). Grading will be based on content, organization, delivery, and supplemental materials.

4. Artists Statement (5%)

Students will write a personal artist statement about their artwork. This should be no more than one-page, double-spaced. A full-page color photo collage spotlighting your own work must be attached. See Blackboard for examples.

5. Teaching Philosophy (5%)

Students will write a personal teaching philosophy including ideas from the course along with their personal theories about pedagogy, art, and philosophy. (Example teaching philosophies will be provided). This paper will be no more than one-page, double-spaced.

6. Content of Art Project (30%)

Working in groups, students will choose an art medium, i.e. drawing, painting, sculpture/ceramics, printmaking, metal tooling, new media, etc. and write a three to five page paper describing, analyzing, and interpreting the medium based on children's artistic development, multiple intelligences, and other resources. This paper must also include an activities sheet with example activities and short descriptions (at least 5 examples) based on the medium. Additionally, each group will take one of those activities and develop it into a full unit/lesson plan and teach/present it to the class (focusing on elementary or middle school). Additional details to follow.

Your paper should follow the paper format guidelines outlined in the course syllabus. Support your description, interpretation, and analysis with 3-5 resources. These can be course readings, interviews, books, journals, videos, Internet, etc. (No more than one of the resources can be a website/video).

7. Electronic Resource Notebook (5%)

Students will collect teaching resources, assignments and handouts while researching art education during the course and neatly organize the material in an electronic resource notebook to be collected on the last day of class (in the form of CD or jump drive). The CD or jump drive must be contained in a clearly identified 1-quart zip lock bag. The electronic notebook will include all of the material that is written for the course with revisions. Clearly identify the owner and course information on the cover (of the CD or jump drive) and provide a useful table of contents. A cover page with student identification information must be included within the notebook.

8. Participation (10%)

Class participation includes class discussion, in-class writing, exercises or small homework activities between classes not listed in the syllabus. Students are expected to willingly participate in all of these activities with serious enthusiasm. Please approach all class related activities with a fresh and non-judgmental mind while being open to possibilities.

University Information

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized, as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MayMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/ses/fao>).