

ART 455 - VISUAL ARTS IN THE CLASSROOM II SYLLABUS

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INTRODUCTION

Art 455 - Visual Arts in the Classroom II is designed to acquaint Art Subject Matter Program students with a scope of art concepts and materials to be used in the middle school and secondary school setting. Designing curricula for major themes in art education is included. Special attention is given to artistic perception, creative expression, art heritage (including multicultural arts), art criticism, and applications in other disciplines, as is outlined in California's Visual and Performing Arts Standards (2002).

BACKGROUND

This course serves as your entry point into the profession of secondary art education. There is often much more to the role of art teacher than most art students can imagine. Much of your art subject matter preparation has already been covered in your undergraduate art program. Art 455 is designed to help you learn how to *teach* your subject matter. This will require the assembling of ideas, teaching tools, resource materials, and an understanding of the discipline of art education.

The requirements for Art 455 have been established on a state, and not a local or institutional level. Our PLNU program is held accountable to the California Commission on Teacher Credentialing. It is admittedly a rigorous program, but it is one to be proud of. The state has set up the art subject matter standards. It is the PLNU Art Department's responsibility to facilitate your meeting these standards through the Art 455 course requirements and content materials.

At each stage of this course, the overall presentation of your art curriculum materials will need to be as professional as possible. Quality "packaging" and substance will be critical for your initial employment, as well as the preservation of your career goals. *Proofread carefully.* The computer helps your presentations to appear as professional as possible. For this reason, type all required written work for this class, with the exception of your field logs/notes.

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- Describe how California's *Visual and Performing Arts Framework* and Art Standards can shape secondary art curricula in their future classroom.
- Discuss teaching strategies used by secondary art teachers which also include a range of audiovisuals and computer technologies.
- Write standards-based curricula that include major areas of art education, including art media, techniques, art heritage, art criticism, and aesthetics.
- Discuss issues concerning gender and ethnic diversity as related to art curricula in secondary school classrooms.

- Write a personal philosophy statement for teaching visual arts in the public schools.

READINGS

Selections from texts and periodicals:

Rhodes and Ragans, Understanding Art.
McMillan/McGraw-Hill: Lake Forest, Ill.

Ragans, Art Talk (2nd. Ed.). McMillan/McGraw-Hill, Lake Forest, Ill.

Periodical Readings: See enclosed topics list for assigned readings on issues in art education.

Hard Copy and Online Resources:

Art Education
Art Forum
Arts and Activities
Art in America
Ceramics Monthly
Issues in Art Education
School Arts

COURSE REQUIREMENTS:

Class Attendance and Deportment

Attendance in class is considered vital for the optimum amount of creative exchange between all those involved in the art learning process. For this reason, attendance is required according to PLNU Catalog policies. Three points will be deducted for each unexcused absence and three times late to class equals an absence. If an absence is necessary due to illness or family emergency, leave word on the instructor's voice mail system (#2339).

All electronic devices must be turned off and stored away during the class period (i.e. iPods, cell phones, computers, etc.)

The college classroom is a professional workplace. Classroom attire should not be distracting to your classmates. "Too short, too tight, too low, too exposed" might be great for the beach or parties, but this type of clothing does not belong in the classroom. Wear comfortable, washable clothing on art lab days. Shoes must be worn at all times.

Grading

All grading is done on an eleven-point scale. Some assignments will be given more credit (i.e. 2X, 3X, 5X credit), based on the amount of work involved. Assignments will be submitted on four due dates spread across the semester (See calendar).

A 11	A- 10	B+ 9	B 8	B- 7	C+ 6	C 5
C- 4	D+ 3	D 2	D- 1	F 0	CR	

Academic Accommodations: All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

If questions arise concerning the final course grade, students may ask by e-mail for a re-tabulation of their cumulative points. Final grades are almost never changed. Only if a mathematical error has been made, will the student be contacted to inform him or her of the change. Grades are based on class participation, attendance, written assignments, field experiences, and artwork.

Field Work

Each student is required to spend **20 hours** observing in a secondary art classroom during the semester. Two different art classrooms, grade levels, or art courses are preferred. Observations can be done at the middle school, junior high, or high school levels. School sites should be selected in consultation with the instructor. Students are encouraged to be an active observer/participant in the classroom (i.e. teach at least one art lesson, if approved by classroom teacher).

Students are required to keep a weekly journal to be submitted at the end of the semester that identifies the art curricula, media, teaching strategies used by the classroom teacher, and classroom management techniques. Daily evaluation comments should also be included (i.e. Pros and cons about the lessons? How would you have taught them differently?, etc.). *Include a final reflection statement on what you learned from*

your field assignment when your log is turned in at the end of the semester.

COURSE ASSIGNMENTS

❑ **Course Portfolio and Handbook** - Students are required to assemble (1) a *Resume and Secondary Art Teaching Portfolio* during the semester. This will include all written assignments and color copies of art projects where indicated. Instructions for the portfolio contents are contained in the materials which follow. The notebook will include a removable section at the end, which contains your classroom observation logs and responses to assigned readings. The responses should include a basic summary of assigned periodical articles, questions posed by the topics, evaluation comments, etc.

The notebook is intended to be an interview-ready document -- ready for seeking your first art teaching position. For this reason it is important that it is presented in a clear, creative, and organized fashion. *Use plastic sleeves on each page.*

❑ **Lesson and Curriculum Planning** - Five curriculum units, each including **four** sequential art lessons selected from the text, art periodicals, or the Internet, are required to represent the four of the five components/strands of the *Visual and Performing Arts Standards* (See sample page in the *Handbook. Unit V. Connections, Relationships, and Applications* will be incorporated into the *Art Theme Lesson*):

4 Written Art Lessons/3 Art Projects each:

- I. *Artistic Perception*
- II. *Creative Expression*
- III. *Art Heritage*
- IV. *Art Criticism*

a) Curriculum units which include 4 lessons from each art component must be sequential, selected from the texts listed above, build upon a selected skill or concept, and include a variety of art techniques and media. *Use the "Yellow Sheet" lesson plan forms.*

b) Art Lesson ideas must include the use of texts and periodicals, computer programs, and Internet resources, as well as other audiovisuals (i.e. transparencies, videos, etc.).

c) Art lessons must include art heritage topics which reflect the contributions of culturally diverse

populations, including women, a range of ethnic groups, and their artistic traditions.

d) Art lessons can be built around materials available in the schools, found materials, exploration of an artist and his/her works, historical and contemporary art works, art criticism, and so on.

e) A brief overview page for each curriculum unit must be typed and prepared for each class member and the instructor. Cite overall objectives, student learning outcomes, and the *VAPA Art Standards* used for each of the Art Units I-IV.

TIPS for planning the art curriculum units:

- *Use your texts for the majority of the art lesson ideas*
- Identify art curriculum area/VAPA art component(s)
- Include copies or sketches of pertinent illustrations
- Identify works of art and/or artists included in the lessons
- Describe each lesson in 4-5 sentences (included in lead-in activities)
- Identify computer programs and audiovisuals to be used

❑ **Periodical Reviews** - Forms have been provided for you to review **six** art education-related articles during the semester. It is not necessary to type these on the computer, however this is always encouraged. Feel free to create your own review page, but follow the provided format. Topics for the articles are listed on a page that follows. Articles should be selected to coordinate with the art education-related issues under discussion. See course calendar for specific topics and dates.

❑ **Art Projects** - Students are required to make three art projects for each art unit and one project to accompany the theme lesson (Total = 13 projects). *Use your texts as the primary resources for the art project ideas.*

❑ **Art Theme Lesson** - See handouts for format and specific items to include:

One *Art Theme Lesson* is required for the semester. Copies of the theme lesson must be typed and prepared for each class member. The theme lesson consists of selecting an art topic which can be explored on a descriptive, as well as analytic levels. From basic background information on an artist, art style, art movement, folk art tradition,

popular art form, architectural style, mass-produced art form, and so on, the theme lesson should include learning activities which make connections to a range of relationships within and beyond the art field.

The theme lesson asks for the inclusion of three hands-on art activities related to the focus of the lesson. The student will be required to make *one* of three of the projects that accompanies the lesson and *mount it on or include it with the display board*.

AUDIO-VISUALS, ETC.

❑ **Display Board** - One portable display board is required during the semester to accompany the art history-oriented theme lesson. A second one can be made for *extra credit* and should feature an art topic selected from a different component (i.e. design language, art process for selected techniques, architecture, computer art forms, folk arts, etc.).

The boards should be a minimum of 30"x 40" and made of foam board or corrugated cardboard (available in the Bookstore). Craftsmanship and layout features are critical to the quality of the display.

❑ **Design Language Notebook or Power Point**

See handout for format and contents:

The *Design Language Notebook* serves as a picture file and teaching tool for art classroom use. Follow the format provided. Include definition of elements and principles on each title page where appropriate. *Make transparencies for each title page that includes a definition.* Magazine pictures (min. 4"x6") are to be selected to illustrate the elements and principles of design.

Each page should be labeled, laminated or placed in plastic sleeves, and contained in a 3-ring binder. Quality craftsmanship is vital to achieve the strongest presentation of the notebook. Cut out pictures using an Xacto knife and ruler, or on the paper cutter. Appropriate subject matter for the classroom should be considered when selecting the pictures.

If you prefer to accomplish the requirements for the Display Boards or the Design Language Notebook with Power Point presentations, please feel free to do this. However, discuss your choices with the instructor before proceeding.

❑ **Art Teacher Interview** - An interview with a secondary classroom art teacher or art specialist,

who is responsible for ordering art materials for use in an secondary classroom, is required. See handout for suggested questions. Include interview in course portfolio.

ART MATERIALS: As needed:

Art materials used in the course will be dictated by projects individually selected for each assignment listed above.

SELECTED TOPICS FOR DISCUSSION - From Periodical Readings (REQUIRED : 6 Articles Minimum).

- Influences of Gender, Ethnicity, & Social Issues on Art Learning in the Secondary Classroom; Women Artists and Art Education
- Art Museum Education and Community Programs
- Community Partnerships in the Arts
- Discipline-Based Art Education - The Getty Foundation
- Theories of Art Education for Secondary Learners
- Exemplary Curricula in Secondary Art Programs
- Grant Writing for Secondary School Arts Programs
- Visual Arts Partnerships with Other School Subject Areas
- Uses of Computer Technologies and Internet Resources in the Art Classroom
- Magnet and Charter Schools and the Visual Arts
- Multicultural Arts Programs
- Using Art History in Studio Classes - Writing Within the Discipline
- Art Criticism Techniques for the Secondary School Art Classroom

- Student Learning Outcomes: Art Skills and Concepts Assessment
- Advanced Placement Art Courses in the Secondary Schools
- Portfolio Development and Assessment in High School Art Programs
- Visual Arts and Special Needs Populations - Homeless, Visually Handicapped, Special Education
- Visual Arts Programs for the Gifted in Secondary Schools
- Art as Therapy in Special Education
- Art Education and its History in America's Secondary Schools

Art 455 - Visual Arts in the Classroom II COURSE REQUIREMENTS SUMMARY

Written Assignments:

☐ Art Classroom Observations - School Site Weekly Log, **20 hours required** - Must be signed off by teacher of record.

☐ Resume and Secondary Art Teaching Portfolio

Cover letter
Resume
Artist's Statement
Philosophy Statement of Art Education in the Secondary Schools
Four Art Curriculum Units* (Includes Yellow Sheets)

☐ *Four Art Curriculum Units - Yellow Sheets and Summary Pages: 4 Sequential Art Lessons (3 art projects for each unit)

- I. Artistic Perception
- II. Creative Expression
- III. Art Heritage
- IV. Art Criticism
- V. Connections, Relationships, & Applications (Art Theme Lesson)

☐ Six Periodical Reviews: (Titles)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

☐ Art Theme Lesson: (Unit V)

☐ Art Teacher Interview

Art Projects and Audiovisuals

☐ *Design Language Notebook or Power Point*

☐ *Art Theme Lesson* Display Board or Power Point

☐ 13 Art Projects (Includes one from the *Art Theme Lesson*) (Included in Portfolio Grade)

Dr. KJ Sangren/PLNU