



Point Loma Nazarene University
Department of Art and Design

ART 3019 – Visual Arts in the Classroom I
Syllabus

3 Unit Course

SPRING 2026

Meeting days: Tues/Thurs.	Lisa Bryson
Meeting times: 4:30 pm – 6:50 pm	Phone: Email contact please
Meeting location: Evans Hall, Room 122	Email: LBryson@pointloma.edu
Last day of class: April 30th	Office location and hours: After class Tues/Thurs, Evans Hall, Room 122
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

Art 3019 - Visual Arts in the Classroom I is designed to acquaint teacher education students with art education theories, curriculum applications, art media, and techniques appropriate for use in classrooms. The course is organized according to the California Visual and Performing Arts Framework and Visual Arts Standards and seeks to provide background art experiences in each of the Five Components: 1. Artistic Perception, 2. Creative Expression, 3. Historical and Cultural Context, 4. Aesthetic Valuing (Art Criticism), 5. Art Connections, Relationships, and Applications. The visual arts provide children with another way of knowing and perceiving the world around them. In Art 3019 and 4055 teacher education students will be introduced to broad understandings of the uniqueness of the visual arts and their contributions to child development, creativity, and human expression.

COURSE LEARNING OUTCOMES

Upon completion of Art 3019 – Visual Arts in the Classroom I, students will be able to:

- Articulate the value of the visual arts in the K-12 schools.
- Write VAPA Standards based art lessons and Unit for learning that include art objectives, lead-in activities, evaluation methods, art resources, and integrative applications to other subject areas.
- Create art projects in a variety of media within a thematic framework.
- Identify works of art by historical and contemporary artists.
- Establish a foundational art vocabulary.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Rethinking Curriculum in Art

Stewart, M. G., & Walker, S. R. (2005). *Rethinking curriculum in art*. Worcester, MA: Davis Publications.

Other Articles and Periodical References will be provided for you and do not require purchase.

ASSESSMENT AND GRADING

GRADING PROCEDURES – Grading Guide and Checklists

Available in your Canvas Course Orientation and each Module Overview.

Grades will be based on the following:

A	B	C	D	F
A 95-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-60
A- 90-94	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 61-63	

ART 3019 – ASSIGNMENTS (in-class and homework)

College assignments in art education courses such as Art 3019 always seeks to mix the teaching and theories of art education with their applications in hands-on art experiences. This course seeks to create art learning experiences that familiarize the education student with both the *whys* and *hows* of art learning.

ASSIGNMENTS AT-A-GLANCE: The following assignments are comprised of both in-class activities and homework.

READING RESPONSES (20-40 pts)

Assigned reading from our text *Rethinking Curriculum in Art* (2005) by Stewart and Walker.

Stewart, M. G., & Walker, S. R. (2005). *Rethinking curriculum in art*. Worcester, MA: Davis Publications.

DBAE and the Thematic Approach Written Response (20 pts.)

Research is conducted into the Thematic Approach, the four core disciplines and the benefits of the Thematic Approach for developing an art education curriculum and instruction in the classroom. The written response provides a brief overview and discusses the benefits of such an approach.

WHAT IS ART? (20 pts.)

(In-class group activity) In order to teach art, understanding art is key. Through investigation and discussion, students view, examine and question *art*.

- (In-class) Reading a Work of Art: Reflection: Written Response (20 pts)

- "Aboutness" – Developing Context when Looking at Art: Written Response (10 pts)

ENDURING IDEAS: Review and Practice (20 pts)

Enduring ideas provide the necessary questions to guide active investigative learning: core concepts require “unpacking.”

WRITING AND UNDERSTANDING LEARNING OUTCOMES (10 pts)

Introduction to Learning outcomes and putting into practice: *how* to write learning outcomes for lesson and unit plans.

DEVELOPING A POSITIVE SELF IMAGE: Interpretive Systems (10 pts)

Written reflective response.

MIND MAPPING PERSONAL IDENTITY – Art Activity (20 pts)

(In-class activity) Background and works by artist Jean-Michel Basquiat are presented. Students complete a self-portrait in the style of Basquiat.

Classroom implications: Identity is formed in the early stages by those we model after, but as we grow, identity is not only informed by those close to us but further developed through outside influences and experiences. Through the practice of developing a visual mind map, we can comprise a pictorial image that expresses self.

EXPRESSING EMOTIONS IN ART – Art Activity (30 pts)

At all learning levels, students often struggle to find positive ways for expressing feelings and emotions; artists continually explore means for communicating and evoking feelings and emotions in and through art. Students develop a color key for expression as well as complete a personal emotive drawing inspired by Edvard Munch’s, *The Scream*.

(ART4055) Drawing Developmental Stages in Children – Presentation (30 pts)

Review the Drawing Developmental Stages in Children and assemble a PPT presentation to define and illustrate these stages to the class.

COLLAGE: FAMILY AND COMMUNITY – MAKING VISUAL CONNECTIONS (40 pts)

(In-class activity) Background and works by artist Romare Bearden are presented. Students develop a collage that embodies family and community.

Classroom Implications: By introducing topics of race, skin color and identity into the classroom (experienced by the artist), students are provided opportunities for broadening understanding of what comprises “community” and instilling compassion for others.

- Denying Identity: Written response (10 pts)

LESSON PLAN GROUP ACTIVITY: Mini Pop Art Project (30 pts)

Working together in groups, students design a lesson plan to correspond with the Takashi Murakami inspired Mini Pop Art project.

COLOR WHEEL: DEVELOPING AN UNDERSTANDING OF COLOR IN ART (50 pts)
(In-class activity and homework) Students are introduced to foundational color terminology, the color wheel and how to mix secondary and tertiary colors. Students explore color by interpreting a sunset into abstract color fields inspired by the works of Mark Rothko.

QUIZES:

- Josef Albers' Homage to the Square and Color Wheel Quiz (175 pts)
- Josef Albers' Homage to the Square in class practical application test (75 pts)

COLOR FIELD SUNSET: Mark Rothko inspired color field sunset painting (50 pts)

THE ART OF PLAY – CHILDHOOD DEVELOPMENT: Written Response (20 pts)
Explore the importance and benefits of Play-based learning in a general education curriculum.

- Art of play video: Written response (10 pts)

UNDERSTANDING ARTIST INTENT: SOCIAL ACTIVISM AND ART INSTALLATION – ARTIST MASHUP (60 pts)

(In-class activity and homework) Students explore Identity through Activism. Bios and works by artists Keith Haring and Yayoi Kusama are introduced. As we address *identity in art*, the focus of defining personal identity moves outward into the larger community: the world and environment.

Classroom Implications: Students can gain confidence in establishing "voice" - making a difference in their community, world, environment. Art is an essential vehicle for expressing and advocating change.

This assignment is comprised of two parts: Part 1 is completed in class. Part 2 is homework: Part 2 is homework: Written component (3 learning outcomes).

MOTIVATE CHANGE AS A COLLECTIVE – ENVIRONMENTAL ART ACTIVISM: THE COLLECTIVE AND FINDING BEAUTY: Written response (20 pts)

In class Presentation/TED Talk. The body of work entitled *Intolerable Beauty: Portraits of American Mass Consumption*, artist Chris Jordan actively engages the viewer in a global conversation regarding consumption of goods and the devastating effect on the environment (our environment). Jordan transforms images of waste into beautiful abstractions that immediately create a juxtaposition between the beautiful images and the threat on our environment (artworksforchange.org).

MURAL PROJECT PROPOSAL: (50 pts) Artists are often required to write proposals for public art projects, installations, and exhibitions. For this assignment, students write a proposal and complete a mock-up visual representation for a mural project that promotes environmental awareness. By writing an artist proposal, students gain the skill sets necessary to promote artistic endeavors, and as future educators, the experience assists in expanding student capabilities for writing, planning and advocating for social/environmental issues relevant to our contemporary times.

SHAPE TO FORM: EXPLORING, SHAPES, FORMS AND GRADATION SCALES (20 pts)
(In-class activity) Practical application (in-class assignment): Developing shape to form, value and gradation scales: practicing hatch marks and gradations.

ASSESSMENT IN ART EDUCATION: DEVELOPING A RUBRIC (40 pts)
(In-class group activity) Students learn to develop a rubric for grading the Design Language presentations.

SCAVENGER HUNT – DEFINING ELEMENTS AND PRINCIPLES OF ART (50 pts)
Students hunt for images that define the elements and principles of art/design. These selected images are compiled into a PPT presentation and shared with assigned student groups.

- (In-class activity) Using rubric designed for assessing the Design Language presentations and in assigned groups, students provide peer review/grading.
- Personal Response: Discussion question – responding to the rubric/peer review process. (20 pts).

BRAINSTORM FINAL UNIT AND 3 LESSON PLANS (20 pts)
(In-class work time) Students are provided in-class work time to begin building a framework for their final unit: addressing learning outcomes, enduring idea, assessment and art making.

ENDURING IDEA: Rough Draft (20 pts)
Students write the enduring idea (core concepts) for the final Unit Plan.

SUPERHERO SOUND EFFECTS AND SPLASH BALLOONS: Onomatopoeia (50 pts)
Students construct a book that illustrates the use of onomatopoeia in the comic book style.

SUPERHERO YOU: IDENTITY IN ART (60 pts)
(In-class work time) Personal identity can often be negatively influenced by peer pressure and unrealistic expectations. By identifying key strengths and unique qualities, students can begin to build a positive self-image.

Classroom implications: By exploring superheroes (real and imagined), students are given a launching pad for designing her/his superhero persona that exemplifies a positive self-image.

FOOD, ART, AND IDENTITY (50 pts)
(In-class art activity and homework) Much of our identity is formed through family, culture, ethnicity and food. Students design and make a menu of their favorite foods or meals that represent their personal culture/heritage.

- Food and Identity – Personal Reflection (10 pts)

UNIT RATIONALE: Rough Draft (40 pts)

LESSON PLAN 1: Teaching Art in the Classroom (75 pts)
Students prepare lesson plan 1 for the final unit and receive feedback. Students are also given the opportunity to present their lesson and teach the art activity to the class. Peer review/feedback is provided.

MIDTERM QUIZ: Broad overview of material covered in videos, lectures, and textbook. (175 pts)

ZINES: Developing Personal Identity through Illustration and Text (50 pts.)

(In-class activity) Students are introduced to the works of artist Barbara Kruger, Zines as a form of art, and the purpose of zines in communicating ideas. An endcap to the semester with freedom to explore content that exemplifies topics covered in the semester.

FINAL: UNIT FOR LEARNING: Unit Plan with 3 Corresponding Lesson Plans (200 pts)

PARTICIPATION (100 pts): Additional in-class mini art projects are included in the semester and are essential to the course; these experiences assist in developing connections to instruction and formulating lesson plan content and understanding. Furthermore, opportunities are provided to discuss topics, work in groups as well as develop coursework in the classroom. During lesson plan presentation/teaching days, attendance is required and is a major part of the participation grade. Attendance for the duration of the semester is also considered participation.

INCOMPLETES AND LATE ASSIGNMENTS

LATE work will lose 3 points with each class meeting that follows the class period the assignment is due. This means if the assignment is not finished for the class period on the announced due date, the assignment will be considered late.

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 & 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. University faculty members are hired for their expertise in the field and for their knowledge of industry standards. For these reasons, students should know and produce to the instructor's standards. The instructor's individual and course evaluations are final.

FINAL EXAMINATION POLICY

The completed Unit Plan and 3 Lesson Plans are your final exam and must be posted to Canvas by the due date provided in Canvas.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLEGEANCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive

language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
 - 2. Online:** Coursework is completed 100% online and asynchronously.
 - 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
 - 4. Hybrid:** Courses that meet face-to-face with required online components.
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PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive the appropriate grade for their work and participation.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

ART 3019 – Visual Arts in the Classroom I: Art Supplies and Materials List

Necessary art supplies you will need to purchase for this course are listed below. Additional supplies may be required and will be announced.

Note: The paint and paper can be purchased at either Michaels or Dick Blick. Please purchase as soon as possible to be prepared for course art projects.

- Strathmore 300 series Bristol Board Pads 11" x 14" or any good quality mixed media paper that is 11" x 14" in size.
- Pack of both thick and thin Crayola Markers
- Acrylic paint at least 4 oz bottles (one tube each):
 1. Red
 2. Yellow
 3. Blue
 4. White
 5. Black

Note: Michaels Artist's Loft 4 oz. acrylic paint is fine. Dick Blick also provides student grade BASICS acrylic paint, be sure to purchase the 4oz. tubes of paint.

- At least two paint brushes (student grade is fine): one thin round brush and one thick flat brush. If you would like to purchase a set of brushes, Dick Blick has a nice set available at <https://www.dickblick.com/items/06082-1569/>

Note: If you already have paint brushes and can paint both thin lines and broad strokes with your brushes, feel free to use them.

- Graphite drawing pencils 2B, 4B, 6B
- White Hi-polymer eraser or kneaded eraser (one only)

- SAKURA Cray-Pas Expressionist Oil Pastel Set - Soft Oil Pastels for Artists - 12 Colors available on Amazon.

Link: [Cray-Pas Expressionist Oil Pastel Set - Soft Oil Pastels for Artists - 12 Colors](#)

Extra Items Necessary:

- Photocopy images (5-6) of family, friends, events, pets, etc. for in class project. (Please use photocopied images not originals.)
- Photocopy images (6-7 small copies) of people, issues, values, of importance to you.
- Elmer's Glue (Liquid or glue stick is acceptable)
- Scissors
- 12" ruler (An inexpensive plastic ruler is acceptable)
- Plastic container for water/rinsing brushes (note: You can recycle cottage cheese containers, butter containers etc. for your container.)
- Roll of paper towels

ART 3019 and 4055 Modules: Weekly Course Schedule

Note: Due dates for assignments available on Canvas

Submit completed assignments to Canvas

Module 1	Tuesday 1/13	Course introduction and writing expectations – Thematic Approach: Art 3019 and 4055 “Self-Identity in Art”
	Thursday 1/15	Why Teach Art? Discussion – Enduring ideas intro
	Discussion	Share one source/reason to teach art in schools
		PPT Brief history of Art Education
		PPT on Learning Outcomes and Enduring Ideas
		Blind contour line drawing exercise
		Writing and Understanding Learning Outcomes
		Mini art project – color, pattern, shape, motion (in class) – Bring markers to class.
	Homework	Art 3019: Write 3 learning outcomes for Mini Art Project Art 4055: Write 4 learning outcomes for Mini Art Project
	Homework	Why Teach Art? Written Assignment
	Homework	Topic: Enduring Idea: Review and Practice
	Tuesday 1/20	Presentation/Discussion: Identity in Art: Developing a Positive Self Image
		Discuss and complete Enduring Idea project in class (bring laptop/tablet to class)
		Basquiat video, Mind mapping: Art Project (in class): Bring art supplies listed in Canvas.
	Homework	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 1-2) (chpt. 3) – Submit to Canvas
	Homework	Interpretive Systems written response.
	Thursday 1/22	Expressing Emotions in Art: PPT Presentation
		PPT on “Line” in art
		Complete <i>The Scream</i> inspired drawing and Color Key: bring oil pastels and 11” x 14” paper.

Module 2	Tuesday 1/27	What is Art? In class discussion Viewing and <i>Valuing Art</i> (group activity)
	Thursday 1/29	“Aboutness” presentation - Developing Context: Reading a Work of Art – Presentation and in class activity
		Frida Kahlo: Developing Context When Looking at Art: Bring Laptop/tablet to class to complete written assignment.
		Practice Viewing and Interpreting works of Art: Review works provided by Professor
	Tuesday 2/3	Romare Bearden Presentation: Collage: Family and Community – Making Connections (In-class art project); bring art supplies listed in Canvas.
	Homework	Topic: Denying Identity
	Homework	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 4) – Submit to Canvas
Module 3	Thursday 2/5	Introduce/Review Lesson Plan Template (Group Activity)
		Introduction to the Visual Art State Standards
		Pop Art and Murakami PPT Presentation
		Murakami/ Radial Balance – Pop Art Radial Flower Project (Bring Art supplies: Markers, scissors, pencil with eraser, glue.)
		In-class complete group activity (writing a lesson plan)
Module 4	Tuesday 2/10	Homage to the Square and Color Wheel PPT presentations Mixing colors and painting color wheel components (in class): Bring paints, brushes, container for rinsing brushes, and paper towels.
	Tentative	Extra time in class to complete group lesson plan activity
	Homework	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 5 and chpt. 7) – Submit to Canvas
	Thursday 2/12	Homage to the Square and Color Wheel Quiz– bring laptop/tablet to class
		Make Albers Color Studies: In-class project (extra credit)
	Tuesday 2/17	Homage to the square Part II Quiz (in class): Bring art supplies listed in Canvas.

	Thursday 2/19	Art of Play PPT Presentation
		Introduce/Review Unit Plan (Bring textbook to class)
		Rothko Presentation (color field painting) and in-class sunset painting (bring supplies to class)
	Homework:	Topic: "Art of Play" Response
	Homework:	Topic: "Art of Play" Video Games in the classroom response
Module 5	Tuesday 2/24	Kusama/Haring PPT presentation – Identity within the scope of activism and making a difference
		Social Activism Group Activity (art project): Bring paints, brushes, containers for rinsing brushes and paper towels.
	Homework:	Complete corresponding learning outcomes and standards for this assignment.
	Thursday 2/26	Chris Jordan PPT Presentation – Promoting Environmental Awareness and Appreciation
		Group Mural Project Proposal with visual mock-up
	Homework:	Written Response: Motivate Change as a Collective: The Collective and Finding Beauty
	Homework:	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 8)
	Extra Credit	Elements of Art and Design Worksheet (extra credit)
	Tuesday 3/3	Midterm Test (in class)
		PPT Presentation – Elements/Principles of Art
Module 6	Thursday 3/5	Assessment practices in Art Education curriculum PPT
		Assessment in Art Education: Develop Rubric (in-class)
	Homework:	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 6)
	Tuesday 3/10	No class: Spring Break
	Thursday 3/12	No class: Spring Break

	Tuesday 3/17	Visual Culture from chapter 8 reading – Review and discuss
		Scavenger Hunt – Defining Elements/Principles of Art
	Thursday 3/19	First hour of class work on Design Language PPT presentations: Laptop or tablet required.
		Shape to Form and Value Scales: Bring drawing supplies, ruler and paper.
Module 7	Tuesday 3/24	Design Language student presentations – in groups
		Peer Review of Design Language Presentations: complete rubrics for each presentation in assigned groups
		Drawing the Eye exercise (extra credit)
	Homework:	Written Response: Personal Response to Grading Presentations
	Thursday 3/26	Superhero You (Part 1) PPT presentation
		Superhero Sound Effects and Splash Balloons: Onomatopoeia – Book Art
		Brainstorm PPT Presentation
		Brainstorm Final Unit/Lesson Plans (in-class work time) bring laptop/tablet to class
	Homework:	Complete Brainstorm assignment
	Homework:	Write enduring idea with paragraph summary
	Homework:	Add finishing touches to book. Art 3019 write 2 learning outcomes. Art 4055: Write 3 learning outcomes.
	Tuesday 3/31	Superhero You PPT presentation (Part 2)
		Superhero mashup – (in class work time) bring laptop/tablet to class and art supplies: markers, pencil, eraser, 11” x 14”
	Homework:	Complete Superhero Mashup assignment
	Homework:	Lesson Plan 1 – prepare for Module 8 Presentations
Module 8	Thursday 4/2	Easter Recess (no class)
	Tuesday 4/7	Rationale overview
		Food, Art and Identity PPT presentation

		Design and make a menu with your favorite foods or meals that represent your culture/heritage.
	Homework:	Rationale Rough Draft
	Homework:	Topic: Food and Identity Personal Reflection
	Thursday 4/9	Zines – Personal identity with a powerful message
		Artist Barbara Kruger
		Make a Zine with a personal message in the style of artist Barbara Kruger.
Module 9	Tuesday 4/14	Present/Teach Art lesson 1 (3 presentations) – pairs
	Thursday 4/16	Present/Teach Art lesson 1 (2 presentations) – pairs
	Tuesday 4/21	Present/Teach Art lesson 1 (2 presentations) – pairs
	Thursday 4/23	Present/Teach Art lesson 1 (2 presentations) – pairs
	Tuesday 4/28	Present/Teach Art lesson 1 (2 presentations) – pairs (one grp of 3)
	Thursday 4/30	Last class: Q and A opportunity for final preparation
	Saturday 5/9	Due: Final Unit with Corresponding Lesson Plans – Upload to Canvas.