

Art 319 - Visual Arts in the Classroom I/ Key Assignments Student Learning Outcomes

Proficiency Levels*	Key Assignments	Grade Levels	Student Learning Outcomes/SLOs Students will be able to:
*Student Learning Outcomes/Proficiency Levels: I - Initial, E - Emerging, D - Developing, HD - Highly Developed			
I	<p>Art Elements Projects - Texture, Line, Shape, Color, Value, etc Bring 1 article: "Why Have Art in the Schools?" Bring 2 articles: Art activities for the classroom from art education resources. Teaching an Art Lesson - Planning Strategies</p>	K>6	<p>Discuss why art is important in the elementary schools. Select two art projects that are grade appropriate. Select art projects that are do-able in one class period. Create two art projects of different media from two art education articles.</p>
E/D	<p>Teach Art Theme Lessons at SBUSD Elementary School in Imperial Beach Art Theme Lesson on famous children's book illustrator and artist. Meet at school at 1:30 PM with display boards, audio-visuals &/or other necessary teaching materials.</p>	K>3	<p>Students will write a cross-curriculum art unit (Art Theme Lesson) on a famous children's book illustrator and 20th Century artist. Students will be able to discuss how the art elements and principles are found in their illustrator's and artist's works. Students will be able to make and teach two sequential art projects from their Art Theme Lessons at a SBUSD elementary school. Students will be able to evaluate their teaching performances and articulate student learning outcomes.</p>
E/D	<p>Multicultural Arts: Mexican, Central American, and Polynesian Arts/ Mexican Amate / Kuna Indian Molas/ South Seas Tapas: Classroom Resources and Activities: Classroom Resources and Activities</p>	2>6	<p>Students will be able to describe how the art elements and principles are found in Mexican Amate Bark Paintings, Kuna Indian Molas, and South Seas Tapas. Students will be able to identify three different levels of abstraction in these Non-Western art forms. Students will be able to identify the similarities and differences in the media used in the three featured art forms. Students will be able to discuss the concept of "decontextualizing" Non-Western art forms when they are displayed in museums. Students will be able to make art projects that are inspired by Amate Bark Paintings, Molas, and Tapas.</p>
HD	<p>FINAL COURSE NOTEBOOK AND ART BOX (Include Teacher Interview, Surveys, Lesson Plans, Chapter Reviews, and Extra Credit Items)</p>	K>6	<p>Students will submit 15 lesson plans and 40-45 child art projects based on the five VAPA Standards: I. Artistic Perception, II. Creative Expression, III. Historical and Cultural Context, IV. Aesthetic Valuing, and V. Connections, Relationships, and Applications. Students will exhibit and discuss their favorite art projects from class in a final critique session. Students will articulate in written form how their understanding of art in the elementary classroom has changed after completing Art 319.</p>