



Point Loma Nazarene University Department of Art and Design
ART 3019 – Visual Arts in the Classroom Syllabus
3 Unit Course

FALL 2020

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Meeting days: Tuesday/Thursday (hybrid class)

Meeting times: 4:15 pm to 6:35 pm

Meeting location: Evans Hall, Room 122

Last day of class, Tuesday, November 24th

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.

General Education Mission Statement

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 cultures.

Foundational Explorations Mission Statement

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Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

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.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer

available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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 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.

Student 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 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.

Art 3019 – Assignments at-a-Glance

College assignments in art education courses such as Art 3019 always seek 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, which familiarize the education student with both the *whys* and *hows* of art learning.

Module 1
Enduring Ideas – Review and Practice
Why Teach Art? – Written response
Writing and Understanding Learning Outcomes
Enduring Ideas – Thematic Approach
Mind Mapping Personal Identity – video and art making
Discussion Questions
Reading Responses: <i>Rethinking Curriculum in Art</i> (chpt. 1-2), (chpt. 3)

Module 2
What is Art? (Group Activity/Zoom) – viewing and <i>Valuing Art</i>
Reading a Work of Art: Understanding How to Look at Art – video presentation and written response
Aboutness – Developing Context When Looking at Art – video presentation and written response
Collage: Family and Community – Making Visual Connections – Video presentation and art making
Discussion Questions
Reading Responses: <i>Rethinking Curriculum in Art</i> (chpt. 4)

Module 3
Cross-Curricular Approach to an Art Education Curriculum – video presentation and written response
Cross-Curricular Art Project: Making Connections – Art demo, write learning outcomes and applicable CVA standards, design and make cross-curricular art project
Discussion Questions
Reading Responses: <i>Rethinking Curriculum in Art</i> (chpt. 5), (chpt. 7)

Module 4
Color Wheel: Developing an Understanding of Color in Art – video presentation, painting demonstration, paint primary, secondary and tertiary colors, make reinterpretation of the color wheel
Color Wheel Quiz
Color as the Subject in Art: The Work of Josef Albers – Video presentation and written reflection
Homage to the Square Quiz (2 parts)
Discussion Questions

Module 5
The Art of Play: Childhood Development – video presentation and written response – video presentation, make mash-up art project, write one lesson plan
Understanding Artist Intent: Social Activism and Art Installation – Artist Mash-Up: Develop lesson plan and art project exemplar
Motivate Change as a Collective: Environmental Art Activism – video presentation, website link review, and written response
Shape to Form: Exploring shapes, forms and gradation scales
Reading Responses: <i>Rethinking Curriculum in Art</i> (Chpt. 8)

Discussion Questions

Module 6
Assessment in Art Education – Terms defined, brief video lecture
Designing a Rubric for Evaluating Design Language Presentation – Group activity
Scavenger Hunt – Search for Elements and Principles of Design/Art, construct a PPT presentation that defines and demonstrates through visuals Elements and Principles
Design Language Presentation: Peer Review – Review presentations and grade using group rubric
Design Language Presentation: Group Reviews/Feedback – Provide feedback to group members
Reading Responses: <i>Rethinking Curriculum in Art</i> (chpt. 6)
Discussion Questions

Module 7
Brainstorm Final Unit and 3 Lesson Plans – Review template for Unit Plan in text <i>Rethinking Curriculum in Art</i> (pp. 144-147)
Superhero Identity: Animal Superhero Mash – Art making with written component Note: the PPT presentation will take approximately 2 hours to view in its entirety
Your Superhero: written response
Identity: Developing a Positive Self Image – written response
Discussion Questions

Module 8
Food, Art and Identity – research an artist that works with food as a way of expressing identity
Make a self-portrait incorporating favorite snack item
Food and Identity – video content for review
Enduring Idea: rough draft
Rationale: rough draft
Lesson 1 (for unit final)
Discussion Questions

Module 9
Lesson Plans 2 and 3 (for unit final)
Enduring Idea Final Draft
Rationale Final Draft
Unit Plan Rough Draft Review with Enduring Idea and Rationale (Final Drafts)
Final Unit Plan with 3 corresponding Lessons - submission
Discussion Questions

Extra Credit

Art 319 students may submit one assignment for 10 pts. extra credit. This grade will be inputted as a separate grade to help lift your total grade percentage.

Extra Credit Assignment:

Art Museum Scavenger Hunt or Liberty Station Arts District - This additional survey explores how the design elements and principles and art themes are found in 2D (drawing, painting, printmaking, photography) and 3D (sculpture, architecture) works of art. Provide images that coincide with written component describing the design elements and principles presented in each work, at least 3 works of art must be examined and at least one paragraph description per work. List the places visited and provide a receipt, photograph of yourself in front of the building, flyer, or postcard (verification of visit).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Textbook:

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.

Art Materials

Necessary supplies you will need to purchase for this course. Additional supplies may be required.

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

- **Strathmore 300 series Bristol Board Pads 11" x14" 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: Michael's 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.
- One package of wood craft sticks available through Dick Blick (\$3.99):
<https://www.dickblick.com/products/darice-sticky-sticks/>
- 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 for \$7.19 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)

Extra Items Necessary:

- Photocopy images of family, friends, events, pets, etc. for in class project. (Please use photocopied images not originals.)
- Elmer's Glue
- Scissors
- Plastic container for water/rinsing brushes (note: You can recycle cottage cheese containers, butter containers etc. for your container.)
- Roll of paper towels

GRADING

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

GRADING PROCEDURES – Grading Guide and Checklists

Available in your Canvas Course Orientation and each Module Overview.

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 Lesson Plans are your final exam and must be turned in on date stated in course assignments and course schedule.

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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