



Point Loma Nazarene University
Department of Art and Design

ART 3019 – Visual Arts in the Classroom I
Syllabus

3 Unit Course

Fall 2021

Meeting days: Tues/Thurs.	Lisa Bryson
Meeting times: 4:15 pm – 6:35 pm	Phone: 480-369-0858
Meeting location: Evans Hall, Room 122	Email: LBryson@pointloma.edu or Lisa@LBryson.com
Last day of class: December 10th	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 teacher education students

are 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.

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.

ASSESSMENT AND GRADING

GRADING PROCEDURES – Grading Guide and Checklists

Available in your Canvas Course Orientation and each Module Overview.

Grades are 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 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 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.

WHY TEACH ART? Written Response (20 pts.)

Through a written response to the question posed “Why teach art?” students offer support for an Arts Education curriculum in the public school system and expand on the importance of art education in child/student development.

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: Discussion (10 pts)

ENDURING IDEAS: Review and Practice (20 pts)

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

DEVELOPING LEARNING OUTCOMES (10 pts)

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

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.

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: Discussion response (10 pts)

CROSS-CURRICULAR APPROACH TO ART EDUCATION CURRICULUM: FLOWER PROJECT with WRITTEN RESPONSE (20 pts)

(In-class activity) Students are introduced to a brief biography and works by artist Takashi Murakami. Cultural understandings/meanings/differences between Japanese culture and the American culture are explored. An art project that makes cross-curricular connections is completed in class.

- Cross-Curricular Art Project "Pitfalls": Discussion written response (10pts)

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. The assignment is comprised of two parts: 1. in-class mixing and painting the colors of the color wheel and 2. Reinterpreting the color wheel into a different form using the painted sticks from class.

QUIZES:

- (In-class) COLOR WHEEL QUIZ (35 pts)
- JOSEF ALBERS' HOMAGE TO THE SQUARE (200 pts)
(In-class and homework)

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: Discussion 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: Design a Lesson Plan.

MOTIVATE CHANGE AS A COLLECTIVE – ENVIRONMENTAL ART ACTIVISM: THE COLLECTIVE AND FINDING BEAUTY: Discussion 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).

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 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. Through this two-part assignment, we address identity through food.

- 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 to 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.

UNIT PLAN REVIEW: Rough Draft with Enduring Idea and Rationale (final drafts) (50 pts)

FINAL: UNIT FOR LEARNING: Unit Plan with 3 Corresponding Lesson Plans (150 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.

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.

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 drop date or, after that date, receive the appropriate grade for their work and participation.

ART 3019 Modules: Weekly Course Schedule

Note: Due dates for assignments available on Canvas

Submit completed assignments to Canvas

Module 1	Thursday 9/2/21	Course introduction and writing expectations – Thematic Approach: Art 3019 Self Identity in Art
	Tuesday 9/7/21	Why Teach Art? Discussion – Enduring ideas intro
		Writing and Understanding Learning Outcomes
		Mini art project – color, pattern, shape, motion (in class) – Bring markers to class.
		Write 3 learning outcomes for Mini Art Project
	Homework	Why Teach Art? Written Response
	Homework	Discussion: Enduring Idea: Review and Practice
	Thursday 9/9/21	Presentation/Discussion: Identity in Art: Developing a Positive Self Image
		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
Module 2	Tuesday 9/14/21	What is Art? In class discussion Viewing and <i>Valuing Art</i> (group activity)
	Thursday 9/16/21	“Aboutness” presentation - Developing Context: Reading a Work of Art – Presentation and in class activity
		Mini collage art project (in class): bring 5” x 5” square piece of paper cut from 11” x 14’ paper, markers and glue.
		Frida Kahlo: Developing Context When Looking at Art: Bring Laptop/tablet to class to complete written assignment.
	Tuesday 9/21/21	Romare Bearden Presentation: Collage: Family and Community – Making Connections (in class art project); bring art supplies listed in Canvas.
	Homework	Discussion: Denying Identity
	Homework	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 4) – Submit to Canvas
Module 3	Thursday 9/23/21	Introduce/Review Lesson Plan Template
	Tuesday 9/28/21	Murakami PPT Presentation
		Cross-Curricular Art making (in class): Bring paints, brushes, container for rinsing brushes and paper towels.
	Homework	Written Response: Cross-Curricular Implications.
	Homework	Write 3 learning outcomes/3 CVA Art Standards
	Homework	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 5 and chpt. 7) – Submit to Canvas

Module 4	Thursday 9/30/21	Color Wheel PPT presentation Mixing colors and painting color wheel components (in class): Bring paints, brushes, container for rinsing brushes, and paper towels.
	Tuesday 10/5/21	Color Wheel quiz (in class) – bring laptop/tablet to class
		Josef Albers Homage to the Square PPT presentation
	Thursday 10/7/21	Homage to the square Part II Quiz (in class): Bring art supplies listed in Canvas.
	Homework:	Homage to the Square Part I – available on Canvas, open note test on your own time.
Module 5	Tuesday 10/12/21	Art of Play PPT Presentation
	In class Response	Discussion: “Art of Play” Response (in-class)
		Introduce/Review Unit Plan (Bring textbook to class)
	Homework:	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 8)
	Thursday 10/14/21	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.
	Tuesday 10/19/21	Chris Jordan PPT Presentation – Place and participation in the larger environment.
		Shape to Form Drawing Assignment (in class) – Upload to Canvas: Print worksheets and bring to class also bring drawing supplies.
	Homework:	Written Response: Motivate Change as a Collective: The Collective and Finding Beauty
Module 6	Thursday 10/21/21	Assessment in Art Education: Develop Rubric (in-class)
		PPT Presentation – Elements/Principles of Art
	Homework:	Reading Response: <i>Rethinking Curriculum in Art</i> (chpt. 6)
	Tuesday 10/26/21	Scavenger Hunt – Defining Elements/Principles of Art
	Thursday 10/28/21	Review Procedures (Lesson Plan) – Practice writing procedures.
		Radial Balance (Flag) – Art Project (in-class): Bring painting art supplies: printed worksheets, brushes, red and blue paint, container for rinsing brushes, paper towels.
	Tuesday 11/2/21	Design Language student presentations – in groups
		Peer Review of Design Language Presentations: complete rubrics for each presentation in assigned groups
	Homework:	Discussion: Personal Response to Grading Presentations
Module 7	Thursday 11/4/21	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
	Tuesday 11/9/21	Superhero You PPT presentation (2 hr. presentation)
	Homework:	Lesson Plan 1 – prepare for Module 8 Presentations
	Thursday 11/11/21	Rational overview Superhero mashup – (in class work time) bring laptop/tablet to class and art supplies: markers, pencil, eraser, 11” x 14” paper.
	Homework:	Complete Superhero Mashup assignment
Module 8	Tuesday 11/16/21	Food, Art and Identity PPT presentation

		Draw self-portrait with snack incorporated (bring snack): Print and bring to class template as well as markers, pencil, eraser and snack item.
		In class work time (research artist): bring laptop/tablet to class
	Thursday 11/18/21	Present/Teach Art lesson 1
	Tuesday 11/23/21	Present/Teach Art lesson 1
	Thursday 11/25/21	Thanksgiving Break – No class
	Tuesday 11/30/21	Present/Teach Art lesson 1
Module 9	Thursday 12/2/21	In class work time on final Unit and 3 Lesson plans: bring laptop/tablet to class
	Tuesday 12/7/21	Final art project
		Additional in class work time: bring laptop/tablet to class
	Thursday 12/9/21	Visiting Artist/Last Day
	Saturday Dec 11th	Due: Final Unit with Corresponding Lesson Plans – Upload to Canvas.

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](#).

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

Due to COVID 19 and to reduce any health risks, art supplies and materials are not shared in the classroom. 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 for \$7.46 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 (preferably liquid rather than glue sticks)
- 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 Guide and Checklists

Following the checklists for art projects, written responses, and the Design Language presentation is best practice to receive an "A" grade. All assignments must be on time to receive full credit. 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.

Work that does not adhere to the checklist will be graded accordingly:

Number of missing elements per assignment	Grade range
One missing element	A to B+
Two missing elements	B to C+
Three missing elements	C to D+
Four missing elements	D to F

Grading Scale

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

Checklists for written assignments, art project and the Design Language presentation are listed below on separate pages.

Written Assignments – Formal writing assignments are to be written in the **third person**. Discussion and reflection questions can be written in the first person “I” as long as it is a personal reflection.

Written Response Checklist

Written Response Check List for Success	
	Fully developed paragraph responses
	Name, date and type of assignment is placed on the upper hand corner of paper: (Example) Reading response, Video response, Essay
	Title provided and centered for essay and Assignment writing responses (not necessary for Discussion question responses).
	State question or topic in the introduction of your paragraph
	Provide header with question or topic
	Address each question with a separate response
	State book, article or video title in your written response
	Substantiate writing with in-text quotes with citations
	Include a “Works Cited” page
	Did not use “ got ” in any formal writing responses (see Got)

Art Project Checklist

Art Project – Checklist for Success		
	11" x 14" paper	Unless stated otherwise, all projects are completed using 11" x 14" paper.
	Clean presentation	Not torn, smudged, wrinkled or rolled.
	Effort is evident	Art may not be your forte, but effort is visible—positively approached the assignment.
	All criteria are included and evident in the art made	Make sure that all requirements are included with the visual art project.
	Note: always refer to Canvas for assignment requirements	If in doubt, ask.

Design Language Presentation Checklist

Refer to Module 6 for sample presentation and guide		
Design Language Presentation – Checklist for Success		
	A title slide is provided	
	A table of contents follows the title slide	
	Elements listed on the next slide	
	All elements of design/art have a visual representation (picture)	One image for each – example color is both <ol style="list-style-type: none"> 1. Analogous 2. complementary Need a visual sample for each one.
	Principles listed on following slide	
	All principles of design/art have a visual representation (picture)	One image for each – example balance has three <ol style="list-style-type: none"> 1. Symmetrical 2. Asymmetrical 3. Radial Need a visual sample for each one.
	Each element has a corresponding definition (written)	
	Each principle has a corresponding definition (written)	
	A “selfie” of your “hunt in process” is included	
	2 questions are stated in the presentation	See Module 6 for questions
	2 answers are provided to the questions	
	Reference page if necessary	
	Refer to Module 6 for instructions and example presentation.	Scavenger Hunt – Defining Elements and Principles of Design/Art
	Rule: images must come from the “scavenger hunt”.	Home, Arts District Liberty Station or campus if allowed (COVID 19 restrictions)