

ART325: Concepts in Art Education
cssuart325.wordpress.com

Credits: 3 (contact hours)

Terms: Spring 2014

Prerequisites: Admission to Educator Licensure Program

Catalog description:

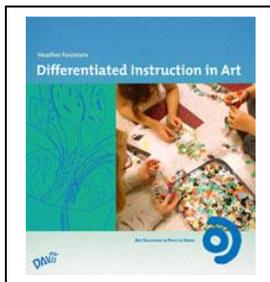
The intent of this course is to introduce students to concepts of how artistic learning occurs in children, adolescents, and adults-including special populations. Additionally, students will investigate how these concepts shaped art education practice in the past and how it continues to influence current pedagogical practice. This class is meant to provide a foundation for later course work in art education and K-12 art teaching.

Instructor:

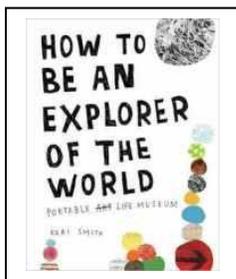
Dr. Patrick Fahey, D102G Visual Arts Building, 491-6710. patrick.fahey@colostate.edu.
Office hours: 12:30-1:30 p.m. Monday and Wednesday; other times are available by appointment.

Texts:

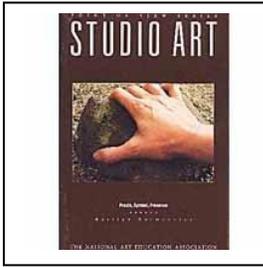
Fountain, H. (2014). *Differentiated instruction in art*. Worcester, MA: Davis Publications, Inc.



Smith, K. (2008). *How to be an explorer of the world*. New York: Penguin Group.



Zurmuehlen, M. (1990). *Studio art: Praxis, symbol, presence*. Reston, VA: The National Art Education Association.



Additional readings:

Additional readings will be on reserve at the Morgan Library, on the internet, or will be handed out in class. Please check the class schedule to see when these reading assignments are due.

P.L.A.C.E. - Student Teaching Exam:

ArtForms and the *Art Teacher's Book of Lists* are suggested to prepare for **the exam that must be passed for you to student teach**. The exam will cover: art theory, world art history and materials and techniques **Again, this exam must be passed in order for students to student teach.** (Two PowerPoint presentations will be e-mailed to students to prepare for the exam.)

Websites:

Performances-Based Standards for Colorado Teachers

http://www.cde.state.co.us/sites/default/files/documents/cdeprof/download/pdf/li_perfbasedstandards.pdf

The Colorado Teacher Quality Standards

<http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>

Colorado Visual Arts Standards

<http://www.cde.state.co.us/coarts/statestandards#Visual>

National Visual Arts Standards (These will be changing in late spring)

http://www.nacdnet.org/education/contests/poster/2009/National_Standards_for_Visual_Art_Link_To_State_Dept_of_Ed.pdf

NAEA Standards for Art Teacher Preparation

http://www.arteducators.org/store/9_TEACHER_STANDARDS_WEB_B_.pdf

EDUC466/ART326 site

<http://www.cssueduc466art326.wordpress.com>

ART325 site

<http://www.cssuart325.wordpress.com>

Colorado Art Education Association

<http://caeaco.org/>

National Art Education Association

<http://www.arteducators.org/>

Course Description:

In his book, *The Shape of Content* (1957), the painter Ben Shahn recounted an incident that occurred when he was asked to take over a painting class at the Brooklyn Museum School for Max Beckmann, who died suddenly. On his first morning with students Shahn reviewed their work and noted that the most conspicuous fault in it was a lack of thought. "It was mostly just Beckmann," he noted (p. 12). Shahn knew that he could not continue, in essence, teaching more Beckmann-even if he did admire his work. He began class, instead, by calling the students together to talk, to uncover any long-range objectives or plans, if there were any, and to find out, simply, what sort of people they were. Shahn remembered the discussion as lengthy and noted that the students became more animated. In the midst of the discussion one of the students walked up to Shahn and said, "Mr. Shahn, I didn't come here to learn philosophy. I just want to learn how to paint" (p. 12). Unshaken by the young man's terse comment, Shahn retorted by asking him which one of the one hundred and forty styles he wanted to learn. In reflecting back upon the experience Shahn wrote:

I could teach him the mixing of colors, certainly, or how to manipulate oils or tempera or watercolor. But I certainly could not teach him a style of painting-at least I wasn't going to. *Style today is the shape of one's specific meaning.* It is developed with an aesthetic view and a set of intentions. It is not how of painting but why. To imitate or teach style alone would be a little like teaching a tone of voice or a personality (p. 12).

Shahn's encounter points to the complexity involved with defining, making, and teaching art. Out of this situation particular questions arise: What is art? How do we define art? Who makes art? How do human beings learn to express themselves visually? Is visual expression innate? Are there universal aspects to this expression? Can it be taught? Is there an appropriate/inappropriate way to teach art? Should it be taught? Class discussions and readings will examine many of these issues.

Over the course of the semester, students will be introduced to research-some of it contradictory-to understand how and why children, adolescents, and adults seek to express themselves in a visual manner. **Readings and assignments will call on students to organize their thoughts and express their reactions; therefore it is paramount that students come prepared to each class.** Students are expected to participate in class discussions, teaching experiences, and attend classes-all of which are factors in assessing your performance and potential to be a successful art instructor (see Professionalism Rubric).

Instructional Methodology:

This course is designed to begin to allow students to explore their role as a practitioner. Theory is translated into practice through hands-on activities and service-learning experiences. Classes will be student-centered, participatory, interactive, and inquiry based.

Standards and Objectives: As a result of instruction, assignment, and field experiences completed in AR325, the following Standards for Colorado Teachers will be addressed:

Standard 1-Knowledge of Literacy

1.3.3 Develop reading comprehension and promotion of independent reading including: content area reading.

1.4.1 Support reading through oral and written language development including: development of oral English proficiency in students.

1.4.3 Support reading through oral and written language development including: the relationship among reading, writing, and oral language.

1.4.4 Support reading through oral and written language development including: vocabulary development.

1.4.5 Support reading through oral and written language development including: the structure of standard English.

Standard 3 – Knowledge of Standards and Assessment

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards. 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

Standard 4 – Knowledge of Content

4.1 Utilize content knowledge to ensure student learning.

4.3 Apply expert content knowledge to enrich and extend student learning.

4.4 Integrate literacy and mathematics into content area instruction.

Standard 5 – Knowledge of Classroom and Instructional Management

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.5 Understand the cognitive process associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.

5.7 Accurately document and report ongoing student achievement.

Standard 6 – Knowledge of Individualization of Instruction

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior

Standard 7 – Knowledge of Technology

7.3 Utilize technology to manage and communicate information.

Standard 8 – Democracy, Educational Governance, and Careers in Teaching

8.5 Evaluate his/her performance and access the professional development options necessary to improve that performance.

Learning Outcomes

Upon completion of ART325 students will:

-apply current and historical research in art education concerning the way children, adolescents and adults develop visual expression (**Standard 4-Knowledge of Content**);

-develop an understanding of the importance of art education in the intellectual and social development of all individuals (**Standard 4 –Knowledge of Content/Standard 8-Democracy, Educational Governance and Careers in Teaching**)

-demonstrate how literacy and numeracy can be integrated into the art experiences of children, adolescents and adults (**Standard 1-Knowledge of Literacy/Standard 2-Knowledge of Mathematics**);

-investigate and apply art concepts and their expression in materials and processes useful in the classroom and appropriate to student development (**Standard 4-Knowledge of Content/Standard 6-Knowledge of Individualization of Instruction**);

-plan and teach art experiences, describing the relationship to national and state content standards, overall curriculum development, and provide accommodations to meet the cognitive and affective needs of all students (**Standard 3-Knowledge of Standards and Assessment/Standard 6-Knowledge of Individualization of Instruction**).

Requirements: (Requirements equal to six hours [2 hours for each contact hour] of homework outside of class per week.)

1. Exhibit **professional attitude** (be prepared and fully participate) and regular **attendance** in class. (See Professionalism Rubric)

2. Keep a **sketchbook/journal** (<http://cssuart325.wordpress.com/sketch-journal/>).

Consider your sketchbook as a vehicle for collecting information, reacting to reading and class discussions, your service-learning experience and specific assignments and questions presented to you. These illuminations will be visual and written-allowing you to collect and process ideas in a way that is appropriate to your learning style. Consider Robinson's (1999) description concerning the nature of the sketchbook:

-A sketchbook is a repository of written and visual ideas and thought process.

-A sketchbook is a spontaneous and personal recording of inspiring images, ideas and techniques that could be developed.

-A sketchbook is a personal memory bank that can be used as a resource for collecting and developing ideas.

-A sketchbook is a repository of ideas which come faster than they can be realized.

3. Organize class materials (handouts, assignments, service-learning documentations, etc.) in a **notebook**, available for further reference.
4. Complete **reaction reports** (<http://cssuart325.wordpress.com/reaction-reports/>) on journal entries on e-reserve.
5. Complete **exploration investigations**.
6. Complete **assignments projects, exams, and service learning portfolio** (<http://cssuart325.wordpress.com/service-learning-portfolio/>) successfully and in a timely manner.
7. Fully participate in **service-learning experiences** (<http://cssuart325.wordpress.com/service-learning-requirements-and-expectations/>). This activity, while providing a necessary community need, will also allow you to put the theory discussed in class into practice. This includes completing **service-learning teaching journal entries** (<http://cssuart325.wordpress.com/teaching-journal-format/> and <http://cssuart325.wordpress.com/service-learning-teaching-journal-entries-2014/>), **portfolio and website**.

Assessment: Assessment instruments will be given with all assignments. Students will know how they are evaluated on all areas of study. The percentage breakdown is as follows:

Course Requirements	% of Grade
Written assignments, readings, group projects, exams	30%
Professionalism	20%
Reaction Reports–Exploration Investigations	10%
Sketch Journal	10%
Service-learning and portfolio	30%

Academic Integrity and Course Accommodations:

If you need specific accommodations due to disability, or other circumstances, please meet with me as soon as possible. I am committed to facilitating your success. Also note the office of *Resources for Disabled Students, 100 General Services Building, 491-6385*.

I will endeavor to insure that this classroom is free of any harassment which has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Please notify me if you feel harassed on the basis of race, ethnic or cultural background, gender or sexual orientation. Also note the *Equal Opportunity Office, 101 Student Service Building, 491-5836*.

Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog’s “Policies and Guiding Principles” asserts that CSU “expects students to maintain standards of personal integrity that are in harmony with the

educational goals of the institution” – citing “principles of academic honesty” as the first example. (1.6 Page 1).

Likewise, the General Catalog and Graduate Bulletin both note that CSU has “twice been ranked among the nation’s Top Character Building Institutions by the Templeton Foundation” and that “the foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity. . . .” (*Catalog* 1.6 Page 6, *Graduate Bulletin*, page 51) It is with this tradition that CSU has instituted a Student Honor Pledge. The Pledge follows:

I will not give, receive or use any unauthorized assistance.

Students in ART325 will be asked to thoroughly read the syllabus and professionalism rubric and sign the Honor Pledge after discussion with the instructor.

**Final:
Wednesday, May 14, 7:30 – 9:30 a.m., D102**

Notes:

Professional Rubric	Advanced	Proficient	Developing	Basic
Attendance and punctuality	No classes are missed; never late (enter classroom before or at 11:00a.m.). <i>Always on time for service-learning experience; never misses.</i>	No classes are missed; sometimes enters class 1 or 2 minutes late. <i>Mostly on time for service-learning experience; never misses.</i>	1-2 classes missed; often enters after 11:00 a.m. <i>Sometimes late for service-learning experience; never misses.</i>	3 or more classes missed; always late for class. <i>Often late for service-learning experience; misses occasionally.</i>
Preparation	Always prepared for class discussions; readings completed; assignments always handed in on time. <i>Always prepared for service-learning activities.</i>	Mostly prepared for class (95% of the time); readings completed; 1 assignment handed in late. <i>Mostly prepared for service-learning activities.</i>	Generally prepared for class (85% of the time); readings not always completed; 2 assignments handed in late. <i>Sometimes not prepared for service-learning activities.</i>	Rarely prepared for class; no evidence that reading assignments have been completed; 3 or more assignments late. <i>Often not prepared for service-learning activities.</i>
Contribution	Always contributes to class discussions; clear evidence that material is understood. <i>Active participation in the service-learning experience; always dependable.</i>	Mostly contributes to class discussions; clear evidence that material is understood. <i>Active participation in the service-learning experience; mostly dependable.</i>	Contributes to class discussions approximately half the time; evidence that material is not fully understood. <i>Inconsistent participation in service-learning; rarely dependable.</i>	Rarely contributes to class discussions; evidence that material is not understood. <i>Passive participation in the service-learning experience; not dependable.</i>

I have thoroughly read the syllabus and understand my role and responsibilities with regard to membership in this class concerning class contribution, academic integrity, and service learning.

Name (Printed)

Name (Signature)

Date