Art 375 - ART METHODS
ART IN THE SECONDARY CLASSROOM (3)
Syllabus
Minnesota State University Moorhead
Department of Art and Design

Lila Hauge-Stoffel
Office: King Hall 225
Phone: 477-5989

Office Hours: 9-10:00 am & 1-2:30 pm MWF
9-10:00 am T TH

Course Description/Purpose:
Investigation of materials and techniques appropriate for creating meaningful expression in the visual arts for grades 7-12. Application of learning theory for the purpose of providing pre-service teachers with fundamental information regarding sequential curriculum design, planning units of study, classroom management, evaluation/assessment of student learning, museum/gallery art education resources, understanding state and national standards, and the structure of Discipline Based Art Education

Required Text
Lowenfeld, Viktor, 1987), Creative and Mental Growth, Upper Saddle River, New Jersey, Prentice Hall

Reference Texts

Other References
Minnesota FACS  document

Readings : ART EDUCATION, The Journal of the National Art Education Association

1. “Preparation for a New World”, by Geo. Szekely, July ’96, Vol. 49, #4
3. “Fostering Autonomy Through the Arts”, by Alice Arnold, July ’96, Vol 49,#4
4. “Made by Hand”, by Mia Johnson,Vol.49, #3
5. “Digital Ethics:...” by Dawn Mercedes,Vol. 49, #3
6. “Installation Art:...”by Gaye Leigh Green, Vol 49, #2
7. “True to the Object.. (Museums)”, by Pat Villeneuve, Vol.49,#1
8. “Reflections on Museum Education..”, by Silja-Riitta Durant,Vol.49, #1
10. “Visual Art/Virtual Art”, Freedman, Vol. 50, #4
11. . “A Ten Yr. Perspective on Visual Art Tech.”, Tomaszkiewicz, Vol. 50. #4
12. .”Art of Disturbation: Provocation and Censorship in Art Ed.”, Henley,Vol. 50, #4
17. “Creating Curricula About Local Urban Environmental Art”, Thurber,Vol.50 #6
18. “A Focus on Art Museum/School Collaborations”, Berry,Vol. 51 #2
19. “Art is a Wonderful Place to Be”, Shoemaker,Vol. 51 #2
24. Travel, Boundaries, and the Movement of Culture(s)”, Vol. 51 #3

BOT Visual Art Standards met through the course objectives:

Students will demonstrate an understanding of the adolescents’ development, and the ability to prepare an art curriculum and individual lesson plans appropriate for that level of learning.

V.A. 8710.4900, subpt. 3E,,B,C,D,E,F.
Students will demonstrate their understanding of Discipline Based Art Education (DBAE), including the study of art history, art production, art criticism and art analysis.  V.A. 8710.4900, subpt. 3A,B,C,D,E,F

Students will understand and apply the Elements of Design and Principles of Organization in art theory, history and two and three dimensional studio study.

V.A. 8710.4900, subpt. 3B.

Students will understand and apply the Elements of Design and Principles of Organization in art theory, history and two and three dimensional studio study.

V.A. 8710.4900, subpt. 3B.

Students will become familiar with current research, best practices, philosophies, and history of Art Education.

V.A. 8710.4900, subpt. 3E,F.

Students will learn to recognize and encourage creative development in adolescents and assess/evaluate their learning in art history, criticism, aesthetics and production of art.

V.A. 8710.4900, subpt. 3A,B.

Students will learn to utilize appropriate teaching strategies, and employ effective classroom management and safety techniques.

V.A. 8710.4900, subpt. 3E

Students will develop appropriate knowledge and confidence levels teaching art history, art analysis, art criticism and art production.

V.A 8710.4900, subpt. 3A,B,C,D,E,F

Students will develop as a personal resource, a list of a local, regional, and national resources and supply houses for art education materials.

V.A. 8710.4900 3F

Course Unit Outline

1. Minnesota Frameworks for Arts Curriculum Strategies (FACS)
   - Understand MN Graduation Standards
   - Incorporate MN Graduation Standards and National Standards for Art

   V.A. 8710.4900 3F,8A / StEP 4A, 8B

2. NAEA Index of Web sites
   - Research of Current Technology as Classroom Resource
   - Awareness of Best Practices Network

   V.A. 8710.4900 3F / StEP 9D

3. Readings from the Journal of the National Art Education Association
   - Identification of Current Trends in Art Education
4. Planning classroom/store room layout system/placing supply orders
   Creating a Learning Environment, Simpson, Chpt.4
   Management of Space and Materials
   Storage Portfolios

V.A. 8710.4900 3F

5. Classroom Management; organization, creating forms and lists, discipline, Lowenfeld,
   Chapters 6, 7, 8, 9, 10, 11, & 12
   Assigning Students Responsibilities for Equipment and Materials
   Time Management Strategies
   Individualizing Work Spaces
   Individual Work Contracts and Self Motivated Work Habits
   Peer Agreements
   Mentoring Processes
   Classroom Safety Agreements

V.A. 8710.4900 3E, F / StEP 8

6. Preparation of a semester curriculum plan as per DBAE, Simpson, Chapter 2
   Writing DBAE Objectives for Art History, Criticism, Aesthetics, Production
   Making Connections with Experiences
   Understanding Scope and Sequence in Learning
   Understand Learner Outcomes
   Plan Short and Long Term Goals

V.A. 8710.4900 3A, B, C, D, E, F, / StEP 2E, 4G, 7D, F & G

7. Preparation of lesson plan, study guides, worksheets, Lowenfeld Chapters 2, 6, 7, 8, 9, 11, & 12
   Preparation of DBAE Objectives
   Incorporation of Learning Theories
   Developmental Stages
   Scope and Sequence of Learning
   Planning for Individual Learning Styles
   Designing Self-Motivational Learning Sequences (Reading List # 16)
   Meeting Short and Long Range Goals

V.A. 8710.4900 3A, B, C, D, / StEP 7A & H
8. Development of Assessment formats/evaluating student learning, Simpson, Chapters 2, & 8
   - Preparing Students to Make Technical and Aesthetic Decisions
   - Understanding the Critics Criteria
   - Preparation for Assessment of Learning
   - Designing Instrument for Evaluation of Learning
   - Development of Rubrics for use by students
   - Setting Personal Goals for Achievement
   - Development of the Individuals Portfolio
   - Maintaining Records of Student Work
   - Parent Conferences


9. Approaches to Teaching/Developmental Theories in Art Education
   - Art as a Reflection of Development, Lowenfeld Chapter 2
   - Creative and Intellectual Behavior, Lowenfeld, Chapter 3
   - Development of Aesthetic Awareness, Lowenfeld, Chapter 4
   - Stages of Development in Art, Lowenfeld, Chapters 6,7,8,9,11,12

   **V.A. 8710.4900 3F / StEP 2F, 4G, 7G**

10. Teaching Art History, Simpson, Chapter 2 / Lowenfeld, Chapters 3,4 & 12
    - Aesthetic Scanning (Reading List # 8)
    - Historical Chronology
    - Linking Social Issues through Art History (Reading List #5,9, 23)
    - Research Methods in Art History (Reading List # 18)
    - Use of Slides, Transparencies, Video Images and Computer Technology (Reading List #5)
    - Organization of an Art History Lesson Plan
    - Teaching Strategies
    - Art History as Motivation
    - Integrating Art History, Criticism, Aesthetics, and Production

   **V.A. 8710.4900 3A,C,D, / StEP 2F,4K,6J**

11. State/National Goals for Art Education, Simpson, Appendix A
    - Minnesota Graduation Standards
    - MN FACS document
    - National Standards for Education in the Arts document
    - CFL Performance Packages in Art
    - MN Visual Art Standards for Teachers

   **V.A. 8710.4900 3F / StEP 4A, 8B**

12. Meeting the Minnesota Graduation Standards, Mn FACS Document as Reference
Preparation of Short and Long Term Goals to meet the Standards
Incorporating MN Graduation Standards in Lesson Planning
Performance Packages in Visual Art
Website Resources

**V.A. 8710.4900 3F / StEP 4A, 8B**

13. History of Art Education - Lowenfeld, Chapter 2
   - Chronological Development
   - Comparison to European Models
   - Development of Discipline Based Art Education (DBAE)
   - The Role of Art Education

**V.A. 8710 3C,E,F**

14. Teaching/Demonstrating Studio Techniques / Lowenfeld, Chapters 4,5,6,7,8,9,&10
   - Application of the Foundations of Art Elements and Principles in Studio Learning
   - Manipulation of 2D and 3D Materials
   - Setting Personal Goals for the Production of Art
   - Personal Assessment of Achievement
   - Development of Skills with Tools, Techniques, and Processes
   - Safety with Tools and Materials
   - Finding Personal Meaning in Art
   - Development of Critiquing Skills of Art Work

**V.A. 8710.4900 3B,E / StEP 2D,E**

**Evaluation/Grading:**

Assessment of each student's learning will be measured by the extent to which the following aspects are successfully completed:

A. development and presentation of studio art lessons after the DBAE model, to include plans for evaluations/assessment of learning (30%)
B. preparation and presentation of an art history lesson as per the DBAE model (15%)
C. a written research paper (3-5 pgs.) that addresses a contemporary issue in art education (selected topics) (10%)
D. preparation of a semester-long curriculum plan made up of sequential units of classroom study; complete with lesson plans in art history, 2-d and 3-d studio areas, criticism and analysis. Specific grade levels should be identified based on student preference. **Due for in-class presentation the last week of the semester.** (25%)

5. preparation of an art education resources inventory. (5%)
6. individuals preparation for and participation in class discussions of
Reading, Participation, and Discussion: There will be several reading assignments from your class text that all students are expected to read and be prepared to discuss; presenting any relevant viewpoints and raising any pertinent questions.

Written Assignments including Summaries and Lesson Plans: All written assignments must be turned in on time or one letter grade will be lost for each day the assignment is late. Late assignments will be accepted by the instructor if the student absence is excused and if the student has permission from the Instructor to turn in the work late.

The following criteria will be used to grade the written work in this course:
1. The clarity of your writing style - its legibility, grammar, and punctuation
2. The strengths of your ideas, statements, assumptions, and conclusions
3. The use of references - the comprehension and application of reading resources to support your ideas
4. Your exploration of topics - the breadth and/or depth of the presented information.

Attendance at all class meetings is the responsibility of the individual student. If for any reason a student is unable to attend a class or scheduled school observation, the instructor/classroom teacher must be notified in advance. If for any reason an assignment can not be handed in on time, speak to the instructor before class. Full credit will not be given for late assignment unless pre-approved by the instructor. The grading scale used in this course is 94%-100% A, 86%-93% B, 76%-85% C, 70%-75% D, 69% F. A student missing more than three class periods will have their grade reduced one letter grade.
<table>
<thead>
<tr>
<th>Standard 2, Student Learning</th>
<th>Knowledge/Understanding</th>
<th>Practice/Application</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>D. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning</td>
<td>Required Text Chapter 2, Understanding Growth and Development</td>
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<td>Participation in class discussion</td>
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<tr>
<td>E. Assess both individual and group performance and design developmentally appropriate instructions that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains</td>
<td>Required Text Chapter 1, Self-identification and self-expression and The meaning of art for society</td>
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<td>Participation in class discussion</td>
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<tr>
<td>F. Link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks</td>
<td>Required Text Chapter 4 &amp; 5, Development of Aesthetic Awareness, and Importance of materials, skills, motivation and integrated learning experiences</td>
<td>Role playing</td>
<td>Planning motivational experiences assignment</td>
</tr>
<tr>
<td>G. Use a students' thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking</td>
<td>Required Text Chapter 3, Development of Creativity</td>
<td></td>
<td>Written lesson plan for Art Appreciation following the DBAE model</td>
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<thead>
<tr>
<th>Standard 3, Diverse Learners</th>
<th>Knowledge/Understanding</th>
<th>Practice/Application</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>L. Use teaching approaches that Are sensitive to the varied experiences of students and that address different learning and performance modes</td>
<td>Required Text Chapters 7,8,9,10,11 Scope and sequence of learning as aligned with development</td>
<td>Analysis of children art work from slides</td>
<td>Participation in class discussion and analysis of childrens' art works</td>
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<thead>
<tr>
<th>Standard 4, Instructional Strategies</th>
<th>Knowledge/Understanding</th>
<th>Practice/Application</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>A Understand MN graduation standards and how to implement them</td>
<td>Reading from the Visual Arts section of the MN FACS document</td>
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<td>Written lesson plan assignments</td>
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<tr>
<td>Standard</td>
<td>Description</td>
<td>Required Text/Resource</td>
<td>Additional Activity/Exercise</td>
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<td>E. Nurture the development of student critical thinking, independent problem solving, and performance capabilities</td>
<td>Required Text Chapter 3</td>
<td>Participation in class discussion</td>
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<tr>
<td>F. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs</td>
<td>Required Text Chapter 3, Development of Creativity</td>
<td>Participation in class discussion</td>
<td></td>
</tr>
<tr>
<td>G. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</td>
<td>Video &quot;Arts for Life&quot;, produced by the Getty Center for Education in the Arts</td>
<td>Role playing</td>
<td>Small group discussion and presentation to the class</td>
</tr>
<tr>
<td>H. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities</td>
<td>Required Text Chapter 4, Development of Aesthetic Awareness, and Chapter 10, Methods of Working in Art</td>
<td>Role playing</td>
<td>Participation in discussion of observations from role playing exercise</td>
</tr>
<tr>
<td>K. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking</td>
<td>Getty Video, &quot;Art History and Art Criticism&quot;</td>
<td>Development of an aesthetic scanning instrument used in role playing</td>
<td>Written aesthetic scanning lesson plan</td>
</tr>
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**Standard 6, Communication**

<p>| J. Know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question | &quot;Engaging Learners with Art Images&quot; from Creating meaning Through Art, Judith Simpson | Aesthetic Scanning presentation | Written Aesthetic Scanning lesson plan |</p>
<table>
<thead>
<tr>
<th>Standard 7, Planning Instruction</th>
<th>Knowledge/Understanding</th>
<th>Practice/Application</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>A. Understanding learning theory, Subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals plan instruction using contextual considerations that bridge curriculum and student experiences</td>
<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Preparation of a one semester art curriculum complete with lesson plans and a scope and sequence outline</td>
<td>Written curriculum guide assignment</td>
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<tr>
<td>B. Plan instructional programs that accommodate individual student learning styles and performance modes</td>
<td>Getty video, &quot;School - Museum Collaboration&quot;</td>
<td></td>
<td>Participation in class discussion of public art</td>
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<tr>
<td>C. Create short-range and long-range plans that are linked to student needs and performance</td>
<td>Required Text Chapter 10, Growth as reflected in the art of young adolescents</td>
<td></td>
<td>Participation in class discussion</td>
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<tr>
<td>D. Create short-range and long range plans that are linked to students needs and performance</td>
<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Design of art curriculum scope and sequence plan</td>
<td>Written curriculum guide assignment</td>
</tr>
<tr>
<td>E. Plan instructional programs that accommodate individual student learning styles and performance modes</td>
<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Design of art curriculum scope and sequence plan</td>
<td>Written curriculum guide assignment</td>
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<td>F. Design lessons and</td>
<td>Required Text Chapter</td>
<td></td>
<td>Participation in class</td>
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<td>activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress</td>
<td>4, Development of and Changes in Aesthetic taste</td>
<td>discussion</td>
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<td>G. Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired</td>
<td>Required Text Chapter 5, Integrated learning experiences, and Chapter 10, Methods of working in Art</td>
<td>Presentation of lessons which include integrated learning experiences</td>
<td>Participation in class discussion of application</td>
</tr>
<tr>
<td>H. Evaluate plans in relation to short-range and longe range goals, and systematically adjust plans to meet student needs and enhance learning</td>
<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Design instruments used for assessment of learning</td>
<td>Written lesson checklists, rubrics, and assessment instruments</td>
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**Standard 8, Assessment**

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<tr>
<th>Knowledge/Understanding</th>
<th>Practice/Application</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>A. Be able to assess student performance toward achievement of the MN graduation standards under chapter 3501</td>
<td>MN FACS document and National Standards for Arts Education</td>
<td>Design of written lesson plans</td>
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<tr>
<td>B. Understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional</td>
<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Participation in class discussion</td>
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<td><strong>standardized and</strong></td>
<td><strong>C. Understand the purpose of and differences between assessment and evaluation</strong></td>
<td><strong>MN FACS document section on Curriculum and Assessment</strong></td>
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<td><strong>performance-based tests, observation systems, and assessments of student work</strong></td>
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<td><strong>D. Understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns</strong></td>
<td><strong>MN FACS document assessment samples</strong></td>
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<tr>
<td><strong>E. Select, construct, and use assessment strategies, instruments and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes</strong></td>
<td><strong>MN FACS document</strong></td>
<td><strong>Preparation of assessment instruments as part of written lesson plans</strong></td>
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<tr>
<td><strong>F. Use assessment to identify students strengths and promote student growth and to maximize student access to learning opportunities</strong></td>
<td><strong>MN FACS document</strong></td>
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<td><strong>G. Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, and standardized tests</strong></td>
<td><strong>MN FACS document and MN CFL performance packages</strong></td>
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<td><strong>H. Use assessment data and other information about student experiences, learning</strong></td>
<td><strong>Required Text Chapters 6,7,8,9,11,12</strong></td>
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<td>behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies</td>
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<tr>
<td>I. Implement students' self-assessment activities to help them identify their own strengths and needs to encourage them to set personal goals for learning</td>
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<td>MN FACS document</td>
<td>Preparation of self-assessment checklists</td>
<td>Written self-assessment instruments</td>
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<tr>
<td>J. Evaluate the effect of class activities on both individuals and the class as a whole using information gained through observations of classroom interactions, questioning, and analysis of student work</td>
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<td>Getty video &quot;Art Criticism&quot;</td>
<td>Participation in class discussion</td>
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<td>K. Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals</td>
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<td>Required Text Chapters 6,7,8,9,11,12</td>
<td>Role playing</td>
<td>Peer assessment of selected teaching strategies</td>
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<td>L. Establish and maintain student records of work and performance</td>
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<td>Required Text Chapter 3, Measurement of creativity, also lecture on the development and use of portfolios</td>
<td>Participation in class discussion</td>
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<td>M. Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, an other colleagues</td>
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<td>Required Text Chapter 3</td>
<td>Participation in class discussion</td>
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<tr>
<td>Standard 9, Reflection and Professional Development</td>
<td>Knowledge/Understanding</td>
<td>Practice/Application</td>
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<tr>
<td>D. Know major areas of research on teaching and of resources available for professional development</td>
<td>Journal of the National Art Education Association</td>
<td>Presentation of information from assigned journal articles</td>
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</table>