ART 374 Art Education in the Secondary School

Theoretical and practical constructs in art curriculum development will be highlighted. Specific methodologies will be used to investigate traditional as well as contemporary modes of pedagogy. Media explorations appropriate to the secondary art program will also be highlighted. Students will earn a minimum of twenty (20) hours of direct teaching experience outside of class time. Lecture, lab and field experience, 5.25 contact hours a week. The course is a 03 hour credit studio course with approximately 6 contact hours a week.

The Effective Educator
The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Methods of Instruction
This course will utilize group participation in local cultural activities, lectures, discussions, resource gathering, studio activities, actual teaching and individual assignments. Inside and outside of class work is expected. Twenty hours of "direct experience" is required with a secondary teacher.

Summary of Objectives
1. To develop an inclusive definition of art and a refinement of art appreciation skills through personal experience with media and various cultural/aesthetic experiences. (CK, PS)
2. To become familiar with characteristics and development of children's artistic expression at the secondary level. (KL)
3. To understand the role of the teacher at the secondary level in organizing art lessons for children, specifically to help children (1) learn to generate their own ideas for artistic self-expression, (2) extend and refine their ideas to capture the meaning of these ideas in visual form, (3) to understand and appreciate their artistic heritage and (4) to develop an awareness of the role & diversity of art in society. (KL, SM, PS)
4. To place art appreciation and art criticism in a multi-cultural context by asking how art functions in our lives and the lives of others, and how it communicates values, attitudes, and beliefs so as to impart this way of perceiving to students. (KL, SM)

Overall Course Goals:
Upon completion of this course, the candidate will be able to motivate secondary students towards the following standards:
1. a) Students select media, techniques, and processes; analyze their effectiveness; and reflect upon their choices.
   b) Students take advantage of qualities and characteristics of art media, techniques and processes to enhance communication of ideas.
2. a) Students generalize about the effects of visual structures and functions.
   b) Students employ organizational structure and analyze their effectiveness.
c) Students select and use the qualities of structure and function of art to improve communication of ideas.

3. a) Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning.
   b) Students use subjects; themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning.

4. a) Students know and compare characteristics of artworks in various eras and cultures.
   b) Students describe and place a variety of art objects in historical and cultural contexts.
   c) Students analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to artworks.

5. a) Students compare multiple purposes for creating artworks.
   b) Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
   c) Students describe and compare responses to their own artworks and to artworks from various eras and cultures.

Course Requirements
1. Assigned readings for discussion (Content Review Sheets).
2. Each student will design and teach three lessons to your peers and myself. You are required to work with me to supply the class for these lessons. You may work with a cooperating Junior High or High School art educator to teach on or more of these lessons during your 20 hours of “direct experience.” Otherwise, your direct experience is “helping out” in the classroom as the teacher implements their lesson plans.
3. There will be two graded studio projects for this course: the Personal Research Journal and two (2) art kits. Each is worth 10% of your final grade. Guidelines are on electronic reserve. All projects are due at the end of the semester and will be critiqued during the final exam time.
4. A final notebook is required. Please see the included guidelines. Earning an “A” on the Final Notebook does NOT mean that all of the work inside of it is an “A” or that you have earned an “A” in the class.
5. Extra Credit may be obtained by attending art openings here at Clark Hall. You must get an “official” signature. If you are unable to attend these openings and would still like extra credit, then follow the guidelines and turn in a written response. Each attendance and written response is worth 1% point of credit towards your final grade. No more than two points per show will be given. I will not accept extra credit after Monday, the 13th week of class, no exceptions! Please note that you are allowed no more than a total of 6 points of extra credit.
6. Assessment guidelines are minimum guideline requirements only. All work you submit will be graded on a quantitative and qualitative standards that may or may not be clearly spelled out. If you have any questions about an assignment, please see me.

Texts:
- ArtTalk Magazine
- Engaging the Adolescent Mind through Visual Problem Solving by Ken Vieth