

**Instructor**

Karen McGarry, Adjunct

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**Office Location**

FA-2 / 203

Sec 25060

**Class Time**

Thurs: 8:00 - 11:45 AM

Room FA-2 / 202

**Office Hours**

Thurs: 10:00 - 12:15 PM



Story Quilt, Grade 2  
Integrated lesson

“As art teachers, we must instruct, encourage, and give students permission to play, experiment, take risks, change their minds, and raise questions.”

Sydney R. Walker

**Course Description**

Theory is both generated and put into practice during study and teaching at approved school sites. Considerations are given to the various art and educational components found in state, national and international documents involving multifaceted, cross-cultural, and interdisciplinary experiences with art.)

**Course Goals – Students will...**

1. Review art vocabulary and develop their conceptual understanding directly related to art as well as art's influences from and on other subject areas (Interdisciplinary concerns).
2. Examine various types of art learning experiences including active learning and SDAIE(Specially Designed Academic Instruction of English) techniques.
3. Analyze the California Visual and Performing Arts Framework along with the Common Core Standards for Technical Subjects (Visual Arts).
4. Explore the interrelationship of art production, art criticism, art history, and philosophical aesthetics.
5. Develop their knowledge about art and artists within a cultural/ethnic/gender diversity.
6. Determine a direction for developing effective ways to learn about art with considerations for both child and adolescent development
7. Utilize their community service learning experience at Gompers Elementary to fulfill the above goals and collect research data for later analysis and interpretation (Reflection Paper)
8. Produce a portfolio of artworks in Printmaking, Drawing, Painting, and Sculpture.

## COURSE STRUCTURE:

Classes will follow a seminar structure where art education theory will be presented and discussed. Students will be encouraged to make connections between theory and their service learning experience. Students will work in cooperative learning groups (two students per group) in order to develop their Unit of Instruction Packets and make all the preparations necessary for their teaching experience which will take place at Webster Elementary School. Students will be required to fulfill 16 hours of teaching (eight two-hour visits). Students will produce a series of artworks and participate in art critiques. Where applicable, we will incorporate connected and interdisciplinary learning. Appropriate dress and professional appearance/attitude are required in placement positions.

## REQUIRED READINGS:

- Art 415 – Electronic Readings - CSULB Library System
- Visual and Performing Arts Framework for California Public Schools-California State Board of Education
- California Common Core State Standards – Technical Subjects:  
<http://www.cde.ca.gov/be/st/ss/documents/finaelacccsstandards.pdf>

## TENTATIVE COURSE REQUIREMENTS AND GRADING POLICY:

Participation in Class (I)	15%
Presentation on Assigned Topics (G)	10%
Unit of Instruction Packets (G)	20%
Museum Education Kids Brochure (G)	15%
Analysis of your Teaching Performance (I)	10%
Reflection Paper (I)	15%
Portfolio of Artworks (I)	15%

<b>Grade Scale:</b>	95 -100 = A	80 - 84 = B	65 – 69 = D
	90- 94=A-	75 - 79 = C	54 – 64 = D-
	85- 89=13	70 - 74 = C	0 – 53 = F

A = Excellent      B = Good      C = Average      D = Poor F = Fail

## ABSENCES:

Unexcused absences will have a decisive impact upon grades received in this course. **Two such absences will result in a one letter grade reduction** from your final grade. A third absence will further reduce the course grade by another letter.

## TARDIES:

You must be on time for class. you will be working in cooperative learning groups and your tardiness will affect the performance of your partners. I will be rigorous concerning this matter. **Your lack of punctuality will drastically affect your final grade** (Participation in Class 20% of final grade). Furthermore, **three tardies (5 - 15 minutes) will constitute one absence. If you are late 30 minutes, this will count as an absence.**

## UNIT OF INSTRUCTION PACKETS

Visual Culture, Community-based Art, Non-Western Art

I) Index and Names of Students Assigned to Different Sections of the Packet

II) Explanation of the Unit of Instruction (2 pages)

III) Section 1 (First Lesson Plan)

- A) Concept chart (1 page)
- B) Lesson Plan Format

CA Visual Arts Content Standards: (<http://www.cde.ca.gov/be/st/ss/vamain.asp>)

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

C-1) *Content Standard 1.0* - provide the necessary knowledge to approach this standard, effective instructional strategies and important additional materials (images of artwork, handouts or any other material given in class). (minimum 2 pages) Connect to Common Core/Technical Subjects Standards.

C-2) *Content Standard 2.0* - provide the necessary knowledge to approach this standard, effective instructional strategies and important additional materials (images of artwork, handouts or any other material given in class). (minimum 2 pages) Connect to Common Core/Technical Subjects Standards.

C-3) *Content Standard 3.0* - provide the necessary knowledge to approach this standard, effective instructional strategies and important additional materials (images of artwork, handouts or any other material given in class). (minimum 2 pages) Connect to Common Core/Technical Subjects Standards.

C-4) *Content Standard 4.0* - provide the necessary knowledge to approach this standard, effective instructional strategies and important additional materials (images of artwork, handouts or any other material given in class). (minimum 2 pages) Connect to Common Core/Technical Subjects Standards.

C-5) *Content Standard 5.0* - provide the necessary knowledge to approach this standard, effective instructional strategies and important additional materials (images of artwork, handouts or any other material given in class). (minimum 2 pages) Connect to Common Core/Technical Subjects Standards.

NCCAS: National Coalition for Core Art Standards, <http://nccas.wikispaces.com/>  
Common Core State Standards for Technical Subjects: TBD

IV) Section 2 (Second Lesson Plan) - The same structure as Section 1

V) Section 3 (Third Lesson Plan) - The same structure as Section 1

## **PORTFOLIO OF ARTWORKS**

You will produce a minimum of six artworks which will serve as examples during your teaching experience. Some time in class will be devoted for three projects.

- A) Mixed Media Drawing and Painting (1 individual artwork)
- B) Printmaking / Fibers (1 individual artwork)
- C) Sculpture / Ceramics (1 individual artwork)

Themes:

- A) Visual Culture
- B) Community-Based Art
- C) Non-Western Art

## **REFLECTION / ARTIST EDUCATOR PHILOSOPHY (5-7 pages)**

In this paper you will be reflecting on your experience by connecting your previous knowledge as an art educator and your experience in the classroom. Emphasis should be placed on comparing discipline based approach to studio focused approach in art education. Your conclusion should be your philosophy as an art educator (or artist educator).

## **MUSEUM EDUCATION KIDS BOOK (8 pages minimum)**

Create an interactive educational book (Brochure) for kids based on a museum exhibition. It can be based on western or non-western art. Examples will be presented.

## **SERVICE LEARNING EXPERIENCE**

You will be required to team-teach (two students per group) three lesson plans to assigned elementary school classrooms; eight two-hour visits; one visit per week.

## **SUMMARY OF ASSIGNED READINGS**

The readings you encounter in this course may be unfamiliar and provide a challenging learning encounter. Please read texts carefully and plan on reading articles/texts more than once to fully comprehend and be able to discuss ideas and concepts presented in the readings during our class meetings. Consider stages of reading: 1. a quick read to become familiar with the tone of the reading assigned; 2. a deep read where you search for intent/meaning and analysis.

Consider these pointers for the Analytic approach to reading assignments:

- What major claims does the reading support/promote?
- What evidence is given to support these claims?
- What explicit (openly stated) assumptions support the reading?
- What implicit (unstated) assumptions support the reading?
- Does the author sufficiently support his/her claims in the reading?
- What evidence might lie in opposition to the author's claims?
- How can the claims be applied to arts practice? Should they be applied?
- How would you assess the reading?

You will be expected to use critical thinking skills and writing skills that reflect the professional nature of your position in university. The following attributes will be considered in grading your written reflections:

- Quality and content of written submission;
- Tone/manner of writing;
- Grammar and mechanics;
- Supported writing with appropriate citations;
- Plagiarism.

Written reflections based on assigned readings will be submitted for credit via Beachboard through the Turnitin submission platform. Specifics to be discussed in class.