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Art, Adolescence and the Child

ART 300 Syllabus/Fall 2014
Sections 1088 & 1089
CSULB/Department of Art

“The art of teaching is the art of assisting discovery.”

Mark Van Doren

Instructor

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Section 1088

Class Time

Tue/Thurs: 9:00 – 11:45 AM
Room FA-2 / 205

Section 1089

Class Time

Tue/Thurs: 1:00 – 3:45 PM
Room FA-2 / 205

Office Hours

12:00-12:50 or by
appointment



Andy Goldsworthy

COURSE DESCRIPTION

This course is designed to meet the visual arts requirement for Liberal Studies majors as well as students seeking the single subject credential in art or a teacher preparation program. It represents the sequential, integrated and balanced learning experiences with **art production, art history, art criticism, aesthetics and connections/relationships/applications** in order to meet the standards for Multiple Subject Waiver programs approved in 2002.

This course has been designed to include: **a) concepts and processes of inquiry from the standards b) use of varied teaching strategies: demonstrations, discussions, lectures, active learning exercises, opportunities for individual and group participation in multifaceted art processes, and differentiated instruction and assessment for EL students, c) examples of visual art from diverse ethnic, gender and cultural groups, d) varied means for assessing student achievement including oral, visual and written assignments with attention to portfolio, e) information on child and adolescent development and special needs students.**

Within a multiple art discipline, interdisciplinary, and cross-cultural experience, skill development as an adult learner in a variety of two and three-dimensional studio areas is required. The university student will understand how to relate this meaning/objective to young people. This course provides the opportunity for instructors to model a curriculum that has been planned to meet the California Model Curriculum Standards in the Visual and Performing Arts and to include components of the Visual and Performing Arts Framework, the CTEL standards and ELD considerations.

CATALOGUE DESCRIPTION

Experiences in self-expression from the California Visual and Performing Arts Framework while addressing children's artistic and aesthetic development. Following state content standards, students develop aesthetic perception, learn skills for talking about art, and gain understanding in historical and cultural contexts. (6 hrs. lab.) Letter grade only (A-F).

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COURSE GOALS

Specific goals for this course are to:

- Develop and expand aesthetic perception in Liberal Studies students, students in Art Teacher preparation and others;
- Help students develop and expand visual arts knowledge and skills to express ideas imaginatively;
- Expose students to knowledge of historical and cultural developments in the visual arts;
- Enable students to develop a base for making informed aesthetic judgments;
- Give students some exposure of philosophical inquiry related to art;
- Promote the inclusion of cross-cultural perspectives within the student's learning processes;
- Involve the students in examples of interdisciplinary learning exercises which relate visual art to the other arts and other disciplines;
- Introduce students to stages of children's aesthetic, artistic and other cognitive processes;
- Make students aware of the California Visual and Performing Arts Framework, Model Curriculum Standards, and the National Standards, relevant art curriculum documents and guides, as well as Standards Specific to CTEL Programs;
- Become familiar with computer assisted instruction/learning and the connection with art;
- Encourage attendance at art museums and art performances.

COURSE MATERIALS REQUIRED

A course fee was already included in the tuition for this class and most of the supplies have been ordered. You will need to supply the following:

- A portfolio (paper type is fine) 17 x 22 ** to store/transport artworks, etc.
- "Wreck This Journal" by Keri Smith, paperback, August 7, 2012 (this journal comes in red, brown paper, or duct tape covers – choose your cover by strive to purchase the 2012 edition) Amazon: http://www.amazon.com/Wreck-This-Journal-Duct-Expanded/dp/0399162704/ref=pd_sim_b_1?ie=UTF8&refRID=0TZR9TWER7WWN7QJ0PNC

**Available in the University Art Store

REQUIRED TEXTBOOK

Children and Their Art, Michael Day and Al Hurwitz, 8th edition, (or 9th), Thomson Wadsworth 2007*

* Available in the University Bookstore or online

REQUIRED READING

Throughout the course, supplemental readings will be assigned via the Beachboard course site. You will be expected to use Beachboard throughout the course and to save the course documents for classroom use.

CRITERIA AND OBJECTIVES FOR STUDENT PERFORMANCE

Students will...

- Develop and use art vocabulary in class discussions about works of art;
- Cultivate the drawing skills required to build a foundation in art;
- Acquire a storehouse of art images that will enhance their understanding and relationship to art;
- Use art materials to demonstrate their knowledge of color concepts;
- Use art materials to demonstrate their knowledge and understanding of art elements and design principles that influence creative expression;
- Develop their own ideas in a variety of two and three-dimensional media appropriate to the Elementary/Secondary school classroom, demonstrating their ability to teach the media;
- Identify specific health and safety hazards to be avoided in school art classes;

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- Demonstrate their understanding of the concepts and objectives of the class by creating an art lesson aimed at a particular age group;
- Include differentiated instruction for EL students and other learner needs.

CLASS ATTENDANCE IS EXTREMELY IMPORTANT

You have decided to participate in this course and thus, your attendance and full participation throughout the course will be expected. Consider this as preparation for what you will someday expect of your own students.

Attendance will be taken at the beginning of every class. More than **two** unexcused absences will drop your letter grade in the attendance/participation criteria. More than **three** absences of any kind will be noted as an indication of poor commitment to the class and will lower the grade in the course. Late arrival and early departure will lower the final grade as well.

Assignments are due when the date is announced. Work turned in late is graded down. With excused absences, it is the student's responsibility to arrange makeup work. Exams are rarely made up unless there is a medical problem, which requires a physician's note.

ASSIGNMENTS

1. **Online lesson plan analysis:** 5% of overall grade
A lesson plan found online will be analyzed against the California Visual and Performing Arts Framework. The objective of this assignment is to find a lesson that fits the majority of the Visual Arts content standards. In addition to the analysis, students will be required to create one graphic organizer for the lesson plan that will assist the English learner. CTEL 4
2. **Midterm test:** 15% of overall grade
Color theory; Elements of Art and Principals of Design; Five strands from the Framework; Aesthetic stances; and, English learner adaptations for art lessons. CTEL 6
3. **Museum report:** 20% of overall grade combined
Museum of Latin American Art. **Three to four pages, double-spaced.** This will be a review of a local art museum that is culturally specific, the MOLAA. Include: compare and contrast two art works using the Feldman model for art criticism. Include images of the works selected for review within your report. Give an overall impression of the museum and describe how this culturally specific museum might benefit the English learner. CTEL 9, 10

Major L.A. Museum report:

This will require a visit to one of L.A.'s major museums. Before the visit, students will be required to research the museum's website, browse through the collections, choose two or three art pieces, and research those art pieces thoroughly (let's discuss in class what this means). Once at the museum, students are to find the art works selected.

In four to five double-spaced pages:

- Describe the experience of researching first and seeing reproductions and digital images, as opposed to seeing the artwork in person;
- Use the Feldman model to analyze the pieces;
- Analyze the experience from the viewpoint of the English learner.

Consider the following questions in your analysis:

Was the museum accessible for the English learner?

- Was the information available in language that would benefit the English learner?
- Would the experience be comfortable for the English learner?
- What kinds of adaptations might enhance both the learning factor and the accessibility factor? CTEL 9, 10

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4. **Lesson plan presentation:** 20% of overall grade

This will be the culmination of the semester. For this lesson plan, students will use the California Visual and Performing Arts Framework in order to formulate their lesson.

Project requirements:

- Prepare a power point presentation of artists relevant to their lesson plan;
- Selected artists must be representative of diverse cultures and genders; CTEL 9, 10
- Use a gallery format to create the illusion of walking through a gallery or museum;
- Lesson must be personalized and or relevant to the lives of the students, as well as make reference to the art concepts in 1.0 Artistic Perception;
- Lesson must contain three modifications for the English learner; these can be graphic organizers, cloze sentence formats, vocabulary organizers etc; CTEL 8
- Present a complete art example for the 2.0 Creative Expression strand;
- Fifteen minutes allocated per students to present their lesson to the class.

PLEASE NOTE: When outlining art projects for students, avoid the pitfalls of "craft" projects (where all students make the same thing, using the same materials, and are all expected to make the "thing" as if it is "the right answer." Allow space for students to generate creative ideas and guide the making process. Consider collaboration as a means to facilitate a creative outcome. Let the students find out their own answers.

5. **Discussion/Reading Reflection:** 10% of overall grade

We will use Padlet as an online forum for generating reflective comments and ideation based on the assigned readings for the course. Padlet will serve as a collection of thoughts to ignite dialogue in the classroom as well as serving as a repository of journalistic reflection to enhance creative teaching practice. Arts integration and visual literacy will be explored and developed. Use the reading guidelines at the end of the syllabus to assist and scaffold your reading process.

6. **Art projects and Sketchbook/Journal:** 20% of overall grade

In addition to the above assignments, the students will be working in-class on art projects. Each project will involve basic skill building, art history, art criticism, and aesthetics. Unit 1 – drawing, unit 2 – painting/color, unit 3 – mixed media, unit 4 – ceramics, unit 5 – printmaking.

Sketchbook/journal assignments will be due every Wednesday, and checked for completion. The sketchbook will be collected for a midterm grade and again for a final grade.

7. **Attendance and participation:** 10% of overall grade

Attendance is outlined above. Participation includes classroom and online discussion session, completion of all projects, and a desire to reveal a commitment to the course objectives. CSULB required hours per unit per week for outside class work time. You can expect on average to have 5.5 hours of class lab/lecture and 6 hours of outside work per week.

GRADING SCALE	90-100 = A (Excellent – Upper tiers of Bloom's Scale)
	80-89 = B (Good – Mid to lower Bloom's Scale)
	70-79 = C (Average – Bottom tier of Bloom's Scale)
	60-69 = D (Poor)
	0-59 = F (Fail)

SPECIAL NEEDS

Students with a University-verified disability who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the Director of Disabled Student Services on campus. Appropriate paperwork must be submitted to the instructor outlining specific accommodations to be implemented.

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WITHDRAWAL POLICY

Check the University Bulletin for the University Policy and proper procedures regarding Withdrawals. Students who need to withdraw must do this themselves. The drop deadline for no signatures and receipt of "W" grade on transcript is November 15, 2014. Signatures are needed after that deadline: the instructor signature may be given, but it is not automatic that the Art Department Chair or the Dean of the College of Arts will also sign the Withdrawal form.

GUIDELINES FOR 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/Academic Integrity.

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

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