

Department of Art Syllabus

- I. ART 441 *Art in Secondary Schools*, 3 Credit Hours
- II. PREREQUISITES
ART 207
- III. TEXTBOOK
None
- IV. COURSE DESCRIPTION
This course is designed for art education majors. Students will plan curricula and prepare teaching materials for middle and secondary art classrooms. Specific teaching procedures and techniques developed from art education philosophy, research, and studio projects will be utilized. (Lab fee required).
- V. RATIONALE
Art 441 is a course designed for students who plan to become art teachers in the Secondary School. Students will study theories of art education and learn how to practically apply these theories to the classroom. In the process of preparing for the classroom students will not only prepare curricular materials and practice instruction, they will also develop a portfolio to aid in their job search. Whenever possible, students will also observe and assist in secondary school art classrooms and reflect on their experiences.
- VI. LEARNING OBJECTIVES AND OUTCOMES
 - A. Explore the four processes of art which include creating, presenting, responding and connecting
 - B. Learn from the history of art education
 - C. Develop curriculum and instruction methods
 - D. Compile quality lesson plans for the secondary classroom
 - E. Adapt and develop assessment products for particular lessons
 - F. Utilize national and state visual art standards
 - G. Prepare a professional portfolio for the interview process
 - H. Observe secondary art educators in a variety of environments
 - I. Become familiar with professional growth and development opportunities
- VII. COURSE TOPICS
 - A. The history of art education
 - B. Teacher preparation
 - C. The teaching environment

- D. The language of vision
- E. Creativity and art production
- F. Reflection and assessment
- G. Multiculturalism
- H. Interdisciplinary connections
- I. Art criticism and aesthetics
- J. Presenting art history
- K. Standards and accountability
- L. Teacher competencies
- M. National and State art standards

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

- A. Lecture and discussion
- B. Research and critique
- C. Notebook and portfolio
- D. Field experiences and journaling

XI. ASSIGNMENTS

- A. Research and make application of the course topics
- B. Teach a lesson before the instructor and the class – a dress presentation.
- C. Present research and discuss
- D. Observe classroom situations

X. EVALUATION

See Department of Art Syllabus Addendum for Grading Scale and Evaluation.

XI. LIST OF MATERIALS

- A. Notebook

XII. REFERENCES

Bailey, H. T. (1914). *Art education*. Boston, MA: Houghton Mifflin Co.

Beigel, H. G. (1949). *Art appreciation*. New York: Stephen Daye Press.

Collins, M. R. (1945). *Art appreciation for junior and senior high schools*. New York: Harcourt Brace.

De Francesco, I. L. (1958). *Art education: Its means and ends*. New York: Harper & Brothers.

Eisner, E. W. (1972). *Educating artistic vision*. New York: Macmillan.

- Fernie, E. (1995). *Art history and its methods: A critical anthology*. London: Phaidon Press.
- McFee, J. K. (1980). *Art, culture, and environment*. Dubuque, IA: Kendall/Hunt.
- Pope, A. (1995). *Art, artists, and layman: A study of the teaching of the visual arts*. Cambridge, MA: Harvard University Press.
- Richardson, M. E. (1948). *Art and the child*. London: University of London Press.
- Smith, R. A. (1966). *Aesthetics and criticism in art education: Problems in defining, explaining, and evaluating art*. Chicago, IL: Rand McNally.