

Department of Art Syllabus

- I. ART 6208 *Theories of Art Education*, 3 Credit Hours
- II. PREREQUISITES
None
- III. TEXTBOOK
None
- IV. COURSE DESCRIPTION
This course presents a comprehensive survey of trends and movements in the field of art education that have shaped its present-day philosophy. Emphasis will be placed on the analysis of ideas expounded by theorists from 1900 to the present.
- V. RATIONALE
This course is designed to offer students a basic foundation in theory and philosophy of art education. It will enable students to formulate their own philosophy in light of past and present theories. Emphasis will be placed on key art educators such as Arthur Wesley Dow, Herbert Read, Victor Lowenfeld, and Elliott Eisner, whose past and present ideas and theories have impacted the field of art education. Current theories and projected future trends will also be analyzed. Research methods and topics will be addressed.
- VI. LEARNING OBJECTIVES AND OUTCOMES
Upon completion of this course, the student will:
 - A. Identify the major philosophies influencing the field of art education.
 - B. Analyze current trends and philosophies in art education.
 - C. Compare and contrast mimetic, pragmatic, expressionistic, and formalistic aesthetic theories.
 - D. Identify key concepts reflected in scholarly writings of past and contemporary art educators.
 - E. Discuss future trends in theory and practice in the field of art education.
 - F. Identify significant art educators who expounded ideas and theories.
 - G. Write a personal philosophy of art education.
- VII. COURSE TOPICS
 - A. Changes in the philosophy of art education
 - B. Contemporary theory and practice in art education
 - C. Art educators shaping the current philosophy of art education
 - D. Research in art education

E. Scholarly writing

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

- A. Lecture/discussion
- B. Video presentations
- C. Art education research
- D. Group presentations

IX. ASSIGNMENTS

- A. Two tests on lecture and class assignments
- B. Readings/Discussions
- C. Research paper

X. GRADING SCALE

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

XI. REFERENCES

Dobbs, S. M. (1998). *Learning in and through art: A guide to discipline-based art education*. Los Angeles, CA: Getty Education Institute for the Arts.

Early, M. J. & Rehage, K. J. (1999). *Issues in curriculum: A selection of chapters from past NSSE yearbooks*. Chicago, IL: NSSE.

Efland, A. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press.

Eisner, E. W. (1966). *Readings in art education*. Waltham, MA: Blaisdell.

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

Eisner, E. W. (1985). *Learning and teaching the ways of knowing*. Chicago, IL: University of Chicago Press.

Little, B. E. (1990). *Secondary art education: An anthology of issues*. Reston, VA: National Art Education Association.

Palmer, J. A. (2001). *Fifty modern thinkers on education: From Paiget to the present*. New York: Routledge.

Soucy, D. & Stankiewicz, M. A. (1990). *Framing the past: Essays on art education*. Reston, VA: National Art Education Association.

Wilson, H. W. (2014). *Embracing new paradigms in education*. Amenia, NY: Grey House.

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