

- I. **PRE-REQUISITES:** None
- II. **CLASS TIME:**
- III. **TEXTBOOK:** Stankiewicz, M. A. (2001). *Roots of art education practice*. Worcester, MA: Davis.

Reference Textbooks:

- Efland, A. (1990). *A history of art education*. NY: Teacher's College.
- Logan, F. M. (1955). *Growth of art in American schools*. NY: NAEA.
- Wygant, F. (1993). *School art*. Cincinnati, OH: Interwood Press.

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 from 1900 to present.

V. RATIONALE:

This course is designed to offer graduate students a basic foundation in theory and philosophy of art education. It will enable students to formulate their own philosophy in the light of past and present theories. Emphasis will be placed on key art educators in the field such as Viktor Lowenfeld and Elliot 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.

VII. LEARNING OBJECTIVES AND OUTCOMES:

This course will enable students to --

- A. identify seven theories in the field of art education that prevailed from 1900 to 2005.
- B. analyze current trends and philosophies in the field of art education.
- C. discuss future trends in theory and practice in the field of art education.
- D. identify key concepts reflected in scholarly writings of past and contemporary art educators.
- E. identify noted art educators that contributed to art education theories in the late nineteenth, twentieth, and early twenty first centuries.
- F. write a personal philosophy of art education.
- G. connect past theories of learning and methods of teaching to current methodology at the university level.

VIII. COURSE TOPICS

- I. Art Education Theories
 - A. Art Education defined.
 - B. What are theories? Where are they found?
 - C. Factors influencing the development of theories of art education
 - 1. Social factors
 - 2. General Education
 - 3. Art theories
 - 4. Philosophic
 - 5. Cultural
 - 6. The field of art
- II. Historical survey of Art Education
 - A. Timeline 1749 - 2005?
 - B. Theories and movements

- C. Key art educators
- III. Theory of “Multiple Intelligences” and its Impact on Art Education
 - A. “Intelligence” defined
 - B. Howard Gardner’s Nine *Multiple Intelligences*
 - 1. Naturalist
 - 2. Musical Intelligence
 - 3. Logical / Mathematical Intelligence
 - 4. Existential Intelligence
 - 5. Interpersonal Intelligence
 - 6. Kinesthetic Intelligence
 - 7. Verbal Intelligence
 - 8. Intrapersonal Intelligence
 - 9. Visual / Spatial Intelligence
 - C. Proponents of multiple intelligences
 - 1. *Project Zero*
 - 2. *Whole Schools Initiative*
 - 3. Others
 - D. Impact on the field of art education
- IV. Discipline-Based Art Education
 - A. Integration of the 4 disciplines of art
 - 1. Art history
 - 2. Art criticism
 - 3. Aesthetics
 - 4. Studio art
 - B. Characteristic of a discipline
 - C. Art Education proponents
 - 1. Elliot Eisner
 - 2. Dwaine Greer
 - 3. Michael Day
 - 4. Gilbert Clark
 - 5. Laura Chapman
 - 6. Stephen Dobbs
 - D. Impact on the field of art education
- V. Children’s Artistic Development
 - A. Development of the child
 - B. “Stage Theory”
 - 1. Manipulative Stage
 - 2. Symbol-making Stage: *Pre-Schematic and Schematic*
 - 3. Pre-adolescent Stage: *Dawning Realism and Pseudo-Naturalistic*
 - C. Art education proponents
 - 1. Viktor Lowenfeld
 - 2. Rhoda Kellog
 - 3. Herbert Read
 - 4. Others
 - D. Impact on the field of art education
- VI. “The Synthetic Method” of Teaching Art
 - A. Arthur Wesley Dow
 - B. Composition by Dow
 - 1. The 3 Art Elements
 - a. Line

- b. Notan
 - c. Color
 - 2. Influences of The Synthetic Method
- C. Proponents of The Synthetic Method
- D. Impact on the field of art education
- V. Culture Through Art
 - A. Picture Study
 - 1. History
 - 2. Schoolroom Decoration
 - 3. Philosophic Influences
 - 4. Influences from general education
 - B. Henry Turner Bailey
 - 1. School Decoration and Sanitation
 - 2. Art Education
 - 3. *School Arts Magazine*
 - 4. *Perry Magazine*
 - 5. Other
 - C. Proponents of Picture Study
 - 1. Estelle Hurl
 - 2. Royal Bailey Farnum
 - 3. Others
 - D. Impact on art education
- VI. Other Theories
 - A. Visual culture art education
 - B. Bauhaus approach to teaching art
 - C. Right Brain Theory
 - D. "Art for Arts Sake"
 - E. Arts & Crafts movement
 - F. Progressive Education

X. INSTRUCTIONAL METHODS AND ACTIVITIES

- A. Lecture
- B. Discussion
- C. Research
- D. Critique
- E. Video / media
- F. Studio artwork
- G. Notebook and portfolio

X. EVALUATION

Grades for the course will be based on:

- A. **Response to Class Readings / Participation.** Ten written responses to readings related to theories covered in class. Students must participate in class discussions.
- B. **Research Paper.** A 12 page typed research paper on an assigned theory.
- C. **Presentation.** A 10 minute presentation on research conducted in the course. The presentation will include an artwork or visual presentation.
- D. **Studio art projects.** Studio examples that correspond with the theories covered in class.
- E. **Resource Notebook.** This will include notes from lectures, 10 responses, historical information about theorists, studio suggestions, and other information covered in the course.

XI. ASSIGNMENTS

A. Responses to Readings / Participation	30%
B. Research Paper	40%
C. Presentation.	10%
D. Studio Art Projects	10%
E. Resource notebook	10%

LIST OF MATERIALS

notebook and dividers some supplies for studio lessons

XIII. REFERENCES

Periodicals / Journals*:

- Art Education
- Arts & Activities Magazine
- Journal of Aesthetic Education
- School Arts Magazine
- Studies in Art Education

Resource Journal Articles

Clark, G. A., Day, M.D., & Greer, W. D. (1987). Discipline-based art education: Becoming students of art. *Journal of Aesthetic Education*, (21)2,129-193.

Day, M. D. (1987). Discipline-based art education in secondary classrooms. *Studies in Art Education*, (28)4, 234-232.

Greer, D. W. (1984). A discipline-based art education: Approaching art as a subject of study. *Studies in art Education* 25(4), 212-218.

Resource Books not located in Leland Speed Library

Dow, A. W. (1997). *Composition: A series of exercises in art structure for the use of students and teachers* (13th ed.). Berkeley, CA: University of California Press. *Interlibrary Loan: University of South Alabama, N 7430.D68 1997*

Feldman, E. (1996). *Philosophy of art education*. Upper Saddle River, NJ: Prentice Hall.

Feldman, E. (1970). *Becoming human through art*. Englewood Cliffs, NJ: Prentice-Hall.

Fraschetti, P. A. (2003). *Art: The language of all children*. Dubuque, IA: Kendall Hunt.

Margolis, J. (Ed.). (1987). *Philosophy looks at the arts*. Philadelphia, PA: Temple University.

Smith, R. (1995). *Excellence in art education II: The continuing quest in art education*. Reston,VA: National Art Education Association.

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Wygant, F. (1993). *School art in American culture: 1820-1970*. Cincinnati, OH: Interwood Press.

Located in the Leland Speed Library

Arnheim, R. (1974). *Art and visual perception: a psychology of the creative eye*. Berkeley, CA: Univ of CA Press. **701.15 Ar65a**

- Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development. **370.1523 Ar58m**
- Bailey, H. T. (1914). Art education. Boston: Houghton Mifflin. **707. B152a**
- Bailey, H. T. & Burrage, S. (1899). School sanitation and decoration: a practical study of health and beauty in their relations to public schools. Boston: Heath. **371.6 B94**
- Barkan, M. (1955). A foundation for art education. NY: Ronald Press. **372.5 B24f**
- Barkan, M. (1960). Through art to creativity: Art in the elementary school program. Boston: Allyn & Bacon. **372.5 B24t**
- The Bauhaus [videorecording] / its impact on the world of design. (1976). Northbrook, Ill: Roland Collection of Films and Video on Art. **709.04 Be26**
- Bayer, H. (1938). Bauhaus 1919-1928. NY: Museum of Modern Art. **707 B34b**
- Beacher, L. (2001). Multiple intelligences and positive life habits: 174 activities for applying them in your classroom. Thousand Oaks, CA: Corwin. **372.13 B353m**
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- Bell, C. (1928). Art. London: Chatto & Windus. **704 B413a**
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- Feldman, E. (1992). Varieties of visual experience. NY: H. N. Abrams. **701 F333y 1992**
- Feldman, E. (1967). Art as Image and idea. Englewood Cliffs, NJ: Prentice-Hall. **701 F333a**
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- Geelhaar, C. (1973). Paul Klee und das Bauhaus. Greenwich, CN: New York Graphic. **759.94 G271p**
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- Gaitskell, C. D. (1949). Arts and crafts in our schools (9th ed). Peoria, IL: C A Bennett. **707 G129a.**
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- Gardner, H. (1999). The disciplined mind: What all students should understand. NY: Simon & Schuster. **371 G173d BR**
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- Gardner, H. (1993). Multiple intelligences: The theory in practice. NY Basic Books. **370.1523 G173m**
- Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. NY: Basic Books. **370.152 G173u**
- Gardner, H. (1990). Theory of Multiple intelligence [videorecording]: Guest: Howard Gardner / American Federation of Teachers. **370.1523 G173t**
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. NY: Basic Books. **153 G173f**
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- Hegel, G. W. F. (1953). The philosophy of Hegel. NY: Modern Library. **193.5 H361p**
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