

Art 494 (Section 1&2): Development of Adolescent Art (9th – 12th)

Fall, 2010

Course Syllabus

Instructor: Dr. Masami Toku

Class Hours: Tuesday & Thursday: Noon-1:50 AM at Taylor 201

Office Hours: Tuesday (3-6PM) & Thursday (4-6PM) or by appointment at Ayres 125

(E-mail: mtoku@csuchico.edu/ Phone: 898-6866)

*** Art494 is an advanced course of art education. Therefore Art493 is prerequisite to Art494 or instructor's special permission is needed!**

***Advising: All students need 1-on-1 advising with Teresa Cotner or Masami Toku prior to midterm.**

Art 494 is designed to provide art majors and others with a philosophical and practical basis to develop, teach, and evaluate art curricula appropriate for secondary learners. Lecture, discussion, and class activities will focus upon the role of art in adolescents' lives and the role of the art teacher in nurturing artistic expression and aesthetic sensitivity.

Objectives:

- To understand the nature of artistic development.
- To understand the role of art in adolescents' lives.
- To understand the role of the art teacher in secondary school.
- To understand the role of art education in secondary school.
- To develop diverse studio skills appropriate to teaching art in secondary school.
- To develop historical/cultural art appreciation components for each studio's activity.
- To develop strategies for teaching art criticism and appreciation in secondary school.
- To develop strategies for integrating art into the secondary school curriculum.
- To develop a teaching philosophy of art and a portfolio of well-crafted examples that can be adapted to a variety of secondary grade levels as a teacher's resource.
- To integrate all knowledge and practice through this course for career development.

Required Textbooks: A course packet of Art 494 (Toku, 2009) and reading assignments will be available on WebCT VISTA. Reading list is available at Resource Room at Ayres Hall 205 (and at Reserved office in Meriam Library and in WebCT VISTA)

Visual Art Content Standards (California State Board of Education):

<http://www.cde.ca.gov/BE/ST/SS/vamain.asp>

Visual & Performing Arts Content Standards for California Public Schools (TCAP: The California Arts Project): <http://csmc.ucop.edu/tcap/standards/assessment.html>

COURSE POLICIES

Attendance: This course contains a great deal of material that is impossible to make up, so daily attendance is important. Attendance, preparedness and punctuality are considered as a part of your professional development. More than **2 absences** will result in a reduction of your grade (e.g. A to A-). **Late arrival/early departures** will also affect your grade.

If you expect to miss a class period due to special conditions (e.g. religious holy days, participation in university events, and so on), let the instructor know within the first two weeks of class for the alternate arrangements for assignments.

**** It is the student's responsibility to get information before the next class to catch up with the schedule if a class is missed.***

Professional Development: Teaching is a demanding field. It requires a professional ethic that embraces a rapid pace, challenging work, problem solving skills, and a willingness to go beyond minimum requirements. Research on pedagogy provides consensus on those teaching behaviors and characteristics that constitute excellence in the teaching profession.

They include the following:

- 1) adequate planning, organization, and evaluation of curricular programs,
- 2) good classroom management skills,
- 3) efficient use of instructional time,
- 4) knowledge of subject matter,
- 5) effective and useful communication; clarity of presentation,
- 6) appropriate evaluation of student learning.

Tentative Assessment:

40 %: Studio assignments & Critique (all should be completed by the due date based on instruction)
10 %: Written assignments (e.g. response paper)
20 %: Mid-term research paper on a specific theme (including a lesson plan and related visual examples) and its presentation in the final class
10 %: Group teaching presentation and its evaluation (at GE C-1 Art 100 class of Art Appreciation)
20 %: Teacher's Resource Binder (Portfolio) including lesson plans and visual supplements
or **Exit Portfolio (only for candidates of credential program and if this is the last ArtEd class)**
+Extra points: Professional development (attendance, preparedness, punctuality, participation, etc.)

Studio work will be evaluated on the basis of craftsmanship, originality, and demonstrated understanding of the theories of adolescent artistic development and the issues involved. Going beyond the minimum requirements is the mark of an excellent student, and will be reflected in your final grade.

Main Assignments (the details will be discussed later):

Studio assignments: At least 5 – 7 different kinds of studio projects will be given to develop your artistic skills. All projects have to be completed based on the instruction by the due date. Unfinished assignments will not be graded no matter how attractive. If it is difficult to finish during class, open hours will be available to complete them outside of classtime. (Check the available open hours).

**** It is also student's responsibility to prepare and clean up materials and classroom when used.***

Bi-weekly and/or monthly response paper (1-2 pages in length). Please read all assigned material. Write a reaction report (response paper) in which you respond to key issues in the readings.

Teaching Presentations using appropriate technology in Art100: Art Appreciation-Multicultural Perspectives (GE/ C-1 course): Suggested topics for lessons, approaches, and guidelines will be provided. * See presentation grading rubric.

Final Research paper on a specific theme of art education with Lesson Plan and Artwork
(*Artwork may be submitted for consideration in Art Education Art Exhibition for the next spring semester)

*The details will be announced. Presentations will utilize electronic technology, such as Power Point, DVD/Video and the Internet.

Individual Final Paper (and the LP) Presentation: Each needs to create a lesson in conjunction with your final research paper with a selected VAPA standard domain (9-12). For presentations, each will use electronic technology, such as Power Point, DVD/Video and the Internet.

Teacher’s Resource Binder (or) Exit-Portfolio (or): The details will be announced later.

Teacher’s Resource Binder: In the portfolio, the description of each assignment (lesson plan), the visual supplements (photo, slide, and/ or the actual artwork), written assignments, and all handouts will be bound attractively as a resource binder for your future teaching.

Exit-Portfolio: If you are planning to apply for the credential program, you are required to complete the Exit-portfolio. Please see the attached info on the Exit-portfolio and get advice from your advisor of single subject in art.

****Unless otherwise specified, all papers must be typed (double-spaced), proofread, stapled (if over one page), and professionally presented (follow the instruction carefully).***

TENTATIVE SCHEDULE

*All students are required to access the Portal regularly (at least weekly) to get updated information!!!
(Changes in the schedule will be announced in class and/or through the WebCT-Portal!)

Tradition and Innovation in the Concepts of Art and Art Education: What is Art and What is Art for	
1 st week (8/24-first day)	- Discuss syllabus & class requirements (e.g. case study) - Brief discussion of <i>Visual and Performing Arts Content Standards for California Public Schools (9-12)</i> and the frameworks (9-12) and related studio practices based on Domains (Domain 1. Artistic Perception, D2. Creative Expression, D3. Historical and Cultural Contexts of the Visual Arts, D4. Aesthetic Valuing, D5. Connection, Relationships, and Applications)
1 st week (8/26)	Discuss the value of art (definition, subjects, media, etc.) Discuss the language of art (elements of art and principle of design) Discuss techniques of drawing Studio: Portrait with dots (B/W & three primary colors) Materials: markers
Psychological issues in ArtED: Cultural Diversity in Adolescent Artistic and Aesthetic Development	
2 nd (8/31& 9/2) & 3 rd week (9/7 & *9)	Discuss adolescent artistic and aesthetic development Continue to discuss Domain 1 and its sub-categories Continue to discuss the first lesson plan mainly in conjunction with Domain 1 (and others) Studio & Materials: Same as the above <i>#1 Critique and lesson plan discussion</i>
Historical Issues in ArtED: Before and after the DBAE (Disciplined based ArtED)	
4 th (9/14&16) & 5 th week (9/21 & 23)	Discuss the history of ArtED in the US Discuss elements & principles of art: space (linear & aerial perspectives) and dominance/subordination Discuss the 2 nd lesson plan (mainly focuses on Domain 2 & 3 and others)

	<p>Studio: Cubistic Water color Materials: Water color (wet on wet technique) #2 Critique and lesson plan discussion</p>
<p>Multi-culturalism in Art Education: Modernism vs. Post-Modernism</p>	
6 th (9/28 & 30) & 7 th week (10/5 & 7):	<p>Discuss the issue of multi-culturalism in art education (vs. uni-culturalism?) Discuss Fine arts vs. Crafts Discuss elements & principles of art: texture, pattern and repetition, movement Discuss the 3rd lesson plan (mainly focuses on Domain 3 and others) Studio: Huichol Yarn (Guatemala and other areas) and/or sand painting (Tibet) Materials: Mixed media (assorted yarn or sands) #3 Critique and lesson plan discussion</p>
<p>Trend issues in ArtED: Visual Culture and Social Justice</p>	
8 th (10/12&14) & 9 th week (10/19 & 21):	<p><i>Discuss what is visual (pop) culture?</i> <i>Discuss what are social issues and what is social justice in ArtEd?</i> <i>Discuss diverse techniques of printmaking</i> <i>Discuss the 4th lesson plan (mainly focuses on Domain 4 and others)</i> Studio: Wood-cut (Japanese) printmaking Materials: Printmaking materials #4 Critique and lesson plan discussion</p>
<p>Pedagogical issue in ArtEd Integrating Art into Other Subjects: Education through/in Art</p>	
10 th (10/26&28) & 11 th week (11/2&4)	<p>Discuss What is the pedagogy of ArtED (e.g. class management, environment, critique, assessment, others???) <i>Discuss the 5th lesson plan (mainly focuses on Domain 5 and others)</i> Studio: 3D collage box-art Materials: Mix media</p>
12 th week (11/9&*11/11: No class):	<p>Preparation and practice for group lesson activity/presentation in class 11/9 (Tue): Complete the preparation (lesson plan, samples, and materials) and Power point group presentation 1 & 2 in class</p>
13 th week (11/16&18)	<p>Group presentation at the class of Art100: Art Appreciation-Multicultural Perspectives 11/16 (Tue.); Open studio time (Catch-up date) 11/18 (Thu): Group 2 at Ayres 106 (2-3:50 PM)</p>
<p>Thanksgiving week (11/23 & 11/25: No classes)</p>	
<p>Philosophical Issues in ArtED: What is your own philosophy of teaching art in schools (9-12th G.)?</p>	
14 th (11/30*&12/2) & 15 th week (12/7 & 9):	<p>Choose one target age group from Kindergarten, 1st & 2nd G., 3rd & 4th G. or 5th & 6th G. per group for your group lesson plan and its presentation (Each has 45 min. including preparation and critique) 11/30 (Tue): Demonstration groups 1 & 2 12/2 (Thu): Demonstration groups 3 & 4 12/7 (Tue): Demonstration groups 5 & 6 12/9 (Thu): Review & final critique day</p>
16 th week	<p>Final exam week (the day of final exam will be determined later) Presentation (required for each student) of final projects (case study & others) *Due date of "Final projects" (Portfolio, case study, and others) is no later than the last day of class!</p>

Individual Paper and/or Group Presentations (See Tentative Rubric below)

Art 494 Presentation Rubric	Name	Title		
Presentation Technology Rubric	Highly Competent	Competent	Emerging Competence	Competence not Evident
Use of Internet as recourse, including properly citing sources				
PowerPoint Use, includes organization, quality of visuals and citing sources				
Professional presentation Style, includes, dress, diction and expressing confidence				
Overall Presentation Quality				

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- *will not require training beyond the bachelors degree & credential
- **may require training beyond the bachelors degree & credential
- ***will require some training beyond the bachelors degree & credential
- ****will require significant training beyond bachelors degree & credential

Architecture**** Urban Designer*** Landscape Architecture** Interior Design*** Facility Planner** Exhibit and Display Design** Web Design* Logo/Corporate Identity Design*** Advertising Design** Package Design** Magazine Design** Book Design** Illustrator** Cartoonist** Technical Illustrator*** Photojournalism** Fashion Photography** Product/Food Photography** Toy Design** Ergonomic Design*** Automotive Design****	Fashion Design** Fashion Illustrator* Film Artist** Film Animation** Game Designer* Digital/Multimedia/Web Designer* Costume Design** Fine Artist** Craftsperson** Art Teacher (P-12)* College Art Instructor** Art Historian** Museum Director** Museum Curator** Conservator/Restoration*** Gallery Owner* Gallery Curator** Auctioneer** Art Writer** Art and Architecture Critic** Art Therapist****
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