ART 311 Foundations of Art Education and Methods I
Fall 2008/IWFAC 425
T/R 5:00 pm – 7:40 pm
Super Saturday Art Classes 11/1, 11/8, 11/15, and 11/22, 9:30 am –12 noon
(Student Art Exhibit November 22, 2008, Cube Gallery)

Instructor & Field experience supervisor: Professor Miwon Choe, Ph. D.
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Office hours: before or after the class or by appointment

ART 311 is the first part of the art education methods and practice sequence for art education majors. The purpose of this course is to introduce art education pre-service teachers theoretical as well as practical foundations of teaching visual art through readings, class discussions, various class assignments including sample art projects and written assignment, planning age appropriate unit of lessons, and teach four sessions of Super Saturday Art Classes as the focus of your field experience.

You will start with what you already know about art and art education, as you certainly bring a number of skills and experiences with you into this course. From there you will determine what interests you have an what skills and expertise you need to acquire and/or refine in order to continue your development as art educators. At the beginning of the semester, we will be involved in several individual or group art production activities as well as looking and talking about art. The hands-on process will focus on designing and implementing age appropriate instructional strategies. Different orientations of art education and the four components of Discipline Based Art Education (DBAE), art production, art criticism, art history, and aesthetics will also be introduced throughout the semester.

An integral part of this course is the field experience component within the Super Saturday Art Classes. The art education program will collaborate with the Center for the Gifted Studies to offer various art classes where beginning art education majors will learn to plan and teach a thematic unit of art lessons for elementary and middle grade children in a supervised setting. Your teaching experiences in the Super Saturday Art Classes will provide focuses for class discussions on variety of topics such as philosophy of teaching art, children’s artistic development, age appropriate lesson and unit plans, classroom and instructional management, various assessment strategies, and cultural and historical pluralism in art.

It is extremely important that you approach this program with a professional attitude as “Responsible, Reliable, and Reflective Practitioners”. You will be provided instructional assistance and support through the class discussion, reflection, and continuous feedback to ensure meaningful and positive field experience through the Super Saturday Art Program. The number and type of art classes will be determined based on the needs of P-8 students, your area of teaching interest, studio backgrounds, and previous instructional experiences with this age group.

Required Texts and Art Supplies

Tejada, I. (1993). Brown Bag Ideas from Many Cultures; Davis Publication

Required art supplies purchase:
Portfolio (20 x 26), Crayola or Prang crayons, a set of water-based markers, adult scissors, glue stick, Elmer's glue, ruler, Prang or Crayola watercolor paint, color pencils, Craypas/Oil pastel, and art box for your art supplies. These supplies may be stored in a designated classroom cabinet space.

**Graded Assignments:** Course Requirements and Grading Outline

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Demonstration of ability to design a thematic art unit and lesson plans</td>
<td>20%</td>
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<tr>
<td>Responsible and successful implementation of teaching and evaluation</td>
<td>30%</td>
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<tr>
<td>Mid-Term Art Criticism Paper/Issues Paper</td>
<td>10%</td>
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<tr>
<td>Final Curriculum and Teaching Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Art curriculum studio work</td>
<td>10%</td>
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<tr>
<td>Professionalism and Educator disposition</td>
<td>10%</td>
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Important!

Please note that a big portion of evaluation for the field experience will be based on your class preparation, punctuality, effort to improve teaching performance, and professional attitudes as prospective art educators.

All lesson plans and written assignments are due on scheduled dates. No late work or electronic submission will be accepted.

It is very important to note that the Super Saturday practicum is a serious professional commitment. 70 percent of your grade in this course is directly connected to your research, teaching preparation and implementation, reflection and evaluation of your work in the Super Saturday Art Classes.

There will be children, parents, as well as your teaching colleagues who will be depending on you. Any one unexcused tardiness or absence for the Super Saturday Classes will result in an automatic one-letter grade reduction for the course and two or more absences will be taken very seriously and will result in failing this class.

**Plagiarism**

Plagiarism of any kind, whether in an assignment, presentation, or exam is unacceptable and will result in a zero for that assignment and an automatic one-letter grade deduction for the course.

**Attendance**

As an introductory course to your chosen career, it is crucial that you learn the fine art of becoming a good art educator beyond the completion of specific assignments. I will make a note of your professional integrity as well as academic achievement to evaluate your overall performance in this class.

ART 311 is a studio/seminar/practicum class. There will be regular reading assignments. You will be expected to complete the reading on time and be able to discuss it in class. Lack of participation will affect your grade. In addition to regular class sessions, you are required to teach four Super Saturday Art Classes.
Attendance and punctuality are crucial for all classes. Attendance will be taken at the beginning of class. If you are tardy or leave your class early without permission, this equals 1/2 absence.

- Absenteeism beyond three times (any reason) will result in an automatic one letter grade reduction and beyond five times will result in two letter grades reduction for the course.
- Leaving the class prior to the official dismissal will result in canceling your attendance for the day.
- Cell phones MUST be turned off or muted while class is in session.
- Use your listening devises, i.e. iPod or other equivalent electronic items, outside the class. Repeated violation of this policy will result in reduction of 3 points (out of total 100 points scale) for the final grade.

All Super Saturday Art Classes Scheduled for Fall 2008 will be held in Ivan Wilson Fine Arts Center unless otherwise notified. Classes commence at 9:30 am and end at 12:00 noon. You are expected to be in your classroom by 8:00 am in order to set up and organize your teaching. Plan to stay at least another hour after each class for clean up.

Super Saturday Art Programs
Saturdays November 1, 8, and 15, 2008
Saturday November 22 (Art Exhibit, FAC 436, The Cube Gallery)

October 10th & 11th, 2008, WKU Campus
Morehead, U of L, and WKU joint Art Education Student Mini-Conference

October 24th & 25th, 2008
KAEA (Kentucky Art Education Association) annual fall conference
Bernheim Middle School, Shepherdsville, KY
www.kyaea.org Click on “Conference”

Attendance for these events are mandatory as part of the professional engagement component of the class. Please make a careful note of these dates. If you anticipate having any conflicts with these dates, you must speak to me ASAP.

Important Teacher Certification Requirements:

As part of the methods sequence, art education pre-service teachers are required to complete ART 311 (Fall 08), ART 411 (Spring 09), ART 413 (Fall 09), and all professional education courses (EDU 250, PSY 310, EXED 330, SEC 490, EDU 489) with a “C” or above.

Student Disability Services
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200.
The phone number is 270 745 5004.
Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

The instructor reserves the right to change and/or modify this syllabus.
Art Reflection Paper
Due Tuesday September 2, 2008

Pablo Picasso once said, Every child is born an artist. The problem is how to remain an artist when the child grows up. What has gotten in the way of your remaining an artist? In two to three pages, double-spaced typed paper, write your recollections of the art experiences in your P-12 education and any other significant events that might have made an impact on your career choice as an art educator.

- Who taught the art activities?
- How often did you receive art instruction?
- What types of art activities and projects did you complete?
- How much art instruction were you given on techniques of art production?
- What was the range of art activities and media used? (drawing, painting, sculpture, printmaking, multimedia, charcoal, textile, ceramic, etc.)
  - What percentage of the art activities was holiday centered?
  - Were art projects graded? What were the grading criteria?
  - What was/is your favorite art project, activity, or issue? Why?
  - How would you rate your overall past art education?
  - What strength and weaknesses you would bring as an art educator?

Create a metaphor to describe your past art experiences. For example, My past art experience is (like) ______ because__________________, or I chose _________________ to represent my art experience because ____________________