



Texas A&M University – Texarkana Course Syllabus

ART 506 – Visual Art: Processes, History and Theory for Elementary Summer 2010

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Credits: 3SCH

Course Description: This course prepares educators to teach the Texas Essential Knowledge and Skills in Visual Art at the elementary level. Slide lectures and studio experiences will provide knowledge and skills in the following areas: media and processes of 2-and 3-dimensional art, history of western art and other world cultures, analysis of works of art based on visual art elements and principles of design according to various theories of art evaluation, aesthetic philosophy and the relationship of art making to culture, theories and methodologies of art pedagogy in the classroom and the impact of art making on student development. The course will assist preparation in TExES certification testing in Visual Art (K-12) as part of fine arts specialization coursework. This course is considered web-enhanced as, 49% or less of course time, students will be engaged in discussion, assignments or activities via the Web.

Required Texts/ Supplies:

Schneider Adams, L. (2007). *Art across time* (3rd ed.). McGraw-Hill Publishers.

Be sure to get the single-volume text (not one in the two-volume texts).
ISBN-13 9780072969795 Price: \$123.75

Ocvirk, O., Stinson, R.E., Wigg, P.R., Bone, R.O. and Cayton, D.L., (2006). *Art fundamentals theory and practice* (10th ed.). McGraw-Hill Publishers, ISBN 978-0697033161
Price: \$ 90.00

Required Supplies: *Sketch Book 8 ½ x 11*

Most supplies will be provided. From time to time, students may be asked to purchase or bring additional supplies.

Recommended Reading:

Launching the Imagination, Mary Stewart, McGraw-Hill. ISBN 0-07-287873-8

Prerequisites: None

Course/Graduate Level Rationale: This course will equip classroom teachers, fine arts specialists and curriculum specialists with knowledge and skills to teach the Texas Essential Knowledge and Skills in Visual Art at the elementary level. As a graduate level course, students will be required to do in-depth research in preparation for an exhibition project. For this project, students will apply research and analysis models to create an original work of art that is a synthesis of the visual elements and iconography from the style or culture they select AND a contemporary object or theme.

Course Objectives: Course instruction, activities, assignments and evaluation are aligned to competencies presented in the Texas Essential Knowledge Skills (TEKS) in Visual Arts (K-5) and State Board of Educator Preparation Proficiencies (SBEC) in Visual Art (K-12).

Texas Essential Knowledge and Skills (TEKS). Students who understand content objectives will demonstrate mastery in the following areas:

Art History, Aesthetics, Art Criticism

- Analyze artistic styles and historical periods of visual art
- Identify main ideas expressed in art
- Understand art and art making traditions of diverse cultures
- Use and identify art elements and principals of design in their personal works of art and the art of others
- Utilize correct art vocabulary when explaining and discussing works of art
- Understand philosophies, sources, and thinking processes involved in creating art
- Identify the role of art in American society
- Compare and contrast selected artworks from a variety of cultural settings.
- Make informed judgments about their personal artworks and the work of others
- Describe their intent about their own personal work
- Interpret ideas and moods in original works of art
- Interpret and critique ideas and moods in art portfolios and exhibitions by peers and others
- Identify examples art elements and principles of design present in our everyday environment

Art Production

- Design original artworks both 2-dimensional and 3-dimensional
- Produce works of art with appropriate skill using a variety of mediums and techniques including photographic imagery
- Express ideas through original works of art about self, life events, family, environment, culture, and community using sensory knowledge and visual components
- Create artworks that combine information from direct observation of the environment

- Create artworks that communicate feelings
- Create artworks that express the imagination
- Identify the use of art skills in a variety of jobs

State Board of Educator Preparation Proficiencies (SBEC). In addition, students who understand content objectives will demonstrate mastery in the following areas:

1. CREATING WORKS OF ART the teacher:

Art Elements and Principles of Design

- Understands the meaning of and recognizing how the art elements/principles of design are used in the creation of art in various media
- Demonstrates knowledge of principles of composition and design in a variety of media.

Art Tools and Techniques

- Recognizes the characteristics, qualities, and uses of various media used in both 2-dimensional and 3-dimensional art making.
- Demonstrates basic knowledge of techniques used to produce high quality artworks in both 2-dimensional and 3- dimensional art.
- Demonstrates knowledge of safe and appropriate uses of art materials and equipment used in the production of 2-dimensional and 3-dimensional artworks.
- Recognizes how critical and creative thinking are applied to the creation of 2-dimensional and 3-dimensional works of art created in all mediums.

2. ART, CULTURE, AND HISTORY the teacher:

- Understands how the visual arts shape and reflect, history, society, and culture in the following ways: by comparing and contrasting why cultures use and create art, identifying the role art plays in various cultures, analyzes the influence of past and contemporary culture on the production of art works, demonstrates a knowledge of the relationship of technology and art, recognizes the impact and influence of art on individuals and societies.
- Recognizes and analyzes similarities and differences in works of art from various cultures from the past to the present.
- Compares and contrasts themes, visual symbols, styles, techniques, mediums, functions and intents of art from a variety of cultures and time periods.
- Recognizes universal themes present in works of art
- Recognizes and analyzes distinguishing characteristics of non-western art from ancient times to the present including: main ideas, use of art elements, cultural context of artworks, images and symbols, expression of ideas using different media.

3. AESTHETIC KNOWLEDGE AND ANALYSIS OF ART the teacher:

- Understands the skills and knowledge that contribute to visual perception and literacy including: the development of perception and the use of the senses to gather information from the environment.
- Analyzes how critical thinking and creative problem solving are applied in perceiving artworks.

- Compares visual characteristics of natural and human-made subjects.
- Demonstrates proper use of art terminology in analyzing and describing works of art.
- Understands how to identify and use multiple sources for art ideas for original works of art in various media.
- Understands the basic principles of analysis, interpretation, and critique of artworks from various cultures and time periods.
- Understands the factors involved in forming conclusions about formal properties, intent, meaning, historical and cultural context in both representational and abstract artworks.
- Recognizes various models of art criticism and demonstrates familiarity with theories of art analysis.
- Recognizes and describes the difference between “copy art” and original art.
- Demonstrates multiple models and modes for critiquing their own art and the art of others in multi-sensory, verbal and written formats.

4. ART EDUCATION

- Understands how to select and use curricula and instructional strategies for art education including the TEKS.
- Knows how to plan instruction, implement and evaluate curricula and instruction in art.
- Understands and identifies the stages of children’s development and how these apply to learning in art including instructional strategies that addresses different learning styles of students and children with special needs.
- Analyzes the connections among the visual arts and the relationship of the visual arts to other art forms and other disciplines.
- Understands lessons and activities that develop the productive skills that students need to create artworks including art techniques, exposure to a variety of media, use of resources for art ideas, multiple delivery methods in the classroom, safe use and management of art materials.
- Exposes students to a variety of design sources by modeling and providing examples of works of art in various media.
- Understands and assists students in reading, vocabulary, and study strategies that contribute to learning in the visual arts including use of technology and texts to retrieve and retain content-related information.
- Understands and uses basic principles, methods, and approaches for assessment in art education including rubric and portfolios in developing and assessing the progress of individual student work.
- Uses assessment to monitor growth of students’ metacognitive and technical skills in art and to plan instruction for the classroom.
- Uses appropriate evaluative criteria for students’ portfolios and individual artworks completed and in progress.
- Understands career choices, skills, training needed to pursue various careers in art.
- Knows how to effectively communicate with staff, administrators, parents and community about the art program.
- Maintains familiarity with current research on teaching art and art curricula.
- Assists students in connecting and contributing to the art in their community.

Course Evaluation:

Each student will be evaluated on two levels including 1) mastery of content objectives and 2) mastery of research objectives.

Graded Components	Points
Level 1 – Mastery of Course Objectives	
Portfolios: art , sketchbook/journal	200
Exemplar lesson plan	100
Blackboard Discussion topics	100
Timeline Project	100
Quizzes (2)	100
Final Exam	200
Level 2 – Mastery of Research Objectives	
Research/Exhibition Project	200
Total Points	1000

Final course grades will be based upon the following scale: A = 90 to 100%; B = 80 to 89%; C = 70 to 79%; D = 60 to 69%; F = 59% or below.

Portfolios will be composed of sketchbook, all responsive writing and visual art products produced in-class and out-of-class. Portfolios will be turned in at the end of the class for a final grade.

Research/Exhibition Project will encompass student selecting a period style from art history or an art form from a non-western culture for in-depth research. Students will apply aesthetic knowledge and analysis models to create an original work of art that is a synthesis of the visual elements and iconography from the style or culture they select AND a contemporary object or theme. Works of art will be installed in a formal exhibition by students accompanied by an Artist's Statement for the work which draws upon the materials from the student's research including: cultural influences, style characteristics, influence of technology, choice of materials and imagery, environmental influences, personal and emotional choices of the artist in creating the work, and a description of creative problem solving process. Students must provide a complete written rationale for their aesthetic choice presented in their artwork.

Attendance:

Students are expected to attend all classes, be on time, and attend the entire class. The instructor will request that the Office of Admissions drop from the class any student who has more than one unexcused absence. Any student who misses a class is responsible for obtaining missed information from a reliable classmate.

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M – Texarkana Disability Services Office by calling 903/223-3062.

Academic Integrity

- a. Academic honesty is expected of students enrolled in this course. See University Specific Information.
- b. Students are responsible for reading and understanding the university's Student Code of Ethics and Policy on Academic Integrity. See University Specific Information.
- c. Students are responsible for submitting assignments to "Turnitin"

Bibliography:

Dodson, B. (2007). *Keys to drawing with imagination*. Cincinnati, Ohio: North Light Books.

Dutton, D. (2009). *The art instinct beauty pleasure and human evolution*. New York: Bloomsbury Press.

Edwards, B (1999). *The new drawing on the right side of the brain*. New York: Penguin Putnam Inc.

Hasselschwert, J. and Wigg, P.R, (2001). *A handbook of arts and crafts*. New York: McGraw-Hill

Haggar, R. (1962). *A dictionary of art terms*. New York: Hawthorn Books, Inc.

Holzwarth, H.W. (2005). *100 contemporary artists*. London: Taschen

Kaupelis, R. (1980). *Experimental drawing*. New York: Watson-Guption Pub.

Leland, N. (2006). *The new creative artist*. Cincinnati, Ohio: North Light Books.

Gilbert, R. (1985). *Living with art*. New York: McGraw-Hill, Inc.

Masters, J. F. and Smith, J.M. (1987). *Art history: A study guide*. New Jersey: Prentice-Hall, Inc.

Robinson, W. (1995). *Instant art history*. New York: Fawcett Columbine.

Sloan, J. (1977). *Gist of art*. New York: Dover Publications, Inc.

Strickland, C. and Boswell, J. (1992). *The annotated mona lisa*. Kansas City: Andrews and McMeel a Universal Press Syndicate Co.

Vieth, K. (1999). *From ordinary to extraordinary*. Worcester, Massachusetts: Davis Publications, inc.

Walker, J.A., (1977). *Glossary of art, architecture and design since 1945*. Hamden, Connecticut: Linnet Book

Slide Lecture	Class Discussion	Studio Activity	Assignment	Assignment Due
7-Jul				
Ancient Art Egypt	Syllabus What is Art? Art Overview Elements and Principles Sketchbook/journal	Vocabulary Activity 1 -Drawing on the Right Side of the Brain Activity 2- Charcoal Still Life	<i>Whole New Mind</i> ch. 1 - post discussion <i>Art Across Time</i> ch. 5-7 Sketchbook Assignment	
9-Jul				
Greek Etruscans Rome	Whole New Mind Elements and Principles *Line and Shape Intention in Art Artist Statements Research Paper Timeline project	Vocabulary Activity 1 - watercolors Activity 2 - pastels	<i>Whole New Mind</i> ch. 2- post discussion <i>Art Across Time</i> ch. 8 - 9 Sketchbook Assignment Begin Research Project	<i>Whole New Mind</i> ch. 1 - post discussion Sketchbook Assignment
Week 2				
14-16 July			<i>Whole New Mind</i> ch. 3-4- post discussion	<i>Whole New Mind</i> ch. 2-3- post discussion
.			<i>Art Across Time</i> ch. 10-11Timeline Project	Sketchbook Assignment
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.			Sketchbook Assignment	
.			Research Paper	
Slide Lecture				
Class Discussion				
Studio Activity				
Assignment				
Assignment Due				
Week 3				
21-Jul				
Precursor of the Renaissance High Renaissance Mannerism	Whole New Mind Elements and Principles *Value and Texture Review for Quiz Exemplar Lesson Plans	Vocabulary Activity 1 -Weaving Activity 2- Print making	<i>Whole New Mind</i> ch. 5 post discussion Sketchbook Assignment Exemplar Lesson plan	<i>Whole New Mind</i> ch. 4- post discussion Sketchbook Assignment

23-Jul

16th Century
Painting
Baroque in
Western
Europe
Rococo
Neoclassicism
Romanticism

Whole New Mind
Elements and Principles
*Color
Quiz
Photography

Vocabulary
Activity 1 - Acrylic
Activity 2 - Acrylic

Whole New Mind
chapt.6 Post discussion
sketchbook assignment

Whole New Mind
ch.5- post discussion
Sketchbook Assignment
Art Across Time
Timeline Project

Week 4**28-Jul**

Realism
Impressionism
Post Impressionism
Fauvism
Expressionism
Matisse

Whole New Mind
Elements and Principles
* Space
Review for Quiz

Vocabulary
Activity 1 -
Photography
Activity 2- tissue
paper

Whole New Mind
ch. 7 post discussion
ch.. 4
Sketchbook Assignment

Whole New Mind
ch. 6 post discussion
Sketchbook Assignment
exemplar lesson plan

30-Jul

Cubism,
Dada, Surrealism
Abstraction
Expressionism
Pop Art, Op Art

Whole New Mind
Basic Concepts of 3-D
art
Quiz
Review For Final

Vocabulary
Activity 1 - Collage
Activity 2 - Wire Sculpture

Whole New Mind
chapt.8-9 Post
discussion
sketchbook assignment

Whole New Mind
chapt.7- post discussion
Sketchbook Assignment

Slide Lecture**Class Discussion****Studio Activity****Assignment****Assignment Due****Week 5****4 Aug.**

Innovation
Globalization

Whole New Mind
Final Exam

Activity 1 - Clay

Whole New Mind
chapt.8-9- post discussion

6 Aug.

Installation of
Research Project

**Research
Presentation**

Art and Student Revolt: Classrooms in Times of Crisis. Amid the global uproar of protests in the late-1960s the college campus served as an especially contested site, with the nature of education becoming a key issue in the demands for change in a wider socio-political arena. But by 1970 a number of arrests and deaths, as well as police suppression and public disapproval forced many students to return to school and accept some form of engagement with existing institutions, moving from what historian Julian Bourg called, "outsider street politics to insider participation and reform." In heeding