

2015

ARTS 223-01 523-01 Secondary Art Education

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ARTS 223-01/523-01 Secondary Art Education**Tuesdays, 4:30-7:00**

Xavier University, Department of Art

Jeanine Boutiere

jboutiere@ursulineacademy.org**Cell: 513-259-7805 (no calls after 9pm, please)****COURSE DESCRIPTION:**

This course is designed to be a practical introduction to all of the aspects of teaching art in the secondary school. It is a blend of theory and practical topics to help the art educator enjoy a successful experience in student teaching and in actual employment. The topics introduced range from philosophical issues to the design of actual units for instruction.

COURSE OBJECTIVES:

- to instill in each student a lasting confidence in teaching art to adolescents through the experiences in this course
- to offer a breadth of practical topics in art education for discussion and understanding
- to give students the experience of designing a curriculum in a foundational art course as well as in areas of chosen specialty/interest that can be implemented in an actual classroom situation
- to help students find resources for project ideas
- to instruct students in the process of interviewing and applying for a job
- to offer sound philosophy of art education
- to give the students the opportunity to design and present lessons to the class for feedback/practice

TEXT:

No text is required for the course, but there will be a variety of texts provided and assigned for homework. Students will be expected to provide copies of their assignments and units for the instructor and, on lesson plans for areas of personal interest, all members of the class.

PROCEDURE:

Attendance is important. Each class will consist of lectures and/or discussion and some lab work. Each topic of discussion is important, therefore your presence and participation in class is a major factor in your grade. You will be responsible for the design of an entire art course appropriate for adolescents. Additionally, you will be responsible for the creation of four additional lesson plans in an area or multiple areas of your personal strength or interest. These lessons will be shared with your fellow classmates to help create a rich resource for you as you begin teaching. You will be responsible for the required hours of outside observation of high school art classes.

FINAL GRADE:

- Completion of all papers, projects, lesson plans, journal and teaching unit
- Enthusiasm and participation in each class during discussions and presentations
- Attendance: grade will drop one full letter if 3 or more classes are missed
- Classroom presentations
- Completion of observation hours

In order to be recommended for student teaching, the student must earn at least a B.

WORKS TO BE COMPLETED OUTSIDE OF CLASS:

- Written Philosophy of Art Education
- Paper on the traits of high school students
- Paper on the traits of an effective art teacher
- Paper on your favorite project in high school
- Worksheets and handouts as given
- Procure articles to share in class; topics are:
 - Arts Across Disciplines
 - Art and Special Education
 - Adolescent Development
 - STEAM/Critical Thinking in the Arts
 - Engagement in Art History
 - Careers in Art
- Journal entry on each out of class observation
- A binder containing lesson plans, rubrics, and examples of the following topics (gathered):
 - Review of the elements of art
 - Line
 - Perspective
 - Color Theory
 - Positive/Negative Space
 - Portraiture
 - 3D Design
 - Painting
- Personally developed curriculum for introductory/foundational course (one semester, 6 lessons)
- 4 individual lessons from an additional area of focus or multiple areas of focus (from the list below):
 - Drawing
 - Painting
 - Ceramics
 - 3D Design
 - Graphic Design/Computer Aided
 - Photography
 - Printmaking
 - Video/Animation

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Students are responsible for the printing of all projects, binders, and assignments to be turned in.

CURRICULUM DESIGN EXPECTATIONS:

- Develop a curriculum for a Fundamentals of Art course
- Present 6 lessons for the course including state standards, rubrics, and critique ideas.
- Provide examples of types of projects that might result from and/or examples of inspirational imagery for this course. *Provide an image rich resource for your unit.*
- Develop a list of supplies needed to teach the course
- Give a list of references to be used in lesson development (texts/books, artists, artworks, etc.)
- Indicate the level of students the course would serve
- Indicate the time that each project might take
- Make a sketch of the ideal facility/classroom within which to teach the course
- Indicate how this course may be integrated with other courses/disciplines in the school (cross-curricular)
- Adapt at least two of the lessons for students with special needs
- Develop four additional lessons in an area or multiple areas of your choosing:
 - Drawing
 - Painting
 - Ceramics
 - 3D Design
 - Graphic Design
 - /Computer Aided
 - Photography
 - Printmaking
 - Video/Animation

This personally developed curriculum is the major project for the semester. You must make a copy of your unit to share with the each member of the class. It will be due the second to last week of the semester.

TOPICS TO BE COVERED DURING THIS COURSE:

- Philosophy of Secondary Art Teaching
- Curriculum Design and Lesson Planning
- Traits of High School art students (diversity in the classroom, special needs, gifted, at risk)
- Grading – experimenting with rubrics and evaluation techniques
- Homework – designing effective assignments that support in-class work
- Critiques – methods that would involve the entire class
- Ordering supplies – review vendors, studying previous orders, outside resources
- A.P. Art curriculum – detailed study of the portfolio geared program
- Credit Flexibility/Independent Studies
- Art shows and exhibitions
- Interviewing – how to prepare, mock interview
- Art exams – how to structure
- Teaching of art lessons (in class)
- Observation and comparison of teaching styles
- Plagiarism in art/appropriation of imagery
- Classroom health and safety