

Syllabus
Studio Problems in Teaching Crafts Art 485/ 485L

Semester:	Fall, 2008	Instructor:	Dr. Ken Sakatani
Day & Times:	Monday, 6:00 - 9:50 p.m.	Office hours:	M, 4-5 p.m. and W, 1-3 p.m. / TBA
Location:	A211	Office:	Sagebrush Hall, 208/ A211
Credit:	3 Units (2 lecture/1 lab)	Contact:	(818) 677 – 6754 ksakatani@aol.com

Purpose of the Course

To develop instructional strategies and organizing art curricula for teaching secondary art based on the *California State Visual and Performing Arts Framework and Visual Art Content Standards*. Pedagogical methods will emphasize a constructivist and collaborative approach to teaching and learning. Curriculum development will emphasize the Big Ideas and Themes of Art through critical inquiry, visual problem-solving, and reflective processes. Emphasis will be on acquiring art knowledge and refining the art skills, practices and techniques, associated mainly, but not exclusively, with three-dimensional media and materials, and other emerging art forms, such as digital media, time-based or interdisciplinary art forms.

Structure of the Course

This course emphasizes three main areas: Art Teaching (instructional strategies, methods and techniques); Art Curriculum Development (unit and lesson planning and presentation); and, Art Experiences (developing and refining art media knowledge, concepts, and skills).

- The Lecture section (2 units) will focus on Art Teaching and Art Curriculum Development.
- The Lab section (1 unit) will be devoted to various Art Experiences.

Course Objectives

- Develop knowledge, competencies, and skills in artistic perception, creative expression, historical and cultural context, aesthetic valuing; and, the connections, relationships and applications of visual art, including visual literacy.
- Expand the understanding of the relationships between art education, learning, and visual art.
- Refine teaching and learning strategies and practices for the secondary art program.
- Explore various art media by studying the knowledge, concepts, skills, practices and techniques associated with those media and materials.
- Design secondary art lessons and curricula based on the *California State Visual and Performing Arts Framework and Visual Art Content Standards*.

* **NOTE: EARLY FIELD EXPERIENCE REQUIREMENT: See explanation at end of syllabus**

Course Outline of Topics

- Meaning and Functions of Art
- History and Theories of Art Education
- Developing Thematic Big Idea Art Curriculum
- Visual Art Framework and Content Standards
- Three-Dimensional Art Elements and Design Principles
- Three-Dimensional Art Materials and Methods
- Art Concepts and Critical Thinking
- Media Arts/ New and Emerging Arts
- Technology in Art Education: Legal, Ethical and Social Issues
- Art Teaching and Learning Strategies
- Classroom Management and Student Discipline

Student Learning Outcomes

(Based on California Subject Matter Requirements for Prospective Art Teachers: Content Domains for Subject Matter Understanding and Skill in Art, Part 1)

Domain 1: Aesthetic Perception

1. Students will demonstrate an understanding of artistic perception.
2. Students will acquire a conceptual knowledge of art and accurately define and use the vocabulary of the visual arts.
3. Students will develop perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design.

Assessment:

- Class critiques
- Student self-reflections (oral and written)

- Art gallery/ museum reports

Domain 2: *Creative Expression*

1. Students will demonstrate an understanding of creative expression.
2. Students will acquire a conceptual knowledge of the process of creating works of art and be involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities.
3. Students will gain a knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK-12 and adult school art curriculum.

Assessment:

- Class art projects
- Class reading assignments
- Curriculum lessons and units

Domain 3: *Historical and Cultural Context*

1. Students will demonstrate an understanding of the historical and cultural foundations of art.
2. Students will acquire conceptual knowledge of art including cultural frames of reference and worldviews.
3. Students will demonstrate knowledge of world arts, of the history and diversity of art, and the roles and forms of the visual arts in societies past and present.

Assessment:

- Class reading assignments
- Class research assignments
- Curriculum lessons and units

Domain 4: *Aesthetic Valuing*

1. Students will demonstrate an understanding of aesthetic valuing in art.
2. Students will acquire a conceptual knowledge of art as they respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions.
3. Students will make critical judgments about the quality and success of artworks by replying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

Assessment:

- Class critiques
- Student self-reflections (oral and written)
- Art gallery/ museum reports

Domain 5: *Connections, Relationships, and Applications*

1. Students will demonstrate an understanding of art connections, relationships, and applications.
2. Students will acquire knowledge of art and possess a high degree of visual literacy, as they understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large.
3. Students will become familiar with the range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

Assessment:

- Class reading assignments
- Curriculum lessons and units

Domain 6: *History and Theories of Learning in Art*

1. Students will demonstrate an understanding of the history and theories of art education and the role of arts in human development.
2. Students will acquire knowledge of proficiency levels and developmental stages in art.

Assessment:

- Class reading assignments
- Curriculum lessons and units

Student Assessment and Evaluation

Most class activities and assignments will be assessed using a 5-point scoring rubric, and final student evaluation will be based on assessments in the following areas:

1. Art projects (including research and critiques)
2. Curriculum development (including final curriculum unit and lesson plan presentations)
3. Classroom assignments (class activities, reflections, notes, quizzes, and readings)
4. Midterm (art museum/gallery report) and Final (curriculum art portfolio)
5. Professional attitude (See Below)

There are two separate grades for the Lecture/2 units and the Lab/1 unit. The distribution of various areas to the Lecture and Lab, along with grade percentages, will be discussed later in the semester.

Professional Attitude

Since this is an educational course preparing future teachers, developing a professional attitude is important. Professional attitude, as defined for this course, consists of the student being accountable for his or her attendance, tardiness, and handing in assignments on time. Professional attitude also means being able to work with both instructor and other students in a positive and constructive manner.

Attendance and Tardiness

- Since we meet only once a week, consistent attendance is required. One (1) excused absence (medical or family emergency) is allowed. Two or more absences, excused or unexcused, will significantly affect your final letter grade. If possible, please call or e-mail ahead of time to let me know if you are having difficulty attending class.
- Two (2) unexcused tardies (coming 5 minutes or more after class starts) will count as one (1) unexcused absence. Leaving early from class without permission will count as an unexcused tardy. Regardless of the situation, please inform the instructor why you were late to class or the need to leave early. Four (4) unexcused tardies will significantly affect your final letter grade.

NOTICE: It is the responsibility of students to advise the instructor regarding any disabilities, special needs, accommodations, or circumstances related to class attendance and academic performance. Information and support for special needs is available at the Center on Disabilities website: <http://www.csun.edu/cod/>

Course Expectations

- Students are expected to maintain an Art Journal (i.e., class notes, readings, reflections, sketches).
- Students are expected to create a Curriculum Portfolio of curriculum materials and artwork examples.
- Students are expected to actively participate in class discussions and activities.
- Students are expected to work collaboratively with others in the class.
- Students are expected to supply art tools and materials not provided by instructor.
- All assignments and class work are to be completed on time and ready for critique.
- Students are expected to stay the entire class period, unless given instructor permission.
- All cell phones and other electronic devices, i.e., laptops, iPods, pagers, etc., MUST be turned off during class. See instructor for permission to use such devices based on individual circumstance and need.
- Late assignments/projects will be accepted ONLY one (1) week after due date, including excused and unexcused absences.
- Late assignments/projects will be lowered by 1/2 grade.

Required Art Materials and Supplies

1. Art Journal (class notes, readings, reflections, sketches, etc.) 9"x12" side spiral Art Sketchbook
2. Curriculum Portfolio (9"x12" binder and plastic sleeves)
3. Camera, digital or regular (to document artwork for Curriculum Art Portfolio)
4. Other art materials/tools will be recommended throughout the semester.

Required Textbooks

- Fichner-Rathus, Lois, *Understanding Art*, 7th edition.(CSUN Book Store)

Recommended as Resource Textbooks

- Stewart, Mary (2006). *Launching the Imagination: A Comprehensive Guide to Basic Design*. McGraw Hill: New York. (CSUN Book Store)

Art Education Early Field Experience Program
Student Visitations of Secondary Art Programs, 6-12 grades
Cal State University, Northridge (CSUN)

Early field experiences in the art classroom are essential for CSUN students who are interested in becoming art teachers, as mandated by the California State Single Subject Matter Program Standards. Therefore, as part of the course requirements, you will be required to visit a secondary art classroom, 6-12 grades for a total of 5 hours per semester.

The purpose of these classroom visitations is to observe and interact with art teachers and students in a secondary art program. Individual secondary art teachers will invite a select number of students to visit their classrooms at the school sites. As a guest of the art teacher, you will be engaged either in planned observations, tutorial, instructional or other appropriate educational activities in collaboration between you, the school site art teacher, and your CSUN instructor.

Once the art teachers and school sites have been identified, you will be matched up with an appropriate teacher and scheduled to visit that school site with the assistance of the Early Field Experience coordinator in the Secondary Office of Education.

On the day(s) of the visitation, you are expected to sign in at the main office of the school site before visiting the art classroom. Remember you are a guest of the art teacher and representing CSUN, so dress appropriately, introduce yourself to the art teacher and/or principal of the school, and act in a respectful and courteous manner. After your visits, remember to thank the art teacher for allowing you to visit and observe in his or her classroom.

Print out Course Syllabus, sign Student Verification below and keep for your records:

STUDENT VERIFICATION

I have reviewed the above course syllabus for A486, Studio Problems in Teaching Art and the Art Education Early Field Experience Program requirements. I understand what is expected of me from the course and Early Field Experience Program.

Print Name:

Signature:

Date: _____