Syllabus
Art 586/L - Studio Problems Teaching 3-D Art

Semester: Spring 2017
Instructor: Dr. Ken Sakatani
Day & Times: Monday, 6:00-9:40 p.m.
Office hours: Monday, 3:00 - 5:00 p.m./ TBA
Location: ADC 211
Office: Sagebrush Hall 208 and ADC 211
Credit: 3 units (1 lecture; 2 lab)
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Course Description
Required for a Single Subject Credential in Art. Develop instructional methods, organize standards-based curriculum, and refine art skills for teaching art in a variety of educational settings. Topics will include the study of art and art education, curriculum development, traditional and emerging art media and methods, classroom management and student discipline. Emphasis will be on the study of three-dimensional art. Prerequisite: Junior-standing or permission of instructor; co-requisite: 586L.

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 Content Standards and Common Core Standards. Development of curriculum, teaching and teaching methods will focus on thematic, collaborative approaches. 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. A final Art Portfolio Review will be conducted at the end of the semester for students going into the credential secondary teaching Single Subject Matter Program (SSMP) in Art.

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 (1 unit) will focus on Art Teaching and Art Curriculum Development.
- The Lab section (2 unit) will be devoted to various Art Projects and 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.
- Acquire knowledge of the relationships between art education, learning, and visual art.
- Refine and apply teaching and learning strategies and practices for secondary art teaching.
- Explore and utilize various art media and techniques associated with the visual arts.
- Design secondary art lessons/units based on the California State Visual Art Content Standards and California State Common Core Standards.
- Collaborate with others to develop applied pedagogical and curriculum strategies and tools.
- Create an Art Education Portfolio that reflects cumulative student work from all art education courses.

Graduate: Student Learning Outcomes (SLOs)
1. Basic Skills: Master advanced knowledge, theories, and concepts about art; communication [of] ideas and concepts through writing, speaking, and art making.
2. Art Knowledge: Broaden the knowledge of contemporary art and the understanding of the theoretical, cultural and historical contexts of art through writing, speaking, and art making on advanced levels.
3. Critical Thinking: Master processes of generating and solving problems in art; analyze, interpret, and question traditional methodologies and preconceived notions of art and art making on an advanced level.
4. Collaboration: Become involved in both individual and collaborative art experiences among students, faculty, and community.
5. Professional Preparation: Master an understanding of what it means to be a professional artist; develop an advanced understanding of the demands and expectations of the art profession and art field.

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

• Meaning and Functions of Art
• Visual Art Elements and Design Principles
• Three-Dimensional Art Materials and Methods
• Visual Art Content Standards/ Common Core Standards
• Developing Thematic Big Idea Art Curricula
• Art Education Teaching and Learning
• SSMP Art Portfolio Review Criteria

Student Assessment and Evaluation

All activities and assignments will be scored using a 1 to 5-point sliding scale, with 5 the maximum score. The Lecture (1 unit) and Lab (2 units) sections are graded separately, based on the following weighted category percentages:

LECTURE:
1. Class Assignments (class activities, essays, research) 20%
2. Presentations/Reports (textbook chapter reviews) 25%
3. Curriculum Development (art lesson plans and curriculum unit) 35%
4. Professional Attitude (see Professional Attitude criteria below) 20%

LAB:
1. Art Assignments (projects and related research) 50%
2. Art Curriculum Portfolio (presentation of artwork and curriculum unit) 30%
3. Professional Attitude (see Professional Attitude criteria below) 20%

The distribution of grade percentages and scoring criteria for particular Lecture and Lab assignments and projects will be reviewed throughout the semester.

Professional Attitude

Since this is a course preparing future art teachers and art educators, 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, constructive, and cooperative manner. Negative student attitude and behavior will not be tolerated and will affect final grades.

Attendance and Tardiness

• Consistent attendance is required. You will be allowed one (1) excused absences without penalty. If possible, please call or e-mail ahead of time to let me know if you are having difficulty attending class. Since this course only meets once a week, two (2) or more absences (excused or non-excused) will lower your Professional Attitude score by at least 1 or more points.
• 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 (or more) will lower your Professional Attitude score by at least, 1 or more points.

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 Sketchbook (i.e., class notes, readings, reflections, sketches).
• Students are expected to create an Art Curriculum Portfolio of artwork and curriculum art lessons.
• Pre-credential art teaching students are expected to submit a final cumulative Art Portfolio for review.
• Students are expected to actively participate in class discussions and activities.
• Students are expected to work collaboratively and cooperatively 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 to leave early.
• 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 one (1) week after due date, including excused and unexcused absences. Individual late assignments/projects will be lowered by full grade.

Required Art Materials and Supplies
1. Art Sketchbook (class notes, readings, reflections, sketches, etc.) 9"x12" side spiral Art Sketchbook
2. Art Curriculum Portfolio/ SSMP Art Portfolio (11/2" or 2" binder and 8 1/2"x11" plastic sleeves)
3. Camera, digital or regular (to document artwork for Art Curriculum Portfolio)
4. Other art materials/tools will be recommended throughout the semester.

Required Textbooks
Instructor will provide selected readings dealing with art, art fundamentals and related topics. Students will be expected to take notes on readings for classroom discussion and review.

Bibliography
• Fichner-Rathus, L. Understanding Art. Wadsworth Cengage Learning: Boston, MA
Early Field Experience Program
Class Visitations of Secondary Art Programs (6-12 grades)
Cal State University, Northridge (CSUN)

INFORMATION SHEET

Early field experiences in the art classroom are essential and required for CSUN students who are interested in becoming art teachers, as mandated by the California State Single Subject Matter Program Standards. The purpose of these classroom visitations is to observe art instruction of middle and/or high school students in a secondary art program.

As part of the course requirements for ART 585 and ART 586, you will be required to visit a secondary art classroom, 6-12 grades for 20+ hours per semester, for a total 45 observation hours. Students, who do not plan on entering a secondary art credential program, will be required to observe 10 hours per semester.

Once the art teachers and school sites have been identified, you will be matched up with appropriate teachers and scheduled to visit various school sites with the assistance of the Early Field Experience coordinator. Due to individual circumstances, you may select your own art classroom and art instructor to visit, with permission of the instructor, without going through the Early Field Experience coordinator.

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. TURN OFF Cell Phones or any other electronic devices while in classroom. After your visits, remember to thank the art teacher for allowing you to visit and observe in his or her classroom.

**First Steps**

1. Select at least 4 different middle or high schools to visit from the list given to you at the beginning of the semester. Scheduling of classroom visits will be based on availability of schools and art classrooms.

2. Review and revise, if necessary, your visitation schedule in consultation with course instructor.

3. Visit and observe the assigned art classrooms. Make field observation notes and write a summary report of your visit, using the questions from the Field Experience Observation form. Check for due date for this report with the instructor.

**General Instructions**

1. You are representing CSUN, so act and behave accordingly.
2. Dress appropriately (no shorts/tank tops, etc.).
3. Arrive 20 minutes before the start of the class to be observed.
4. **TURN-OFF YOUR CELL PHONES**
5. Report to the main office of the school first:
   a. Identify yourself as a CSUN student visiting art instructor
   b. Get Visitors Pass (if required) to art classroom
   c. Get directions to the appropriate art classroom
6. Introduce yourself to the art instructor.
7. Ask permission if you wish to ask questions of the students.
8. Ask questions of the instructor when appropriate.
9. Plan to stay for the entire scheduled periods.
10. Thank the art teacher for allowing you to visit her or his class.
STUDENT VERIFICATION

I have reviewed the above course syllabus for A586, Studio Problems Teaching 3-D Art and the Art Education Early Field Experience Program, and understand what is expected of the course and Early Field Experience Program requirements.

Print Name: _______________________________________________________________

Signature: _________________________________________________________________

Date: ________________________________
Textbook Activities:
Read and Take Notes in Art Sketchbook

- Understanding Art, Visual Elements of Art, Chapter 2:
- Understanding Art, Principles of Design, Chapter 3:

Schedule of Class Activities (Subject to Change)
Studio Problems Teaching 3-D Art, 586/L
SPRING SEMESTER 2016

| Mid-Term | March 27: Art Lesson Plan #1 Draft |
| Final -  | May 8: 3-D Media Presentations |
|          | Art Curriculum Portfolio (artwork and art curriculum unit) |
|          | Early Field Experience Classroom Visit Report |
| Final -  | May 8: SSMP Art Portfolio Review (credential students only) |

Online Research:
- Download and review Art586/L course syllabus Quiz Jan. 30
- Review California State Common Core Standards Feb. 22
- Review California State Visual and Performing Arts Framework and
  Visual Art Content Standards, Grades 6,7,8, and 9-12, Proficient and Advanced. Feb.
  http://www.cde.ca.gov/be/st/ss/vamain.asp

Textbook Activities: Read and Take Notes in Art Sketchbook
- Understanding Art, Visual Elements of Art, Chapter 2:
- Understanding Art, Principles of Design, Chapter 3:

Week 1: Jan. 23
- Introductions
- Course Syllabus/ Schedule Review
- Early Field Experience and SSMP Art Portfolio Review
- Class Activity: High School Invitational Art Exhibit
- Homework: Review course syllabus for quiz

Week 2: Jan. 30
- Review Quiz: ART586 course syllabus
- Studio: Art exercises
- Homework: Review and note, Visual Elements, Chapter 2

Week 3: Feb. 6
- Class Review: Visual Elements, Chapter 2
- Studio: Art exercises
- Homework: Review and note, Principles of Design, Chapter 3

Week 4: Feb. 13
- Class Review: Organizing Principles of Design, Chapter 3
- Studio: Art exercises

Week 5: Feb. 20
- Curriculum Development: Developing Thematic Big Idea Art Curricula
  - California Visual Art Content and Common Core Standards
  - Lesson Plan Format
- Art Lesson #1, First Draft: Due March 27
Week 6: Feb. 27
• Curriculum Development
• Studio: Art Project

Week 7: March 6
• Curriculum Development
• Studio: Art Project

Week 8: March 13
• Studio: Art Project

SPRING BREAK - March 20 - 24

Week 9: March 27
• Midterm: Art Lesson #1 Draft
• Studio: Art Project

CESAR CHAVEZ HOLIDAY - March 31, No Classes

Week 10: April 3
• Studio: Art Project

Week 11: April 10
• Studio: Art Project

Week 12: April 17
• Studio: Art Project

Week 13 April 24
• Studio: Art Project

Week 14: May 1
• Studio: Art Project

Week 15: May 8

• Due: Early Field Experience Classroom Visit Report
• Due: Art Curriculum Portfolio (Art Projects and Art Curriculum Unit)
• Due: SSMP Art Portfolio (Art Credential Students Only)

FINALS: May 15: Required Attendance - Failure to Attend Lowers FINAL GRADE