

CURRICULUM AND INSTRUCTION IN ART EDUCATION EDUC 366 Z

Instructor: Catherine Tacci Beck
Phone: 610.965.3342
Email: cbeck@palisadessd.org
Meeting time: 6:30 – 9:30
Office hours: by appointment

Required Text:

Barrett, Terry, (1997). Talking About Student Art. Worcester, Massachusetts: Davis Publications.

Beattie, Donna Kay (1997). Assessment in Art Education. Worcester, Massachusetts: Davis Publications

Stewart, Marilyn G. (1997) Rethinking curriculum. Worcester, Massachusetts: Davis Publications.

Stewart, Marilyn G. (1997) Thinking through Aesthetics. Worcester, Massachusetts: Davis Publications.

COURSE DESCRIPTION:

This course is a lecture discussion course designed to address both historical perspectives and current and trends in education and art education. Students will survey theorists and practitioners in the field of art education and apply these theories when developing curriculum. Emphasis for this course will be placed on writing and developing art curriculum containing the content from the disciplines of art education including studio practice, art history, criticism and aesthetics. In addition the integration of national standards, state standards, anchors and assessment tools will be stressed as key components utilized in lesson planning.

COURSE OBJECTIVES:

Students will:

- A. Discover curriculum theorists and their contributions to education.
- B. Learn about theorists for art education.
- C. Understand the key components for a comprehensive art education curriculum such as studio practices, art history, criticism and aesthetics.
- D. Learn how to analyze curriculum plans for art education.
- E. Learn what National and State Standards for art education are and how to apply them when creating curriculum and writing lesson plans.
- F. Develop strategies for teaching art curriculum to elementary, middle, and high school level students, and students with special needs.
- G. Explore contemporary art and multicultural education and its application to curriculum.
- H. Learn how to create assessment tools that can be used to evaluate student performance.
- I. Know and understand Pennsylvania State Anchors and how to incorporate them into

a lesson.

COURSE OUTLINE:

- A. Curriculum theories and theorists for art education including:
- Barkan, Manuel
 - Chapman, Larua
 - Eisner, Elliot
 - Gaitskell, C.D.
 - Lansing, Kenneth
 - McFee, June King
 - Pappas, George
 - Read, Herbert
 - Wiggins, Grant
- B. Components for teaching the disciplines of art education which includes studio practice, art history, criticism, and aesthetics.
- C. Structuring lesson plans and lesson plan formats that can be used in writing lessons.
- D. The application of national and state standards including state anchors, and how to incorporate them into lesson plans and curriculum writing.
- E. Strategies for teaching art curriculum to elementary, middle, and high school level students, and students with special needs.
- F. Contemporary art and multicultural education lessons and how they can be incorporated into the curriculum.
- G. Assessment tools that can be used to evaluate student performance

RESOURCES:

Barrett, Terry, (1997). Talking About Student Art. Worcester, Massachusetts: Davis Publications.

Beattie, Donna Kay (1997). Assessment in Art Education. Worcester, Massachusetts: Davis Publications.

Cahan, Susan, Kocur, Zoya (1996). Contemporary Art and Multicultural Education. New York: Routledge.

Campbell, Linda , Campbell, Bruce, Dickinson, Dee (1999). Teaching and Learning Through Multiple Intelligences. Needham Heights, Massachuttes: Viacom Company.

Cunningham, Lawrence, Reich John (1982). Culture and Values. New York, New York: CBS College Publishing.

Gatto, Joseph A., Proter, Albert W., Selleck, Jack, (2000). Exploring Visual Design. Worcester, Massachusetts: Davis Publications, Inc.

Georg, Miriam (1997) Purposeful Learning Through Multiple Intelligences, Nevada City CA Performance learning Systems, inc.

Lowenfeld, V. (1964) Creative and Mental Growth. New York: Macmillan Co

Mittler, Gene A. (2000). Art in Focus. New York, Glencoe/McGraw-Hill

Marzano, Robert J., Pickering, Debra (1997). Dimensions of Learning: ASCD Publications

Piaget, J. (1966). Psychology of Intelligence. Totowa, NJ: Littlefield, Adams

Rourke, N. (1982). Art Synectics. Worcester, Massachusetts: Davis Publications, Inc

Rourke, N. (1988). Design Synectics Stimulating Creativity in Design Worcester, Massachusetts: Davis Publications, Inc

Stankiewicz, Maryann (2001) Roots of Art Education Practice. Worcester, Massachusetts: Davis Publications

Stewart, Marilyn G. (1997) Rethinking curriculum. Worcester, Massachusetts: Davis Publications.

Stewart, Marilyn G. (1997) Thinking through Aesthetics. Worcester, Massachusetts: Davis Publications.

STUDENT EXPECTATIONS:

Students are expected to:

- **15% of grade** – Attend all class as attendance is **mandatory**. **Absences will affect student grades**. If for some reason the student is absent, then make-up work beyond the weekly assignment is expected to be performed, and will be assigned on an individual basis. All absences must be reported to the instructor prior to the class that is being missed. Homework assignments will all be worth 10 points and must be handed in during class.
- **10%**- Participate in class discussions and keep a notebook with all information discussed and handed out in class, and present weekly pre-student teaching journal entries.
- **25%** Complete all assigned homework such as research, readings and activities.
- **25% of grade** Complete the assigned written lesson plans a minimum of eight and follow the given rubric for each lesson plan. These lesson plans may or may not pertain to your pre-student teaching assignment and the required five lessons for that requirement.
- **25% of grade** Complete a unit that includes visual art and at least two other disciplines such as language arts, social studies, math, science, and technology. Present this unit to the class as part of the final project. Criteria and rubric for the final project will be handed out in class. Projects must be turned presented and turned in during the final exam period.