

Syllabus

ED266Z
Art Education Strategies/Crafts in Education
Fall 2011
Mon. 6:30-9:30 PM
South Campus
Art Dept room 7

Instructor: Barbara Kozero
Office hours by appointment or immediately before or after class
610-861-1680

- 1. Course Description:** This course will explore art education strategies which are related to contemporary and traditional craft techniques and materials. Students will explore how art can be related to other areas of the general classroom curriculum. Projects will be geared for diverse school populations as well as ESOL and special needs students.

- 2. Goals:**
 - A. To help the student become aware of the use and development of crafts through the utilization of basic tools, materials, and techniques.
 - B. To foster an awareness of the major traditions and contemporary movements related to crafts.
 - C. To enrich the student's individual appreciation and understanding of creative expression through personal involvement with media, process and ideas.
 - D. To become familiar with the techniques used by educators to teach crafts to various age groups and examine the relationship between theory and practice of teaching art to students of all ages. Safety is included.
 - E. To gain an understanding of child development and demonstrate the ability to implement teaching strategies by developing and writing lesson plans which are age and skill level appropriate.
 - F. To underscore that not all children learn the same way and that art can be a valuable tool in the learning process.

- 3. Major Projects for Exploration**
 - A. Weaving/Fiber Arts, Loom weaving, baskets,
 - B. Plaster, Paper Mache, armatures
Puppets, figures, masks
 - C. Mosaics, Clay and kilns
Underglazes, low fire clays and glazes, review how to load and fire a kiln
 - D. Enameling, silver ring construction, assemblage and found objects.
 - E. Art as books

4. **Text:** **A Handbook of Arts and Crafts** by Wigg and Hasselschwert is strongly suggested but not required.

List of required materials. This course uses an art kit for which students will be billed. The kit may not include all materials needed by the student.

5. **Course Requirements:**

- Students will be creating complete, well crafted art projects related to the crafts covered in class.
- Students will be writing lesson plans suitable for general classroom use as well as for special needs students.
- Students will demonstrate a knowledge of best practices in the classroom concerning safety and procedures.
- Students will be expected to keep a sketch book of drawings and ideas and have these readily at hand during class.
- Students will participate in group critiques.
- Students will be expected to work at least 3 hours per week outside of class.

**Reminder to all studio classes – all work must be removed from the classroom, including work in drying racks, at the end of the semester, or it will be disposed of.

6. **Attendance:** The Art Department established this department-wide attendance policy to apply to students in all art classes. For classes that meet once a week: **After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.**

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

7. **Grading:**

All unit projects are all of equal value. There are 5 units. After each project there will be a group critique to help students learn to evaluate their own work and the work of others. The critiques are designed to stimulate useful feedback and generate additional ideas for students to incorporate into their lessons. Participation in these discussions is regarded as part of the class.

Project grades are based on the quality of the work and related lesson plans, originality, craftsmanship and effort. A student must be able to teach a group how to make the project for it to be acceptable.

Attendance, attitude, effort, and class participation are considered part of the overall final grade. All projects may be reworked and resubmitted within two weeks after the critique. The goal is mastery. Students need to rework lesson plans which do not receive a satisfactory grade. B or higher is satisfactory.

The following meanings are assigned to letter grades:

A= excellent, well above expected achievement

B= good, above expected achievement

C= expected achievement, not satisfactory

D= below expected achievement

F= unacceptable

Standard numeric grading scale:

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

8. **Course Outline and Schedule: Attached.**

9. **Disability Statement:** Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy: Please reference the College policy in Student Handbook.

I am not asking you to “reinvent the wheel”, but plagiarism will not be tolerated.

Artists, when copied or emulated, should be credited. Students should rework/reword lesson plan ideas before submitting them as their own.