

# LANE COLLEGE

## Course Syllabus Fall 2009

### Fundamentals of Art

Course: ART 231	Classroom: SH 106
Instructor: David Nyaberi	Credit: 3 Hours
Office: SE 109	Phone: 426-7612
Email: dnyaberi@lanecollege.edu	Office Hours: MW 10-11 TR 3-5

### Rationale

The graduate should recognize that the world is diverse, that there are many cultures, religions, and economic systems as well as unique human beings. This understanding and appreciation of diversity should lead to good judgment, a sense of empathy, and self-reliance.

### General Studies Goal

This course acquaints students with fundamental concepts of art for teaching at the elementary school level. The course is oriented toward two-dimensional work, and designed to prepare the students to carry on a creative art program for teaching young beginners. Students will have hands-on experience with beginning phases of drawing and painting.

### Course Description

ART 231 is designed to provide general education students with philosophical and practical basis for teaching art in public schools. Lecture, discussion, studio art projects and class activities will focus on the role of art in children's lives and the role of the teacher in nurturing artistic expression through the development of skills, processes, and knowledge of art.

### Course Objectives

1. *Reshaping Attitudes:*
  - To encourage and maintain a positive attitude about art making and teaching art
  - To initiate and develop a comfort level for working with artistic processes and materials
  - To gain an understanding of the importance of art in children's lives
2. *Learning to Discern:*
  - To distinguish between meaningful artistic experiences and poor quality activities that pass as art in the public schools
  - To gain a better understanding of the nature of children's artistic development in order to provide developmentally appropriate art experiences
  - To balance instructional and expressive objectives
3. *Moving from Theory to Practice:*
  - To develop a portfolio of teacher-made examples to serve as models for future teaching
  - To collect lesson ideas that utilize safe materials for young children and accessible to classroom teachers
  - To experience working one-on-one with a child and/or observing an art class first-hand in order to make connections between work in class, readings, and the real world of children making and appraising art.

## **Content**

The value of art in children's lives  
The nature of children's artistic development  
The formal visual elements and principles of composition  
Realistic representation and abstraction  
Narration in art  
Observational drawing and drawing from imagination  
Instructional and motivational methods for teaching art  
Guidelines for talking to children about their own art  
Strategies for talking to children about adult art  
Strategies for integrating art across the curriculum  
Issues in art education  
Experiencing a range of media; this might include:  
    Drawing with pencils, markers and pastels  
    Painting with watercolor, tempera, and acrylic paints.  
    Paper collage  
    Cartooning

## **General Plan for the Course**

1. Regular lesson activities for this course would include:
  - Recap of previous lesson and assignment(s) including verbal questions to evaluate student understanding of previously learned concepts
  - Based on their previous learning experiences, new concepts are presented as students listen and write notes.
  - Students select and discuss a new idea or concept through the questioning model—state, elaborate, exemplify, illustrate, and/or Socratic questioning—as guided by the instructor to enhance their understanding.
  - Students write about the idea and then assess each other's writing
  - The next idea linked to the first is presented through the questioning model.
  - A section of textbook for students is assigned to be read before the next class.
2. In addition to these activities, students will be divided into groups of 4 or 5 to complete weekly group assignments.

## **Course Requirements**

1. Students must complete the following:
  - a. Mid-semester exam
  - b. Final exam
  - c. Studio Projects
  - d. Reading Assignments
  - e. Writing Assignments
2. Class participation in this class is essential. Attendance is mandatory and attendance policy will be strictly enforced. Unexcused absences will affect the student's final grade (excused absences as per college policy). Students who leave class early will be counted absent for that day. Timely completion of all assigned studio projects and individual written work is expected. Cases of plagiarism and cheating during examinations are very serious matters and severe penalties apply (see *Academic Integrity* in Academic Catalog).

3. Students may be assigned group assignments and expected to participate in study groups outside the class. Such participation will count toward class participation criterion for assessment.
4. All students must adhere to the dress code of Lane College.
5. No food, drink or gum chewing is allowed. Cell phones, pages, and beepers must be turned off.
6. As it is important for students to clearly understand the expectations of this course, you are asked to turn to the attached "Student Understanding Form," and initial each item as I explain it.

## **Grading**

**1. Class participation (10%):** As future teachers, students are encouraged to exhibit professional behavior. Characteristics of professional behavior include:

- Promptness
- Being cooperative
- Engagement with class discussions by showing respect for others by listening attentively and contributing appropriately to dialogue
- Maintaining a clean, orderly classroom on a weekly basis

**2. Semester Examinations (30%).** There will be a written paper assignment to be assessed mid-semester that will constitute 10%, and a final submission that will constitute 20% of the final grade. The written paper assignment will be given during week four of the current semester.

**3. Studio Work (20%):** Evaluation will not be given based on natural artistic ability or the beauty of the work. The purpose of studio assignments is to teach basic art skills and ideas, to provide exposure to art materials, and to create a portfolio of examples to use in your own classroom. The criteria used to assess studio work will be:

Effort: Some exercises require time and patience.

Imagination: Some exercises require the use of imagination. Are your ideas novel or exploratory? To what extent have you explored ideas?

Completeness: Some exercises require a text of some kind. Leaving off the text renders the exercises incomplete. All set exercises are to be undertaken.

Presentation: All exercises should be presented neatly and in such a way that the visual work dominates, not the text. Texts should never overlap work. Care should be exercised in gluing and naming work. All work should be labeled. Paper should always be cut straight. Texts should always be neat. Remember, the folio is for student presentation as much as a record for you. Presentation DOES NOT mean being pretty. Excessive decoration will distract from your work, not enhance it. Decoration is not required. Keep it simple.

Knowledge and Skill: Some students come to the visual arts with greater knowledge and skill or with an easy ability to acquire them. They are rewarded for this, but students lacking in prior experience or a natural propensity will not be disadvantaged since there is a range of other criteria and only a few activities require special skill. The aim of the folio is to equip you to be teachers, not artists, so the emphasis in assessment is

on how well you appear ready to teach visual arts in classrooms.

Depth of Understanding: Understanding is sometimes evident from studio work but where you feel you are deficient in your image-making ability; supplement your visual work with written considerations of what problems you consider you have and/or how you would teach.

DUE: At the end of every class session designated for studio work.

**4. Presentations (15%):** Students will work collaboratively on presentations with an interactive component. The presentations will be evaluated for delivery, clarity, and coverage of essential points, professional presentation of visuals, organization of material, quality of writing, appropriateness and creativity of the interactive component of the presentation and handouts.

**5. Discussion Points (10%):** Discussion points will be assessed on the basis that they cover major points, raise interesting questions, show engagement with readings through critical reflection, and are free of spelling and grammatical errors.

DUE DATE: On the day scheduled for presentations.

**6. Teacher File/Binder/Folio (15%):** Each student will create a file or binder of classroom handouts, lesson plans, sample studio work, and critical reflections on studio and appraisal activities. This file or binder is designed to become a permanent resource for the classroom teacher's use. The binder is to include the following:

- Course outline,
- All handouts from student presentations,
- All handouts from the professor,
- All lesson plans,
- Resources gathered during the course through the student's own initiative.

Assessment criteria include: presentation, ease of access to information, quality of writing, completeness, extent and applicability of resources.

DUE DATE: Week before final exams begin.

### **Expected Outcomes**

To achieve an A grade, students must complete most of the criteria for an assignment in an *exemplary/ exceptional/outstanding* way. Students who receive approximately half exemplary level and half at an *acceptable/satisfactory* level will receive a B grade. Students, who complete most criteria in an *acceptable/satisfactory* way, will achieve a C grade. Students who do not complete most criteria in an acceptable way will achieve a lower than C grade. The grades are assigned on the following scale:

A	Excellent/exemplary/exceptional/outstanding/	90-100
B	Good/acceptable/satisfactory	80-89
C	Average/acceptable/meets criteria	70-79
D	Fair/acceptable/meets minimum criteria	60-69
F	Failure	0-59

### **Required Textbook/Resources**

Students are required to purchase all materials to be used in this class, including making of

photocopies for required extra readings. Each student must have the following textbook, reading articles, and art supplies no later than Wednesday September 3, 2008.

### **Class Textbook**

Linderman, M. G. (1997). *Art in the elementary school* (5<sup>th</sup> ed.). Dubuque, IA: McGraw-Hill

### **Other Readings**

Duncum, P. (1999). Primary art pedagogy: Everything a primary generalist teacher needs to know. *Australian Art Education*, 27(3), 15-23.

Andrus, L. (2001). The culturally competent art educator. *Art Education*, 54(1), 14-19.

Herberholz, D., & Herberholz, B. (2002). *Artworks for elementary teachers: Developing artistic and perceptual awareness*. (9<sup>th</sup> Ed.). Boston, MA: McGraw Hill. (pp. 104-106).

Wilson, B., & Wilson, M. (1979). Children's story drawings: Reinventing worlds. *School Arts*, 75(8), 6-11.

Parsons, M. (1987). *How we understand art: A cognitive developmental account of aesthetic experience*. Cambridge, NY: Cambridge University Press, (pp. 20-26).

Luehrman, M., & Unrath, K. (2006). Making theories of children's artistic development meaningful for preservice teachers. *Art Education*, 59(3), 6-12.

Berkowitz, J. & Packer, T. (2001). Heroes in the classroom: Comic books in art education. *Art Education*, 54(6), 12-17.

Wilson, B., & Wilson, M. (1982). *Teaching children to draw: A guide for teachers and parents*. Englewood Cliffs, NJ: Prentice Hall. (pp. 40-47).

### **Required Art Supplies**

1. Pink eraser
2. Kneaded eraser
3. Pencils (2B, 4B)
4. Vine Charcoal
5. 14"x17" white medium weight drawing pad
6. Workable fixative
7. Conte crayon or compressed pastel/charcoal (black, white, & sanguine)
8. 1" or 1-1/2" binder
9. 1" Masking tape
10. 18" ruler
11. Black felt pen (sharpie)

These supplies can be purchased at:

**HOBBIE LOBBY**

**57 Carriage House Drive**

**Jackson, TN 38305**

Open 9 a.m. – 8 p.m. Mondays through Saturday.