

WEST VIRGINIA AT PARKERSBURG  
UNIFORM COURSE SYLLABUS  
Updated May 2003

Name of Course: Art skills and Instructional Strategies      Course No.: Art 315

Department: Art      Division: Humanities

I. Course Objectives

1. The student will be introduced to the history, philosophy, social forces which have and are shaping art education in America.
2. The student will be introduced to the role of creativity in the learning process of children in grades K-6.
3. The student will be introduced to Lowenfeld's developmental stages of art for children in grades K-6.
4. The student will be introduced to Discipline-Based Art Education and will understand how and why it might be employed in grades K-6.
5. The student will be introduced to the art curriculum guidelines adopted by the state of West Virginia for grades K-6.
6. The student will be introduced to a variety of the most commonly employed art materials in grades K-6 and will have knowledge as to how the materials may be creatively used.
7. The student will be familiar with the vocabulary peculiar to the visual arts.
8. The student will develop increased understanding and skill in the use of design concepts and the elements of design.
9. The student will learn methods of implementing a successful art program in grades K-6 when the art budget is inadequate.

II. Topics to Be Studied

A. Discipline-Based Art Education

1. Art Production
2. Art Criticism
3. Art History
4. Aesthetics

B. The importance of art for education

1. The meaning of art for children.
2. Self-identification and expression.
3. The meaning of art for society.

C. Understanding Growth and Development

1. Subject Matter in Art

2. The Significance of Developmental Stages
3. The Importance of the Art Experience
4. Art as a basic means of Learning
5. Art as a means of Understanding Growth

D. The Development of Creativity

1. The Importance of Creativity
2. Schools and Creativity
3. Art and Creativity

G. The Development Stages

1. The Beginnings of Self Expression
2. First Representational Attempts
3. The Achievement of a Form Concept
4. The Dawning of Realism
5. The Pseudo-naturalistic stage
6. The Psychological Change from Elementary to Secondary School
7. The Development of Two Creative Types
8. Creative Expression and Brain Specialization

H. The Role of Art in Society and in the Schools

1. Art in Society
2. Multicultural Pluralism
3. Art in the School
4. A Qualitative Approach to Teaching Art

I. Fundamentals of Art: A Review

1. Line, Shape, Value, Color, and Space
2. Texture and Pattern
3. Balance and Symmetry
4. Variety, Emphasis, and Domination-Subordination

J. A Sequential Art Curriculum Based on Children's Development

1. Children's Similarities
2. Children's Variability
3. Art Development
4. Need for a Sequential Curriculum across the Grades

K. A Sequential Curriculum for Kindergarten

1. Developmental Characteristics
2. Painting and Other Media
3. Art Criticism
4. Art History
5. Aesthetics
6. Suggested Subjects or Themes

- L. A Sequential Curriculum for Grades 1 and 2
  - 1. Developmental Characteristics
  - 2. Art Criticism, Art History, and Aesthetics
  - 3. Designing, Drawing, and Painting
  - 4. Collage
  - 5. Printmaking
  - 6. Ceramics
  - 7. Subjects or Themes
  
- M. A Sequential Curriculum for Grades 3 and 4
  - 1. Developmental Characteristics
  - 2. Art Criticism, Art History, and Aesthetics
  - 3. Designing, Drawing, and Painting
  - 4. Color Awareness
  - 5. Collage
  - 6. Printmaking
  - 7. Ceramics
  - 8. Subjects or Themes
  
- N. A Sequential Curriculum for Grades 5 and 6
  - 1. Developmental Characteristics
  - 2. Art Criticism, Art History, and Aesthetics
  - 3. Drawing, Designing, and Painting
  - 4. Collage
  - 5. Printmaking
  - 6. Ceramics
  - 7. Subjects or Themes
  
- O. The Role of the Dedicated Teacher
  - 1. Who Teaches Art in What Kinds of Situations?
  - 2. The Teacher's Positive Personality, Rapport, and Respect
  
- P. Teaching Strategies
  - 1. The First week of School
  - 2. Nonverbal Instructions
  - 3. Distribution, Collection, and Organization of Materials
  - 4. Beginning the Lesson
  - 5. Nurturing Creativity During the Work Period
  - 6. Strategies for Fostering Perseverance

7. Cleanup and Evaluation

Q. Art Motivation

1. Personal Experience as Motivation
2. Art Media as Motivation
3. Amount and Timing of Motivation
4. Exhibitions as Motivation

R. Evaluation

1. In-Process Evaluation of Student Work
2. Grading and Summative Evaluation

S. Writing Instructional Objectives For Lesson Plans and Evaluation

1. Need for and Form of Instructional Objectives
2. DBAE Instructional Objectives
3. Affective, Cognitive, and Psychomotor Objectives
4. Open Objectives

T. Art for the Physically and Mentally Challenged

1. Seven Concepts
2. Teaching Approaches and Materials

U. Giftedness and Its Implications for Students

1. Giftedness and Art Thinking
2. Characteristics of Gifted Art Students
3. Teaching Strategies

V. New Approaches to Art Appreciation

1. General Methods for Art Discussions
2. Game-like Educational Activities
3. Level of Objectives

W. Teaching Art History

1. Conducting Art History Discussions
2. Art History Teaching Methods

X. Teaching Art Criticism and Aesthetics

1. Conducting Art Criticism Discussions
2. A Sequential Approach to Art Criticism
3. Conducting Discussions of Aesthetics

Y. Two-Dimensional Art Media, and Processes

1. Drawing: Types and Topics
6. Crayons and Oil Pastels

- 7. Painting
- 4. Paper Projects: Collage, Paper-making, Mosaics
- 5. Printmaking
  
- Z. Three-Dimensional Art Media and Techniques
  - 1. Modeling: Clay and Clay Substitutes
  - 2. Subtraction: Plaster, Plastics, Clay, and Soap
  - 3. Substitution: Plaster, Clay, and Paper Pulp
  - 4. Assemblage: Cardboard, String, Wire, and Found Objects
  - 5. Crafts: Weaving, Papier Mache, Kites

- Z1. Odds and Ends
  - 1. Multicultural Art Projects
  - 2. Displaying Art Work
  - 3. Group Art Works
  - 4. Sources and Resources for an Art Program
  - 5. Coloring books, “Canned Projects,” and Teaching Strategies that have been discredited

III. Special Projects to Be Included in Course

None

IV. Methods of Evaluation

Tests: None

Quizzes: Unannounced, usually five

Oral Presentations: One major lesson presentation at the end of the class

Written Papers: Two show reviews, three or four video reviews, three reaction papers to studio projects

Laboratory/studio Activities: Fifteen to twenty studio projects

V. Assessment of Outcomes

- 1. Quizzes.....10%
- 2. Art Dictionary .....5%
- 3. Oral report/art lesson plan paper.....10%
- 4. Studio Projects .....55%
- 5. Class participation .....10%
- 6. Show and Video Reviews, and other written assignments.....10%

VI. Other Information

None