Introduction to Art Education

Statement of Prerequisites:

None

Course Description:
A survey of the history of art education focusing on influential 20th century educators, as well as discussion of contemporary theories in the field such as DBAE, Critical Theory, and Visual Thinking Strategies. This class will also focus on developing curriculum for the art education classroom with discussion of the stages of aesthetic development as well as assessment within an art course.

Goals:
This is an introduction course that introduces the core concepts of art education: visual principles of design and creative process. Teaching strategies valid in all areas of art are explored through examples, exercises, critiques and creative projects. We will refine your creative problem-solving skills. We work to understand and refine problems, developing distinctive concept statements and then create and refine designs that manifest that concept. We will study teachers and artists of the past and examples of successful methods of teaching visual design. The course involves lecture and discussion along with design problems.

Outcomes:
You will demonstrate your knowledge of these theories and technical skills by:

- You will exhibit proficiency in demonstrating the use of basic art materials, techniques, and media.
- You will write evaluations and verbally critique works of art and presentation by using appropriate art terminology.
- You will organize a portfolio of a series of 3 sequential lesson plans, that develop a theme along with written instructions or demos and conclude with a system for critique and assessment.

Methodology:
Studio instruction including critiques, lectures and demonstrations, will be used to introduce course material. There will be a self-written critique of finished work for each student as well as group critiques for concept and thumbnails sketches when assigned. Critiques will be conducted as open, informal forums where you discuss and comment upon other student’s work in a constructive, critical and intelligent manner. I expect you to openly question your fellow students on their decisions in regard to concept, design and presentation. Be prepared to answer for your own work since no decision is made arbitrarily. I want you to be aware of why you created a specific design and be able to explain why you think your design is effective and appropriate to your concept. Group critiques are designed to improve your presentation skills and to develop a professional attitude about your work. No aggressive, disrespectful or inappropriate comments or behavior be tolerated in class under any circumstance. Any student causing disruption or acting in an aggressive manner towards the instructor or fellow students will be removed from the class. No exceptions.

Evaluation Criteria:
Final grades are based on the total number of points earned for the semester. Try to consider this as a job and you get paid in points. For example: daily attendance is worth 25 points (750 total for the semester). If you are late or if you leave early (10 minutes or more), you will get

Text:

Becoming An Art Teacher
by Jane K. Bates
ISBN-10: 0-534-52239-4

Materials:
A finished portfolio in a book format lesson plans:

This will be an 8x10 handmade portfolio book by using good drawing paper and ruled paper that will be assembled.

Various ink pens and pencils
Set of 24 or more good color pencils (Prismacolor)

Sheet of watercolor and 2 or 3 good

Sheet of art photo wrapping paper from Goedicke’s (Claire will show you what I want you to choose from.)
% OF THE GRADE OF THE PROJECT. It is your responsibility to allow enough
time to eat, to change clothes, to get to work, pick-up kids, etc. before or after the
class time. If you miss a lecture, a demonstration or a critique, it will count as one
absence. Attendance is taken by signing-in. You alone are responsible for physically writing your initials on the sign-in sheet, if you do not I will
not be able to identify your presence. Never sign-in for another student. Attendance is mandatory for the Casper College scheduled final exam.

attend the final will result in a penalty of 500 points deducted from your total
points in addition to loss of the points of the final exam or project. You will fail the course. There are no excused absences. Either you were physically present in the entire class session or you were not. After 3 absences you cannot get an A
or B course, after 5 absences you will have missed a significant amount of the material and object to a failing grade.

project. (You can keep track of your points in your grades into this sample report card.) Your participation in discussion
will be considered as a part of attitude and effort and is worth 250 points for the

0: There is little attempt to take part in discussions. Shows no awareness of correct terminology. Limited artistic decision
of the elements of art/principles of design. Erratic in technique. Work at this level is weak or awkward. It is simplistic, too obvious or a
cliche solution. Shows no original thinking, demonstrates no verve, does not address complex visual or conceptual
problems. Shows no understanding of the elements of design. shows poor understanding of the principles of design.
Class Policies: Last date to change to Audit Status or to withdraw with a W Grade: Friday, April 16, 2015. You are expected to complete all assignments. I do not accept additional projects for extra credit. I encourage you to complete the assigned project - quantity does not equate or guarantee quality. If you are auditing this course, you are subject to the same attendance requirements as those taking the course for credit and also must complete all assignments or withdraw from the class. Casper College may collect samples of student work to assessment achievement of the above outcomes. Any personally identifying information will be kept on your work at your request.

Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code to obtain information concerning your rights and responsibilities as a Casper College Student.

Command: If you have any problems with this class, you should first contact the instructor (me) to solve the problem. If you are not satisfied with the solution offered by me, you should then take through the appropriate chain of command starting with the Department Head (Mike Olsen), then (Dr. Eric Unruh), and lastly the Vice President for Academic Affairs (Dr. Tim Wright). Do not skip over any person on this list because it is inappropriate and shows disrespect for the order of command.

Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. Remember: “Cutting and Pasting” in part or whole from text or images found on the internet may be considered plagiarism - you did not create it - you are stealing it.

Means of Communication: Casper College faculty and staff will employ your assigned College email account as a primary method of communication. You are responsible to check your College account regularly. This is also, where you will find course evaluation links during course evaluation periods. If you email me a certificate of completion you will have 25 pts added to your final score, if 100% of the class files, then each student will have 50 pts added to their final score for the semester. These evaluations are serious. It is one of the main sources the College uses to obtain feedback from you about course if appropriate information needed you was given for completion of your degree. If you say nothing, nothing will ever change.

Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.