### “Treat a child as she is and she will remain as she is. Treat a child as she can and should be and she will become as she can and should be.” – Johann Wolfgang von Goethe (with a slight editing)

Midwestern State University

ART 4303: FOUNDATIONS I

**(**Spring 2019)

Steve Hilton (940)397-4270 office

5:30-8:20 pm Tuesday/Thursday Design Studio/C110

[**steve.hilton@mwsu.edu**](mailto:steve.hilton@mwsu.edu)

Office Hours - C119 and Legacy Hall Lobby:

9:30 AM to 12:00 PM, 1:30 PM to 3:30 PM and in Legacy Lobby 7:00 PM to 9:00 PM Monday/Wednesday

**Campus police: (940) 397-4270 9-911 (call if any emergency occurs)**

**Textbook:** *Children and Their Art* (8th edition):Al Hurwitz and Michael Day. **PLEASE DO NOT BUY THE BOOK.** There is a copy in the reference section of the library and I have a copy you may use in the ceramics studio.

#### Course Description:

Art 4303 is the art “methods” course offered to pre-service K-6 teachers and the first of two art education classes taken by art education pre-service teachers. This course will help you solidify your teaching and learning philosophy through discussions on classroom management, art’s role in society (past, present, and future), lesson preparation with an interdisciplinary and issues-based (art with content) focus on art and general pedagogy. The major focus will be on studio art. Also included, will be sections on aesthetics and criticism, art history, with instruction in classroom management, human diversity and professional development.

• although I will try to keep the cost down, there will be art materials costs for this class of approximately $50.

**General** **Outline – Students will:**

• recognize that art making and/or appreciation should be a valuable lifelong experience for all students

• derive insight into how to motivate student’s creativity, and/or how not to . . .

• defend that culture is art, and art is culture being “practiced” by an individual

• recognize elementary art students might be in the most vulnerable stage of their creative development and that a 7th grade art class might be the last art class a student takes

• conclude, your students might not become artists, but they should develop an appreciation for the arts

• recognize, as an educator, one must continue learning . . . students and teachers are co-teachers/co-learners

• ask, and try to answer by the end of the semester, “Can one be educated without a basic knowledge of some aspect of art?”

• for those of you who will be teaching art exclusively, ask yourself the question, “Should one be making art . . . To teach art?

• determine strategies to display student art work, while helping to promote “the art program” . . . in your school and community

**History:**

• derive an insight into art history and the history of art education while learning about Discipline Based Art Education (DBAE)

• use galleries/museums/popular culture for art education

• begin to conclude there a relationship between the visual arts, history and culture

• develop a sense of human diversity through the historical and cultural aspects of art

**Studio:**

• formulate a “working knowledge” of different 2D and 3D art media

• recognize that when making art, children and adults alike use “both sides of their brain”

• use studio projects as the beginning of a collection of demonstration examples

• use problem-solving skills in the making of art

**Criticism and Aesthetics:**

• demonstrate the ability to talk about art while leading children in critical thinking about art

• gain insight into talking to students about their art

• demonstrate the ability to assess art “effectively”

• demonstrate an understanding of children’s aesthetic and artistic development

• develop the ability to respond to, and teach how to, respond to works of art

**Curriculum and Technology:**

• develop the ability to prepare/design/write/teach/self-evaluate art curriculum that is integrated across the curriculum and is taught with different teaching styles to/for different learning styles with TEKS (Texas Essential Knowledge and Skills) in mind.

• organize and balance the teaching of content-based art production, history, aesthetics, and criticism while making learning relevant to the culture(s) of one’s students.

• recognize/understand and not be afraid to teach to children with disabilities/talents

• incorporate technologies for management and instructional purposes

**Classroom Management:**

• develop proactive classroom management techniques specific to art classrooms/art lessons (*art on a cart*), which are motivational by the use of a positive learning environment, relevance to the student, and the use of the educational triad of the teacher/student/parent.

• demonstrate public speaking skills

**Professional Development:**

• be introduced to TExES (Texas Examinations of Educator Standards) ExCET (Examination for the Certification of Educators in Texas) and PRAXIS

# Building Use Hours:

1. The Art building access policy will be discussed the first day of school
2. The use of this studio should be considered a privilege, if this is abused, it will be revoked.
3. The studio door code is **512**. Please do not share it with anyone outside this class.

## Attendance Policy:

Students enrolled in the Juanita and Ralph Harvey School of Visual Arts must comply with the following department-wide Attendance and Lateness Policy:

• Students arriving ten minutes after class begins will be considered late, and will be counted absent.

• THREE late arrivals count as an absence.

• Students may be absent from class THREE times without penalty and without providing any documentation regarding the absence.

• If students incur a FOURTH absence, their final course evaluation will be reduced by a full letter grade.

• If students are absent or late FIVE times, whatever the reason, they will receive a FAILING GRADE, be dropped from the class roll, and be asked to stop attending class.

• Example: after your 4th absence, a 90% will become an 80%

• Example: after your 4th absence and 3rd tardy, an 80% will become an F and you will be dropped

• *Faculty members have the discretion to make exceptions to this policy based on individual circumstances.*

• **When you are absent, it is YOUR responsibility to contact class members and learn what you missed.**

### Locker:

Choose a locker and put a locker on it. You may share lockers.

**Homework:**

There is no set amount of time you should spend outside of class. However, some studio work outside of instructional time is an important component of this class. Other “homework” could include reflection papers, sketchbook assignments, lesson plans, research assignments, and reading assignments.

## Grading Policy:

Art Projects

**All art projects are due at the beginning of the class one week after they are assigned unless notified otherwise.** As art is subjective, and I am not training you to be artists, I will be not be grading your art assignments but will discuss most projects with you with the following criteria in mind:

1. Craftspersonship
2. Attention to detail/Effort
3. Is it aesthetically pleasing . . . and is it designed well (using the elements and principles)
4. Technical elements and mastery
5. Growth of your work
6. Is it innovative/experimental
7. Time spent on assignment(s)
8. Sketchbook/did you do the assignment?
9. Does it communicate your intention?

However, if you fail to finish an assignment, or I see a lack of effort or “continually rushing” to get finished, I will “grade” your artwork by subtracting 10 points per assignment from your semester total. To determine your grade, your point total will be divided by possible points.

Non-Art Assignments are due on the due date. Any assignment submitted after that time will receive a penalty of 10% per day, with the total penalty not to exceed 50% of the points available for the assignment. The only accepted excuses for late work or missing a test/quiz/critique/class are requests from an academic dean, or a documented medical situation. There will be no exceptions, so please do not ask.

• save your work often

**• back it up often (in two places)**

• save it with a different name periodically (with the date in the name)

**• email it to yourself after making any changes**

Your final grade will be determined by a formula **similar** to the one below

Art Assignments/reflections/lesson plans 55 percent

Participation (clean-up, helping out) 15 percent

Quizzes/test 15 percent

Effort 5 percent

Final Exam/Project 10 percent

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

**Canvas**

I will be using Canvas to grade SOME written assignments. You will be invited to a Canvas Classroom sometime soon

**Notebook/Sketchbook**:

You will keep a notebook/folder and sketchbook (on materials list) for this class. All assignments, lesson plans, articles, projects, reflections, handouts, art projects, should be included. If you did it in this class, it should be included.

**Communication**:

If you have a question/problem with an assignment, the material or a technique, please ask. If you wait until the last week of the semester, I might not be able to assist you. **There are no dumb questions!**

## Studio Etiquette:

It is everyone’s responsibility to help keep the studio clean. Do not leave without making sure all materials, tools, and artwork are properly stored

• the last few minutes of class is devoted to cleaning up, with **everyone** assisting

• there will be one studio clean up during the semester and one the last day of class

### Test/Quizzes:

#### I will not give pop-quizzes. I will let you know at least one class period ahead of time. There could be individual in class tests, or take home and collaborative tests. Check your email. Sometimes I notify you about a quiz electronically.

Decorum and Academic Dishonesty:

Students will abide by all MSU rules, regulations including the *Student Honor Creed*, and will thereby earn all the student’s rights as noted in the MSU Student Handbook. Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given) is academic dishonesty.

• I reserve the right to drop any student with an F grade, or recommend other sanctions, if a student engages in any form of academic dishonesty.

*Student Honor Creed*:“As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so.”

• Smoking and other uses of tobacco products will not be allowed in accordance with the Student Handbook

*The instructor reserves the right to initiate an instructor drop with a grade or W, WF, or F, as specified in the Student Handbook (see link above) for reasons to include attendance issues, academic performance in the class, indifferent attitude, or disruptive conduct.*

*Enrollment in this class constitutes an acceptance to adhere to the Student Honor Creed and all other student conduct policies outlined in the university Student Handbook.*

# Safety:

**TAKING THIS COURSE IN THE ART DEPARTMENT AT MSU MEANS THAT YOU ASSUME RESPONSIBILITY** to use all equipment, tools, and materials related to the course in a safe manner. If you have any health-related problems that would be adversely affected by taking the course, you should consult with the instructor at the end of the first day of the class.

Please tell me about **any** accidents, no matter how small.

# Return and Retention Of Student Work:

If work is left in the studio longer than (1) one week after the end of the semester the department has the right to dispose of or use the unclaimed work for any purpose. The department also reserves the right to retain student work as desired for reference or exhibition purposes.

Special Needs:

Any student who feels she/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact Disability Support Services at 940.397.4140 in room 168 of the Clark Student Center to coordinate reasonable accommodations for students with documented disabilities.

Student Privacy:

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. This includes a student’ parents.

**Important Dates:**

Final Project Due – May 2 (your last class of the semester)

\*\* This syllabus may be changed to best meet your needs, or for other reasons as I see fit. This includes the changing or deleting of assignments. If things change, the method of obtaining the final grade will remain essentially the same: the total points achieved will be divided by the total points possible to obtain a percentage and a grade will be assigned according to the percentage scale outlined above.

\*\*\* By staying enrolled in this course, you are indicating you understand and accept the terms of ART 4403 and this syllabus

\*\*\*\* Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at <https://mwsu.edu/campus-carry/rules-policies>.

**ART 4303 – Foundations of Art I**

MATERIALS LIST:

These are items that you will need for Foundations of Art Education I. There could be additions to this list but I will keep it to a minimum.

If you know someone in the class, you may share all materials other than the sketchbook.

If you go to Hobby Lobby or Michaels to buy supplies, there are always coupons available online (Wal-Mart is cheap also):

[Michael’s Coupon](http://weeklyad.michaels.com/Michaels/WeeklyAd?storeid=2579181#!/)

1. Black Sharpie . . . **both** Fine **and** medium point (felt tip pen for those as old as I am!)
2. Paint **(buy either tempera or acrylic . . . not both)** Most people like acrylic paint better, but it is a bit more expensive and is usually not what you will have 3rd graders painting with.
3. Soft lead #2 pencil (drawing pencils if you prefer)
4. Crayons (minimum of 24 colors)
5. Drawing pad (Sketchbook) 80 lb (18” x 24”) **(80 lbs is important. Please do not buy anything other than 80 lb. paper . . . you will not be able to use it! ) I would buy this ASAP as they always run out at the local “art” stores.**
6. Scissors
7. Large pencil eraser
8. An assortment of 5 to 7 inexpensive paint brushes (don’t buy the cheapest ones as the hair typically falls out . . . or the most expensive ones unless you will continue painting after this class)
9. Large sponge to clean up tables/sink **(you may share)**
10. Small bucket, tackle box or shoe box to keep your supplies in
11. Lock for locker **(you may share)**

**FOUNDATIONS OF ART EDUCATION I: ASSIGNMENT TIMELINE**

**This is possible schedule for the semester.**

|  |  |  |
| --- | --- | --- |
| Date | Activity/Assign | Art/Due |
| TUESDAY Week 1 | Syllabus/ Introductions  **Assign What is Art?**  **Assign: What is Art Education?**  **Assign First Day Art Quiz** | Drawing Hand  How to Teach Drawing |
| THURSDAY Week 1 |  | Picasso-Igor Drawing (finish for homework)  Drawing Shapes |
| TUESDAY Week 2 | Introduction to Elements and Principals  How Do You Know You Are A Teacher?  Human Diversity Paper  **Assign: lesson plan ideas . . . 5 ideas per student** | Shading Geometric shapes |
| THURSDAY Week 2 | Poor Scholar Soliloquy  **Assign: Scavenger Hunt**  TEKS and Objectives  **Assign 1st Lesson Plan (drawing)** | Self Portrait  **Due: Lesson Plan Ideas** (Assess Lesson Plan Ideas for Creativity) |
| TUESDAY Week 3 | **Quiz 1 (Elements and Principles)**  Graphic Development  Seating Charts? | Finish Self Portrait  **Due Lesson Plan Peer Review**  **Due: Human Diversity Paper**  **Due: What is Art/Education** |
| THURSDAY Week 3 | **1st Lesson (Drawing)** **Due to Canvas**  **Quiz 2 (Graphic Development)** | Predator Prey Relationships: Favorite Animal with Science (TEKS) and Art |
| TUESDAY Week 4 | Give the Kid a Pencil  Rubrics  Color Theory/Color Wheel | Shapes With Crayon  Competition |
| THURSDAY  Week 4 | I Taught Them All  **Assign: 2nd Lesson Plan (Crayon)**  **Assign: Coil Ideas** | Neopoprealism |
| TUESDAY  Week 5 | Primum non nocere | Ceramics (Pinch Pots/Coil/One Cubic Inch) |
| THURSDAY Week 5 | Police Officer vs. Professor  **2nd Lesson Plan Due to Canvas** | Coil Pot |
| TUESDAY Week 6 | **Assign 3rd Lesson Plan (3D) If Necessary** | Coil Pot |
| THURSDAY Week 6 | Sir Ken Robinson | Finish Ceramics  **Due: Coil Pot** |
| TUESDAY  Week 7 | Standardized Test from West VA  **3rd Lesson Plan Due** | Shoes  Painting Day One – More About Color |
| THURSDAY Week 7 | **Quiz 3 (Color)**  Good Stuff for Art Teaching! | Picasso Painting |
| TUESDAY Week 8 | Sir Ken Robinson Revisited  Reference Guide for Student Teachers | Tessellations |
| THURSDAY Week 8 | Teaching Gritty | Tessellations |
| TUESDAY  Week 9 | Mistakes (short) | Quadrilateral Family |
| THURSDAY  Week 9 | What Makes A Good Teacher | Periodic Table |
| Tuesday  Week 10 | SPRING BREAK |  |
| Thursday Week 10 | SPRING BREAK |  |
| Tuesday  Week 11 | Balanced and Barefoot | Adjectives and Adverbs  Science Factoid Watercolor |
| Thursday  Week 11 |  | Aboriginal Dot Painting |
| Tuesday Week 12 |  | Printmaking With Found Objects |
| Thursday Week 12 |  | Fraction Fish Collage |
| Tuesday Week 13 |  | Paper Mache Sculpture  Flowers Watercolor Crayon Resist |
| Thursday Week 13 |  | **The studio will only be open if a professor is present** |
| Tuesday  Week 14 |  | Paper Mache Sculpture |
| THURSDAY  Week 14 |  | Paper Mache Sculpture |
| TUESDAY Week 15 |  | Turn in Final Project/10 Lesson Ideas/**Final Lesson Plan Due** |
| THURSDAY  Week 15 |  | **Assign Portfolio Assessment Questionnaire** |
| TUESDAY  Week 16 |  | ANY UNFINISHED ASSIGNMENTS |