**Midwestern State University**

ART 4403: FOUNDATIONS II

**(**Fall 2020)

Steve Hilton (940) 397-4270 office

9:30 am – 12:20 pm Tuesday - Thursday Design Studio/C110

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Office Hours - C119:

10:00AM to 12:00 PM, Monday/Wednesday/Friday

**Campus police: (940) 397-4239 9-911 (call if any emergency occurs)**

**Textbook:** There will be readings online, and out of several texts. You will not be required to buy a textbook for this class.

#### Course Description:

Art 4403 is the second of two art education classes taken by art education pre-service teachers. This course will help prepare you for student teaching by further solidifying your teaching and learning philosophy with discussions on the following: art’s role in society (past, present, and future), lesson preparation with an interdisciplinary and issues-based (art with content) focus on art pedagogy (using state (TEKS) and national standards) and effective assessment strategies. There will also be a focus on studio art with considerable time spent on different art techniques, and sections on aesthetics and criticism, art history, art classroom management, and professional development. Objectives for this course are partially derived from Texas’ Pedagogy and Professional Responsibilities Standards (EC-Grade 12) and MSU’s *Reference Guide for Observing and Assessing Student Teachers.*

• Although I will try to keep the cost down, there could be additional art materials costs for this class of no more than $50. Most likely you have most of the materials you will need for Foundations II.

**Course Objectives – Students will:**

**General:**

• understand that art should be a valuable lifelong experience for all students

• gain insight into how to motivate student’s creativity

• understand how to link art content to other subject areas, and real life examples

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

• understand, 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?”

• ask and try to answer, “Should one be making art . . . To teach art?

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

**History:**

• develop their understanding of Discipline Based Art Education (DBAE) in conjunction with developing an electronic image base

• use galleries/museums/popular culture for art education

• develop effective means to understand the visual arts in relation to history and culture

**Studio:**

• continue to develop an understanding on how different 2D and 3D art media can be used both in the art classroom and with other disciplines

• use studio projects as demonstration examples for their future students

• develop problem-solving skills in the making of art that can be used in other disciplines and daily life.

**Criticism and Aesthetics:**

• develop the ability to reflect upon and assess the characteristics and merits of their work and the work of others

• further develop ability to talk about art while leading children in critical thinking about art

• further develop ability to assess and evaluate art “effectively”

• further develop an understanding of children’s aesthetic and artistic development

• continue to 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 while using TEKS (Texas Essential Knowledge and Skills).

• learn to 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

**Assessment:**

• Develop assessment strategies for use in the art classroom

**Classroom Management:**

• further 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.

• hone public speaking skills

**Professional Development:**

• have an understanding of TExES (Texas Examinations of Educator Standards) ExCET (Examination for the Certification of Educators in Texas) and PRAXIS

# Building Use Hours:

1. Art building access will be discussed the first day of class
2. The use of this and all art studios is considered a privilege, if this is abused, it will be revoked.
3. The studio door code is **\_\_\_\_\_**. Please do not share it with anyone outside this class.

Locker:

Choose a locker that has nothing in it and put your lock on it. Put your name on the locker sign-up list

## 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:

**• If you are sick . . . please don’t come to class!! We can Zoom you in if appropriate\**

• 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 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.**

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” will include reflection papers, sketchbook assignments, research assignments, and reading assignments.

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 10.39384 (approximately) 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

• during the semester, everyone will be asked to help maintain the studio

• **Please turn all cell phones to silent while in the studio . . . this includes texting \*\*\*\***

Test/Quizzes:

I will not give pop-quizzes. I will let you know at least one class period ahead of time. I give take home tests/quizzes some semesters.

Grading Policy:

Art Projects

I will be grading your art assignments with the following criteria:

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 assignments?
9. Does it communicate your intention?

To determine your grade, the total points achieved will be divided by the total points possible to obtain a percentage.

Assignments are due at the **start** of the class period 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 large changes

Your final grade will be determined by a formula similar to the one below (it could change slightly):

Assignments/reflections/lesson plans/art 80 percent

Participation (clean-up, helping out, discussion) 10 percent

Effort 10 percent

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

**Notebook/Sketchbook**:

You will keep a notebook 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 the material or a technique, please see me as soon as possible. If you wait until the last week of the semester, I might not be able to assist you. **There are no dumb questions!**

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.

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

• 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.

• 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:

**We will not be sharing materials or tools in class this semester.**

**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.

**Covid Etiquette:**

• During this class you will be asked to socially distance and wear a face covering as per MSU Policy at all times. When possible we will meet in the ceramics studio because of space and ventilation.

• Flexibility – please know that I will be adaptable and flexible with both how we will meet and the curriculum.

• D2L – we will be using D2L and Zoom for all class records and some communication

• Cleaning protocols– We will clean the studio with MSU sanctioned cleaner before and after each class

[**MSU coronavirus pages**](https://msutexas.edu/coronavirus/index.php)

**If you are sick . . . stay home. But try to Zoom the class.**

# 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 December 3 (the last class of the semester)

Deadline to apply for graduation May Graduates October 5

Drop with a W December 4

\*\* 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 for some reason this syllabus is changed, 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

**TENTATIVE CALENDAR:**

|  |  |  |
| --- | --- | --- |
| Date | Activity | **Demo/Due** |
| TUESDAY Week 1 | Syllabus/ Introduction  Objectives for the Class  Goal Statement for the Class  Background Check Paperwork  Bitmoji Website | **Due: Objectives for the Class**  **Due: Goal Statement for the Class**  **What do you want to learn?**  **First day is the most important day?**  **first day** - reflect upon the best and worst classes they have taken in your field |
| THURSDAY Week 1 | Solving A Problem [(5 questions)](5%20Questions%20to%20ask%20your%20students%20at%20the%20start%20of%20a%20school%20year.docx)  [TPI Inventory](TPI/TPI%20inventory.png)  Assign first Lesson Plan | **Alissa’s BitMoji (LINE)**  [**Purple Crayon**](https://www.youtube.com/watch?v=mKhKyZgafU4)  [Rules for Teachers](Foundations%20II%202016/teaching%20rules/Simple%20Rules%20That%20All%20Teachers%20Should%20Follow%20and%20Live%20By.docx) |
| TUESDAY Week 2 | Planning the Year (Wichita Falls)  Identity Day (What do you love) ([flipgrid](https://georgecouros.ca/blog/archives/tag/identity-day))  Google Classroom | **More** [**Flipgrid**](https://www.edutopia.org/article/9-new-ways-use-flipgrid-classroom)**?**  **Make Art** |
| THURSDAY Week 2 | Assessment/Rubrics/Resume Intro  Assign MISL: Part I  Teaching Portfolio | **Due Lesson ideas** |
| TUESDAY Week 3 | Museum Visit  Lesson Planning Revisited  Haberman Interview  Selected Lesson Plan Art Making | **Due: MISL: Part I**  **Due Lesson plan draft**  [**Classroom management**](https://www.thoughtco.com/classroom-management-reduce-student-discipline-7803) |
| THURSDAY Week 3 | [Handout: Reference Guide for Observing and Assessing Student Teachers](../Reference%20Guide%20for%20Observing%20and%20Assessing%20Student%20Teachers.docx) | **Due: Your Self Portrait**  **Due: First lesson** |
| TUESDAY Week 4 | Assign 2nd Lesson Plan (any media)  Assign MISL: Part II |  |
| THURSDAY Week 4 | One Year Art Plan  Reference Guide  Selected Lesson Plan Art Making | **Due: Resume Draft** |
| TUESDAY Week 5 | Resume Revisited  Student Teacher Thoughts  College of Education: Student Handbook | **Due: Second Lesson Plan** |
| THURSDAY Week 5 | Teaching Philosophy  Assign Third lesson Plan | **Due: Resume** |
| TUESDAY Week 6 | Artist Statement  Class Choice Art Project (from class lesson plans) | **Due: MISL: Part II** |
| THURSDAY Week 6 | Lesson Plan Peer Review  Student Taught Lesson  Assign Student Image Collection | **Due: 3rd Lesson Plan**  **Due: Teaching Philosophy** |
| TUESDAY Week 7 | Lesson Plan Peer Review  Student Taught Lesson | **Due: Artist Statement** |
| THURSDAY Week 7 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| TUESDAY Week 8 | TExES  Assign MISL: Part III  Student Taught Lesson |  |
| THURSDAY Week 8 | Lesson Plan Peer Review  Student Taught Lesson |  |
| TUESDAY  Week 9 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| THURSDAY Week 9 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| THURSDAY Week 10 | Assign MISL: Part III  Student Taught Lesson  Lesson Plan Peer Review | **Due: MISL: Part III (peer review)** |
| TUESDAY Week 10 | Career Planning Office  Printmaking With Linoleum |  |
| THURSDAY Week 10 | Printmaking With Linoleum Workday | **Due: MISL: Part III Final** |
| TUESDAY Week 11 | Wire Sculpture/Paper Mache |  |
| THURSDAY Week 11 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| TUESDAY Week 12 | Wire Sculpture/Paper Mache Workday |  |
| THURSDAY Week 12 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| TUESDAY Week 13 | Class Choice Art Project (from class lesson plans) |  |
| THURSDAY  Week 13 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| TUESDAY Week 14 | **Last day of Face to Face Classes**  Class Choice Art Project (from class lesson plans) |  |
| THURSDAY  Week 14 | **NO CLASS**  **Observations** | **NO CLASS**  **Observations** |
| TUESDAY Week 15 | Class Choice Art Project (from class lesson plans) | **Due: Student Image Collection** |
| THURSDAY  Week 15 | **NO CLASS**  **Observations** |  |
| TUESDAY MAY 3 | **LAST DAY OF CLASS** | **Due: Teaching Portfolio** |