

“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 edit)

**Midwestern State University
ART 4303: FOUNDATIONS I
(Fall 2025)**

Steve Hilton
2:00 – 4:50 pm Tuesday/Thursday
steve.hilton@mwsu.edu

(940)397-4270 office
Design Studio/C110

Office Hours - C119 or by Appointment:
M/W 1:00 PM to 3:30 PM

Campus police: (940) 397-4239

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 less than \$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:

- 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 321. 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 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 not be grading your art assignments but will discuss most projects with you with the following criteria in mind:

1. craftsmanship
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

Reflections/lesson plans/final project	70 percent
Participation (clean-up, helping out)	10 percent
Quizzes/test	10 percent
Effort/Art Work	10 percent

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

D2L

I might use D2L to grade SOME written assignments.

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 of 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's parents.

Important Dates:

Final Project Due – December 7 (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>.

***** In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account who is at risk of scoring below a C. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with me as soon as possible.

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](#)

1. Black Sharpie . . . **both** Fine **and** medium point (felt tip pen for those as old as I am!)
2. Small bottle of Elmer's glue . . . or cheap version!!
3. 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.
4. Soft lead #2 pencil (drawing pencils if you prefer)
5. Crayons (minimum of 24 colors)
6. [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.**
7. Scissors
8. Large pencil eraser
9. 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)
10. Large sponge to clean up tables/sink (**you may share**)
11. Small bucket, tackle box or shoe box to keep your supplies in
12. Lock for locker (**you may share**)

FOUNDATIONS OF ART EDUCATION I: ASSIGNMENT TIMELINE

This is today's iteration of the schedule for the semester. We will try make Art every day

DATE	Activity/Assign	Art/Due
TUESDAY WEEK 1	Can You Draw Emails Correct Syllabus/ Introductions Start thinking about possible lesson plans	Assign: student directed lesson plan ideas . . . 5 ideas
THURSDAY WEEK 1	Dot the Artist (I'm not creative) What makes a good teacher great assignment Lesson ideas	Mixed video Seating Charts? Steve: Directed Art
TUESDAY WEEK 2	pottymouth75@#\$%^mail.com Diversity Statement Looking for My Keys Is art inclusive Does anyone know a language besides English	Inclusion exercise Assign Human Diversity Paper Line: Alissa's Online Bitmoji Student Directed Art Why draw
THURSDAY WEEK 2	Assign 1st Lesson Plan (drawing) Introduction to Elements and Principals How Do You Know You Are A Teacher?	Language Rich Classroom Seitlitz Teaching I will. . . We will Student Directed Art
TUESDAY WEEK 3	TEKS and Objectives Poor Scholar Soliloquy	Classroom Management Objective Tips Due: Lesson Plan Ideas (Assess Lesson Plan Ideas for Creativity) Student Directed Art
THURSDAY WEEK 3	Long Jump Competition	Due: Diversity Paper Student Directed Art
TUESDAY WEEK 4	Give the Kid a Pencil (I Taught them All)	Due Lesson Plan Peer Review 2 TEKS/2 Objectives Student Directed Art
THURSDAY WEEK 4		Graphic Development 1st Lesson (Drawing) Due D2L Student Directed Art
TUESDAY WEEK 5	Primum non nocere	Ceramics Assign 2nd Lesson Plan (painting) Student Directed Art

THURSDAY WEEK 5	Police Officer vs. Professor	Ceramics Ken robinson interview Due: Lesson Plan Ideas (Assess Lesson Plan Ideas for Creativity) Student Directed Art
TUESDAY WEEK 6	Rubrics	Ceramics Student Directed Art
THURSDAY WEEK 6		Finish Ceramics Ceramics Due: Lesson Plan Peer Review Student Directed Art
TUESDAY WEEK 7	Standardized Test from West VA Standardized test from West VA	Color Theory/Color Wheel (beachball) Student Directed Art
THURSDAY WEEK 7	Good Stuff for Art Teaching!	Classroom Management 2nd Lesson Plan Due on D2L Student Directed Art
TUESDAY WEEK 8	Reference Guide for Student Teachers	Student Directed Art
THURSDAY WEEK 8	Teaching Gritty	Assign: 3rd Lesson Plan Student Directed Art
TUESDAY WEEK 9	Mistakes (short version)	Student Directed Art
THURSDAY WEEK 9		Due: Lesson Plan Ideas (Assess Lesson Plan Ideas for Creativity) Student Directed Art
TUESDAY WEEK 10	Insects . . . paint background. Science facts about bug	Student Directed Art
THURSDAY WEEK 10	Haberman Training (NEW)	Due: Lesson Plan Peer Review Student Directed Art
TUESDAY WEEK 11	What is Art?	Student Directed Art
THURSDAY WEEK 11	Teachers don't teach they transform	3rd Lesson Plan Due on D2L Student Directed Art
TUESDAY WEEK 12	Sir Ken Robinson Revisited	Student Directed Art
THURSDAY WEEK 12		Student Directed Art
TUESDAY WEEK 13	Rubrics revisited	Student Directed Art
THURSDAY WEEK 13	Thanksgiving	Thanksgiving Student Directed Art

TUESDAY WEEK 14		I Wish My Teacher Knew! Student Directed Art
THURSDAY WEEK 14		Student Directed Art
TUESDAY WEEK 15		Turn in Final Project/10 Lesson Ideas/ Final Lesson Plan Due
THURSDAY WEEK 15		Assign Portfolio Assessment Questionnaire ANY UNFINISHED ASSIGNMENTS