

**Midwestern State University**  
**ART 4403: FOUNDATIONS II**  
(Spring 2024)

Steve Hilton  
9:30 am – 12:20 pm Tuesday - Thursday  
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(940) 397-4270 office  
Design Studio/C110

Office Hours - C119 or by Appointment:  
1:00 PM to 2:30 PM, Monday  
10:00 AM to 12:00 PM, Wednesday  
10:00 AM to 12:00 PM, Friday

**Campus police: (940) 397-4239**  
**emergency occurs)**

**9-911 (call if any**

**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
- understand how the visual arts shape and reflect history, society, and culture
- recognize and analyze similarities and differences among artworks from various cultures from ancient times through the present.
- recognize and analyze distinguishing characteristics of works of art from Africa, Asia, and the Middle East from ancient times through the present.
- recognize and analyze distinguishing characteristics of works of art from Australia, Oceania, Central America and South America from ancient times through the present.
- recognize and analyze distinguishing characteristics of works of art from Europe from ancient times through the present.

- recognize and analyze distinguishing characteristics of works of art from North America from ancient times through the present.
- understand the skills and knowledge that contribute to visual perception
- understand the skills and knowledge that contribute to visual literacy
- understand the basic principles of analysis, interpretation, and critique of works of art from various eras and cultures
- understand the selection and use of curricula and instructional strategies for art education
- understand lessons and activities that develop the thinking skills students need to create, evaluate and appreciate artworks
- understand lessons and activities that develop the productive skills students need to create artworks
- understand reading and study strategies that contribute to learning in the visual arts
- understand the basic principles and approaches for assessment in art education
- understand career choices, avocations and professional development available in the visual arts

### **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 4<sup>th</sup> absence, a 90% will become an 80%
- Example: after your 4<sup>th</sup> absence and 3<sup>rd</sup> 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. Craftpersonship
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 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.

**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	May 2 (the last class of the semester)
Deadline to apply for graduation May Graduates	?
Drop with a W	?

\*\* 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  Get info for all students observation choices	<b>Due: Objectives for the Class</b> <b>Due: Goal Statement for the Class</b>  What do you want to learn?  <b>Due: Lesson Plan Ideas</b>
THURSDAY WEEK 1		<b>Alissa’s BitMoji (LINE)</b>

TUESDAY WEEK 2	Planning the Year (Wichita Falls) Google Classroom/Cert Mental health day . . . pass for the day? Bitmoji Website	<a href="#"><u>Classroom Management</u></a> Lesson ideas???
THURSDAY WEEK 2		Due Lesson ideas
TUESDAY WEEK 3	Observation Log in Process (portal)	
THURSDAY WEEK 3	Lesson Planning Revisited Haberman (Star Teachers) Interviews Resume Intro Teaching Portfolio	“I don’t know how to draw a circle” Assign Art room hacks? Assign first Lesson Plan <a href="#"><u>Objective Tips</u></a>
TUESDAY WEEK 4	<b>Due Lesson plan draft</b> Art image resources Assign MISL: Part I (unit plan)	Reference the Social contract . . . daily . . . positive feedback
THURSDAY WEEK 4	National Arts in education week Assessment/Rubrics Resume Revisited	Due: First lesson
TUESDAY WEEK 5	Alissa’s Classroom <b>Art teaching hacks pinterest board or url</b> Assign 2 <sup>nd</sup> Lesson Plan (any media)	<b>48 minute art lesson</b> <a href="#"><u>Discuss Tate Project</u></a> Due: draft Resume Due
THURSDAY WEEK 5	<a href="#"><u>Reference Guide</u></a> <a href="#"><u>First Year Art Plan</u></a> arts and humanities zoom 10:30	Due: Second Lesson Plan Kristen teaching (swivel) Assign MISL part I “I hate Painting” Grace: Museum

TUESDAY WEEK 6	Assign Artist Statement Zoom Alissa and Dana into class!! <a href="#">Student Teaching Handbook</a> I can't draw an ice cream scoop (fits) Cuts the scoop wrong. Destroys art. In hall	<a href="#">Technology hacks</a> <b>Due: draft Resume Due</b>
THURSDAY WEEK 6	Student Taught Lesson (Kristen) <a href="#">The Met (Sarah?)</a> <a href="#">Getty Images</a> <a href="#">Chicago Art Institute</a> <a href="#">QuickDraw</a> <a href="#">Frightning conclusion</a> Observations?? <a href="#">Teaching Philosophy</a> Assign Third lesson Plan (3D Lesson)	<b>Due: 3<sup>rd</sup> Lesson Plan (3D lesson)</b> <a href="#">BBC Arts and Artist</a> <a href="#">BBC Teach</a> Google pretest Assign MISL: Part II <a href="#">LandfillHarmonic</a>
TUESDAY WEEK 7	Student Taught Lesson Blue is blue . . . I could stay in my lane and teach art? Sight words! Lesson plan – quizzes and homework	<b>MISL: Due</b> <a href="#">Technology Standards</a> <b>Don't throw away markers/gluesticks</b>
THURSDAY WEEK 7	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
TUESDAY WEEK 8	<a href="#">TExES</a> Assign MISL: Part II Student Taught Lesson Sarah B	<b>Due: Teaching Philosophy</b> <a href="#">Differentiated Instruction</a> Marc's visit
THURSDAY WEEK 8	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Artist statement due</b>
TUESDAY WEEK 9	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b> <b>Due: Teaching Philosophy</b>
THURSDAY WEEK 9	Morgan Liz Sarah	Artist Statement due <a href="#">Texas College and Career Rediness Standard</a> <a href="#">High Reliable Schools</a> <a href="#">Due MISL: Part II (change)</a>
TUESDAY WEEK 10	<b>Observations</b> Meet at Museum	<b>Observations</b>

THURSDAY WEEK 10	Assign MISL: Part III Liz Morgan Wire Sculpture/Paper Mache Printmaking With Linoleum	<b>Due: MISL: Part III (peer review)</b> <b>Observations Due: MISL: Part II</b> Career Planning Office <b>Due: MISL: Part III Final</b> Wire Sculpture/Paper Mache Workday
TUESDAY WEEK 11	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
THURSDAY WEEK 11	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
TUESDAY WEEK 12	Chloe Sapphire	<b>Meet at Museum</b>
THURSDAY WEEK 12	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
TUESDAY WEEK 13	Zoom meeting	<a href="#"><u>Classroom management</u></a>
THURSDAY WEEK 13	<b>Last day of Face to Face Classes</b>	
TUESDAY WEEK 14	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
THURSDAY WEEK 14	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
TUESDAY WEEK 15		<b>Due: Student Image Collection</b>
THURSDAY WEEK 15	<b>NO CLASS</b> <b>Observations</b>	<b>NO CLASS</b> <b>Observations</b>
TUESDAY	<b>LAST DAY OF CLASS</b>	<b>Due: Teaching Portfolio</b>