Art 490
Art Development II
Stephen F. Austin State University

Spring 2020 | Room 130A School of Art
Tuesday & Thursday 2 - 4:40 p.m.

Instructor: Dr. Maggie Leysath
Office Hours: Monday & Wednesday
Tuesday and Thursday 9am – 11am & by appointment
Office: 123R Art Building
Mailbox: 101 Art Building

Please e-mail me at: leysathmn@sfasu.edu using your SFA email

Catalogue Course Description: 490. Art Development II – three semester hours. Developing multiple approaches to art education curriculum design and assessment. Prerequisites: art 100, 110.

This course is the study of art education curriculum design and assessment. Students will examine multiple theoretical and practical approaches to teaching and learning art. Includes study of contemporary theories of art education and how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

The major topics of the course include:
  a. Finding your artistic voice as an arts educator
  b. Application of art making materials in a K-6 environment
  c. Multicultural Art
  d. The relevance of contemporary art and popular visual culture in art education

Program Learning Outcomes related to Texas SBEC Standards:

1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;
1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;
1.3k the meaning of and terminology for the elements of art and the relationships among elements of art;
1.4k the meaning of and terminology for the principles of art and the relationships among principles of art;
1.7k how critical thinking and creative problem solving are applied in perceiving artworks.

1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
1.2s use the terminology for art elements and principles in exploring artistic perception;
1.3s analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;
1.4s construct art lessons that foster creative thinking and problem solving;
1.5s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;
1.6s plan lessons that help students use art to explore, express, and reflect upon their perceptions;
1.11s develop ideas from direct observation, imagination, and personal experience.
2.1k the characteristics of various two- and three-dimensional forms of art;
2.2k the qualities and uses of the various media used to produce artworks;
2.4k techniques used to produce artworks in various media, incl: drawing, painting, printmaking, construction, ceramics, and electronic
2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;
2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media.

2.1s demonstrate and instruct students in techniques used to create various forms of art, including drawing, painting, printmaking, construction, ceramics, and electronic media;
2.7s demonstrate the safe and appropriate use of art materials/equipment.
2.11s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art.

3.1k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;
3.2k the characteristics of art of various historical periods;
3.3k why cultures create and use art;
3.4k the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures;
3.8k the effects that political, economic, and cultural conditions may have on a society’s art;

3.2s compare and contrast the reasons why different cultures create and use art;
3.9s assist students in developing an appreciation for art of the past and present and of cultures different from their own
3.10s assist students in developing an appreciation for the value and roles of art in U.S. society;
3.12s examine the use of art of other cultures and periods as a source of inspiration in the creation of artworks.

4.2k criteria that are used to evaluate student works of art.
4.4k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
4.5k how cultural context applies in the interpretation and evaluation of a work of art;
4.6k multiple models for critiquing one’s own artworks and those of others.

4.1s assist students in developing the age-appropriate skills necessary for appreciation of art; and
4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.
4.4s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks;
4.5s interpret the content or meaning of art, both representational and abstract;

5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art;
5.2k how to plan, implement, and evaluate instruction in art;
5.3k various curriculum models for art;
5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art;
5.9k methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and
5.10k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

5.1s evaluate and assess curricula and instruction in art;
Student Learning Outcomes:
1. Students will learn to conceive and create art lessons
2. Students will demonstrate ability to read and respond to current texts relating to art educational issues in the elementary school through class discussions and lesson and unit development
3. Students will create artworks that explore elementary classroom art methods
4. Students will extend their understanding of course concepts by responding to artworks by contemporary artists and developing age appropriate lesson ideas in relation to the artists’ ideas
5. Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course

Required Texts:
1. All readings will be posted to D2L website for this course or provided in class.

Course Requirements
Reading:
All students are expected to have completed all reading assignments for the day that they are due. Class participation in discussions of the readings is required and worksheets and/or quizzes may be used to test reading comprehension.

Presentation:
Students will present their work from most projects to the class in discussion/sharing sessions.

Important Student Responsibilities & Course Policies

1. D2L All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Some projects will be submitted via D2L. EVERY submission to the D2L Dropbox generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS! If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.

2. Attendance Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. For each absence after three, students will lose 5 percentage points from their final course grade. A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three excused absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should make contact with the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of illness or emergency will be required!
3. **Tardiness:** attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

4. **Perfect Attendance:** Students who are in class and sign the roll every day will receive an additional 5 percentage points added to their course grade.

5. **Guidelines for Class Discussions:** Students are expected and encouraged to share ideas and thoughts in an open forum in the class discussions. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

6. **Late Assignments:** Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date. Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically can be handed in at the beginning of class on scheduled class days, or during office hours.

7. **Email:** Email is used as a means of communicating with students about the course. Email will be sent through D2L. It is the student’s responsibility to check D2L email or forward emails to an account that he/she checks regularly.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the
academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Assessment Criteria: Assignments in this course are evaluated using the following criteria:

The following criteria will be used to grade your written work:

a. The clarity of your writing—its legibility, grammar and punctuation
b. How completely you fulfilled the intent of the assignment

The following criteria will be used to grade your studio work:

a. Experimentation: Did you challenge yourself by experimenting with materials and ideas?
b. Effort: Does your project reflect consistent effort and attention to assignment details?
c. Connection: Does your artwork/project correspond with the ideas the project explores?
d. Quality of Craftsmanship: Is your work presented and constructed neatly?
e. Sketchbook assignments should meet the following requirements:
   i. Fills the page
   ii. Is colored or shaded
   iii. Is detailed in expression

Grade Distribution

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>TEKS and DBAE Art I Unit Plan and Presentation</td>
<td>25%</td>
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<tr>
<td>Boys and Girls Club Lesson</td>
<td>15%</td>
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<tr>
<td>BGC Presentation and Collaboration</td>
<td>15%</td>
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<tr>
<td>Final Video Lesson</td>
<td>20%</td>
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<td>Sketchbook &amp; Reflections</td>
<td>20%</td>
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<tr>
<td>Art EC-12 Test Prep</td>
<td>5%</td>
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<td>Total</td>
<td>100%</td>
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Grade Scale:
A  100-90%
B  90-80%
C  79-70%
D  69-60%
F  59-0%
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<thead>
<tr>
<th>Week</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Teamwork – balloon tower challenge</strong></td>
<td><strong>DBAE &amp; TEKS</strong></td>
<td><strong>Cave art PowerPoint with video</strong></td>
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<td><strong>Outline of course</strong></td>
<td><strong>Glance at Art National Standards</strong></td>
<td><strong>Groups – cave art with music</strong></td>
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<td><strong>Discussion of learning theory, brain research and modeling</strong></td>
<td><strong>First Assignment: cave art unit – DBAE for high school Art I</strong></td>
<td><strong>Complete cave art project</strong></td>
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<td><strong>1. Sketchbook: Illustration of notes from Brain Research lecture</strong></td>
<td><strong>2. Sketchbook: One complete “cave” drawing from group cave art</strong></td>
<td><strong>Eisner article – assign reading</strong></td>
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<td><strong>Day Two: DBAE and TEKS</strong></td>
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<td><strong>3. Sketchbook: Illustrated notes from Eisner article</strong></td>
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<td><strong>Day Three: Cave art PowerPoint with video</strong></td>
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<td><strong>Discus Eisner article</strong></td>
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<td><strong>Work Day</strong></td>
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<td><strong>Day Two: Work Day</strong></td>
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<td><strong>Dobbs’ DBAE Article</strong></td>
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<td>**Day Three: **</td>
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<td><strong>Introduction to TEKS, DBAE – a compare and Contrast</strong></td>
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<td><strong>Group Storytelling</strong></td>
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<td>Week 2</td>
<td><strong>Introduction to TEKS, DBAE – a compare and Contrast</strong></td>
<td><strong>DBAE article</strong></td>
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<td><strong>Day Two: Introduction to TEKS, DBAE – a compare and Contrast</strong></td>
<td><strong>Introduction to the Unit creation Project</strong></td>
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<td><strong>Day Three:</strong></td>
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<td><strong>Introduction to Boys &amp; Girls Project</strong></td>
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<td>Week 3</td>
<td><strong>Guest Speaker from the Office of Multicultural Affairs</strong></td>
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<td><strong>Day Two: Guest Speaker and/or unit presentations</strong></td>
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<td><strong>Day Three: Guest Speaker and/or unit presentations</strong></td>
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<td>Week 4</td>
<td><strong>Day One: Discussion Dobbs article</strong></td>
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<td><strong>Work Day – Unit Creation Project</strong></td>
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<td><strong>Day Two: Work Day – Unit Creation Project</strong></td>
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<td>Week 5</td>
<td><strong>Ruby Payne Test</strong></td>
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<td><strong>Day Two: Reflections on Ruby Payne Test</strong></td>
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<td>Week 6</td>
<td><strong>Day One:</strong> <strong>Unit Presentation</strong></td>
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<td><strong>Introduction to Boys &amp; Girls Project</strong></td>
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**Day Two:**
Sign up for BGC days
Lesson planning for BGC – groups of three

5. *Sketchbook:* Two pages of sketches for BGC lesson

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**Week 8**

**Day one:**
Article “Inviting All Students to Learn”

6. *Sketchbook:* Visual Notes for “Inviting” article

**Day Two:**
Work Day
BGC Program Recommendations Project including Public Mural/Sculpture – Diversity

7. *Sketchbook:* three – five pages of sketches for the public art

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**Week 9**

**All Week:**
Complete BGC program recommendation and public art project

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**Week 10**

**Day One:**
Guest Speaker and/or work day
“The Problem We *Still* Live With” by Barbara C. Cruz

8. *Sketchbook:* Visual Notes for Cruz article

**Day Two:**
Guest Speaker and/or work day

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**Week 11**

**Day One:**
Public Art Completion – group artist statement
Presentations

**Day Two:**
Presentations

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**Week 12**

**Day One:**
Waldorf Philosophy
Introduction to the Final Project – Videoed Lesson Plan – include DBAE, TEKS, National Art Standards, Diversity, and Waldorf ideas.
Monica Shank article

9. *Sketchbook:* Visual Notes from Shank article

**Day Two:**
Waldorf Philosophy, Payne, and Privilege
Work Day

10. *Sketchbook:* Compare and contrast (two facing pages) Waldorf and DBAE

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**Week 13**

**Day One:**
Competency practice exam
Work Day

**Day Two:**
Work Day

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**Week 14**

**Day One:**
Work Day

**Day Two:**
Work Day / Presentations

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**Week 15**

Video Presentations

Finals

Video Presentations