

**ARTE 3307-003 CRN #22635 Introduction to Art Education (Online)  
Spring , 2020**

**Instructor: Dave McIntyre**

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**\*You may contact me through my UTEP webmail address or through the course Blackboard Mail if you have any questions or concerns.**

### **COURSE INSTRUCTOR**

**Your instructor for Introduction to Art Education ARTE 3307, Mr. Dave McIntyre, has taught art education at UTEP for 33 years. He was an adjunct instructor for 20 years and has been Senior Lecturer in Art Education at UTEP for 13 years. He holds a BFA in Painting from the University of Tulsa, a M. Ed. in Art Education and a certificate in Educational Administration from UTEP. Prior to teaching at UTEP he was the Visual Arts Facilitator for the El Paso Independent School District for 21 years. Mr. McIntyre has exhibited paintings throughout the Southwest in numerous juried and group exhibitions. Dave was awarded the University of Texas Regents Outstanding Teaching Award in 2013 and also became a Distinguished Teaching Professor with induction into the UTEP Academy of Distinguished Teachers in 2019.**

### **COURSE OVERVIEW AND DESCRIPTION**

**Art Education 3307 is a 16 week online course that involves hands-on applications of curriculum activities in art education with a special emphasis on art lessons that teach the elements and principles of art within the art classroom. The importance and role of the visual arts in the public school curriculum will be stressed. Students will create a portfolio of activities and lesson plans particular to the elementary, middle and high school art classroom.**

### **COURSE PREREQUISITES**

**This is a junior level course.**

### **COURSE GOALS**

- Students will become familiar with the teaching methods, language and vocabulary of art education in public schools in Texas.**
- Students will be introduced to the Elements of Art and the Principles of Design as they are applied in art education.**
- Utilizing the Madeline Hunter lesson planning format students will develop a series of visual art lesson plans and projects that will become the visual arts portfolio for the course.**

### **COURSE OBJECTIVES**

- Review of general concepts of art education:**
  - 1. Elements of Art and Principles of Design related to Art Education**

2. **Review of National Visual Arts Standards and Texas Essential Knowledge and Skills benchmarks**
  3. **Development of grade level appropriate art vocabulary**
- **Design of specific lesson planning in elementary, middle and high school art education**
    1. **Introduction of specific lesson cycle components**
    2. **Review sample elementary, middle and high school visual art lesson plans**
  - **Art history, interdisciplinary and multicultural applications of visual arts**
    1. **Introduction of general, broad historical styles of art**
    2. **Create interdisciplinary connections of visual arts to the core subjects of math, science, social studies and language arts**
    3. **Create multicultural connections through visual arts to other cultures**
  - **Elements of Art: Line, Shape, Form, Color, Value, Texture, Space applied to the art curriculum**
    1. **Review a variety of hands on lesson examples that identify the applications of the Elements of Art**
    2. **Produce a lesson plan specific to each Element of Art**
  - **Principles of Design: Balance, Movement, Rhythm, Contrast, Emphasis, Pattern, Unity applied to the art curriculum**
    1. **Review a variety of hands on lesson examples that identify the applications of the Principles of Design**
    2. **Produce a lesson plan specific to each Principle of Design**
  - **Lesson Plan/Art Example Production: Creation of a variety of art lesson plans and project examples reflecting the Elements of Art and Principles of Design in the art curriculum**
    1. **Balanced 2 dimensional and 3 dimensional project examples**
    2. **Comprehensive introduction to grade level appropriate methods and available materials**

#### **REQUIRED ASSIGNMENTS**

- **Participate in the Online Discussions on 1. Visual Art Learning Benchmarks, 2. The Madeline Hunter Lesson Model, 3. Interdisciplinary Teaching in Art, and 4. Art History and Multiculturalism in Art**
- **Participate in the Online Class Critique of Student Artworks**
- **Develop a complete lesson Powerpoint portfolio of 10 hands-on lessons with accompanying written lesson plans.**

## **DOCUMENTATION OF ASSIGNMENTS, SOFTWARE, AND DIGITAL REQUIREMENTS**

**Along with Internet and Blackboard access you will need to have access to a smart phone with a camera, or a digital camera that you can use to upload lesson project images as you complete the assignments. Each lesson project will require a written lesson plan accompanied by at least two images of your project example for the lesson. Individual lesson assignments can be created in a Word document. You may submit in word or a pdf document. Your final end of semester portfolio with photos and lesson plans should be submitted in a Powerpoint slide presentation file. You may find it helpful to have a dedicated USB drive to save your course work on as you complete assignments.**

## **TECHNICAL SUPPORT**

**If you have any Blackboard or technical issues with this course you may contact the UTEP Help Desk at 747-4357 or email [Helpdesk@utep.edu](mailto:Helpdesk@utep.edu). or contact the Technology Support Center.**

## **REQUIRED ART MATERIALS LIST**

**Please feel free to use any materials that you may already have before buying new art supplies for the course. You may also supplement this supply list with other materials that you think will be useful in your hands on project making.**

- **Pencils: #5 drawing, Laddie Blue Primary, drawing B, HB and H (you are not required to buy drawing or Laddie pencils. But they are excellent choices for drawing activities)**
- **Black Marker**
- **Set of colored drawing pencils or map pencils**
- **Set of colored markers**
- **Set of inexpensive pan water colors or acrylic paints**
- **Small #7 paint brush (do not buy expensive brushes)**
- **Flat ½” or 1” paint brush (house trim brush will do)**
- **Small package of colored construction paper or cover stock (9” x 12”)**
- **Drawing pad (9” x 12” or larger). The paper should be a heavy white paper**
- **Small bottle of Elmer’s or any white glue**
- **Scissors**
- **Gum eraser**
- **Ruler**
- **X-acto or hobby knife**

## **GRADING AND EVALUATION**

**The course will be graded with a weighted grading system with the following grade values:**

**Written lesson plans 40% of overall course grade**

**Lesson artwork samples 40% of overall course grade**

**Discussion Participation and Final Portfolio 20% of overall course grade**

**COURSE POLICIES**

- **Assignments will be made on Monday a.m. Students will have until the following Sunday, 11:00 p.m. to complete the assignment and upload their lesson plan and digital photos of hands-on projects. It is reasonable to assume that you will spend around 3 -4 hours per week completing your assignment. Completed assignments posted after the Sunday deadline will be accepted but will have 1 grade point subtracted from the assignment grade.**
- **WHEN SUBMITTING YOUR LESSON PLANS AND DIGITAL PHOTOS LABEL THEM WITH THIS FORMAT:  
Your Name, Lesson #1... ARTE 3307-003, Spring, 2020**
- **When class discussions are assigned students are expected to participate with at least one posting concerning the topic and two comments to fellow students about their postings. All online comments and posts will be respectful and courteous to all fellow students. Any critical analysis of other student works should be constructive and not judgmental.**

**CALENDAR**

- Week 1. Introduction to state and national benchmarks for Visual Arts (TEKS – Texas Essential Knowledge and Skills, NVAS – National Visual Arts Standards) and Discipline Based Art Education (DBAE)**
- Online Discussion Topic: List the basic standards for visual arts in the TEKS. List the basic standards for the NVAS. How they are different from one another?**
- Week 2. Overview of the Elements of Art and Principles of Design (view the YouTube link to “The 7 Elements of Art” by Susanna Jones and the YouTube link to “The Principles of Design” by Meredith Steele)**
- Week 3. Madeleine Hunter Teaching Lesson Model adapted for Art Education (with sample lesson plans)**
- Week 4. Lesson #1 Line: Hands on lesson for Line Charts and Line Composition**
- Week 5. Lesson #2 Line and Value: Line Value Chart and Composition**
- Week 6. Lesson #3 Shape and Balance: 2 Dimensional Geometric Shape Compositions**

- Week 7. Lesson #4 Form and Space: 3 Dimensional Geometric Form Sculpture Composition
- Week 8. Overview and Online Discussion Topic: What is the importance of Interdisciplinary Applications of Visual Art in core subjects?
- Week 9. Lesson #5 Color: Twelve Segment Color Wheel  
Lesson #6 Values Tints and Shades: Monochromatic Value Composition
- Week 10. Lesson #7 Texture: Texture Charts and Composition
- Week 11. Online Critique of student examples of line, shape, color, value and texture (respond to at least two student posted artworks. Were they successful in their use of the elements?)
- Week 12. Lesson #8 Rhythm and Movement: Rhythm and Movement Composition
- Week 13. Lesson #9 Pattern and Contrast: A Visual Contrast Chart and Patterned Border
- Week 14. Lesson #10 Unity and Emphasis: Matisse Cutouts
- Week 15. Overview and Online Discussion Topic: The use of Art History and Multiculturalism in the art education lesson plan
- Week 16. Final Portfolio Submission to include individual lesson plans for each element and principle with at least 2 accompanying jpeg. Digital photos for each lesson plan project example. The final portfolio will be presented in a Powerpoint Presentation format.

#### **PLAGIARISM/ACADEMIC DISHONESTY STATEMENT**

**Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.5**

## ACCOMMODATIONS STATEMENT

**I will make any reasonable accommodations for students with limitations due to special needs. Please contact me personally within the first two weeks of class, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:**

**<http://sa.utep.edu/cass/>**

**Phone: (915) 747-5148 voice or TTY**

**Fax: (915) 747-8712**

**E-Mail: [cass@utep.edu](mailto:cass@utep.edu)**

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