

ARTE 5301-001 CRN #28561 Spring, 2020
Current Trends in Art Education Online
Instructor: Dave McIntyre
E-Mail: amcintyre2@utep.edu

COURSE INSTRUCTOR

Your instructor for Current Trends in Art Education ARTE 5301, 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 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. In 2013 Mr. McIntyre was awarded the University of Texas Regents Outstanding Teaching Award. In 2019 Mr. McIntyre was inducted into the UTEP Academy of Distinguished Teachers. 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.

COURSE OVERVIEW AND DESCRIPTION

Art Education 5301 (Current Trends in Art Education) is a 10 week online graduate course that involves research in the literature, trends and publications of art education with a special emphasis on the discussion and exchange of ideas concerning the new strategies and existing problems within public art education today. The importance and role of the visual arts in the public school curriculum will be stressed through selected readings, visuals and discussion. Students will be expected to participate in, bring ideas and issues to the discussion, and raise questions that will be fully investigated by the peer group. Students will research and submit a variety of written projects concerning several assigned art education issues during the semester.

COURSE PREREQUISITES

Students must hold an undergraduate degree in art, art education or an education related field. Students must complete successful application to the University of Texas at El Paso Graduate Studies program. Students may apply to and pursue the Master of Arts in Interdisciplinary Studies graduate program with an emphasis in Art Education with the sequential graduate art education coursework offered through the Department of Art. Students in the Master of Education Instructional Specialist degree program may also utilize the course in their degree pursuit.

COURSE GOALS

- Art Education 5301 students will benefit from strict research and writing on specific topics in art education.**

- **Art Education 5301 students will benefit from rigorous dialogue and discussion on a variety of art education issues and topics within a group of their peers.**
- **Students will become familiar with the current language and vocabulary of art education in public schools, publications, texts and research of today.**

COURSE OUTCOMES

- **Art Education 5301 students will complete their first component of the graduate art education course block in pursuit of the Master of Arts in Interdisciplinary Studies with an Art Education emphasis.**
- **Students will interact with peers in discussion of the pertinent art education topics of public education, the laws and trends of art education curriculum that they are involved in and affected by.**
- **Students will be familiarized with the pertinent topics of art education and its components through discussion, research and writing.**

REQUIRED ASSIGNMENTS

- **Submit a short paper on the importance of the visual arts in learning**
- **Participate in the Online Discussion on DBAS, TEKS and NVAS**
- **Submit a short paper on DBAE, TEKS, and NVAS**
- **Submit lesson plan examples for creative two dimensional and three dimensional classroom art projects.**
- **Participate in the Online Discussion on Visual Art Classroom Management**
- **Participate in the Online Discussion on Technology in the Art Room**
- **Submit a short paper on Multiculturalism, Technology or Interdisciplinary Applications in the Art Room**
- **Participate in the Online Discussion on Multiple Intelligence Learning**
- **Develop a Powerpoint or Prezi Technology Presentation of the art education project or curriculum issue that will become your term paper.**
- **Submit a fully developed paper, with bibliography and sources concerning one of the issues listed in the course syllabus.**

GRADING AND EVALUATION

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

Short paper 10%
Short paper 10%
Short paper 10%
Power Point presentation: 20%
Online Discussion Participation: 20%
Term paper: 30%

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 project images if they will be helpful to your submissions. Your assignments should be submitted in a pdf document. You should have access to a Powerpoint application in order to submit your technology presentation. 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. or contact the Technology Support Center.

COURSE POLICIES

- Assignments will be made on Monday a.m. Students will have until the following Sunday, 12:00 p.m. to complete the assignment and upload their projects. It is reasonable to assume that you will spend around 4-6 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 WRITTEN ASSIGNMENTS AND ANY DIGITAL PHOTOS OR ATTACHMENTS LABEL THEM WITH THIS FORMAT:**
Your Name, Assignment #..., ARTE 5301, 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 comments or work should be constructive and not judgmental.

CALENDAR

Week 1. The Importance of Learning in a Visual Age...

- Read the NAEA Publication Learning in a Visual Age
- Read S.T.E.M.
- Read S.T.E.A.M.
- Read Adding Arts to STEM
- View the TED Talk by Jarod Krosoczka

Short Paper on the importance of visual arts as part of the core curriculum - 2 pages

Week 2. Introduction to State and National Benchmarks for Visual Arts

- Review TEKS – Texas Essential Knowledge and Skills
- Review NVAS – National Visual Arts Standards
- Review Adapting the National Visual Arts Standards
- Review Discipline Based Art Education (DBAE)

Online Discussion Topic: Describe the four elements of Discipline Based Art Education. 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 3. Short Paper on DBAE, NVAS and TEKS for Art (3-5 pages on their background, history, and impact)

Week 4. The Importance of Creative Two Dimensional and Three Dimensional Lesson Planning

- Review the Madeline Hunter Lesson Plan Model (adapted for Visual Arts)
- Review the sample Lesson Plan format
- View the TED Talk by Brian Dettmer on Altered Books
- View the YouTube The One Day Perfect Lesson video from The Art of Education
- Review the sample lesson plan on Altered Book Sculptures
- Review the sample lesson plan on Oil Pastel Nature Drawing

Research, develop and provide copies of your own creative visual and lesson plan examples of 2 and 3 D Lessons in two grade level areas: Elementary or middle and high school. This will be a total of 4 lesson examples: two 2 dimensional and two 3 dimensional. You may use lessons that you have developed previously if you consider them effective and creatively challenging.

Week 5. Classroom Management in the Art Room

- Review the article Stepping Stones
- Review the article on Preparing Teaching Environments for Art
- Review the article on Maintaining Learner Attention
- Review the article 50 Classroom Management Ideas
- Review the article Classroom Management Youth In Arts

Online Discussion on the importance of classroom management in the art room. What are the particular characteristics of good classroom management in an art studio setting?

Week 6. Technology in the Art Room

- Review the article Technology in The Art Room
- Review the article Technologies in the Art Classroom

Online discussion on new and traditional technologies in the art room. Compare traditional technologies to new technologies. Is one more important than the other?

Week 7. Interdisciplinary and Multicultural Applications in Visual Arts

- Review the article Multiculturalism
- Review the article Multicultural and Art Education
- Review the article Creatively Teaching Multicultural Art
- Review the article Creating Quality Interdisciplinary and Integrated Art Programs
- View the video An Interdisciplinary Art Education by Heather Ujiie

Short Paper on the role of Multiculturalism, Technology and Interdisciplinary Applications in Art (3-5 pages on their background, history, and impact)

Week 8. Multiple Intelligences in Visual Art Learning

- Review the article on Multiple Intelligences in the Art Room
- Review the Lazear article on The Cognitive Domains of the Eight Intelligences

Online discussion of the 7 multiple intelligences. How does multiple intelligence affect your teaching style? Which of the intelligences are most evident in the art classroom?

Week 9. Submit a Powerpoint or Prezi Presentation of your proposed final term paper. The presentation should be a minimum of 10 slides with accompanying dialogue.

Week 10. Submit term paper on your selected Current Trend in Art Education topic. Choose from the list within the syllabus. The paper should be at least 20 pages, with references, APA style. This submission should be posted as a pdf file. You may include visual files within your paper. Be sure to include any pertinent attachments that you wish to be considered as part of your paper.

TERM PAPER TOPICS:

Projects will be developed in a detailed and rigorous manner. Students will be required to document and/or present all components, events and details of the project in a sequential format. Students will submit a written proposal of projects prior to initiation. Choose from the following topics:

- Discipline Based Art Education Applications in All Levels Art Curriculum

- **Discuss the Importance of Visual Learning and Art Education in the public school curriculum**
- **Student Behavior and Strategies for Change and Modification in the Art Room**
- **Teaching Students with Special Needs (Classroom Techniques for Handicapped Students)**
- **Teaching Art History and Aesthetics (in elementary, middle and high school classroom settings)**
- **Utilizing Digital Technology strategies in the art studio classroom.**
- **Research how Multiple Intelligence Learning can effect the teaching of art education.**
- **Design a special student curriculum that involves a balance of two and three dimensional lesson projects. Discuss the importance of emphasizing both areas of design in visual arts education.**
- **Teaching Interdisciplinary Art Applications and Multiculturalism in the Art Room.**

You may choose another topic to research and write on for your term paper. However you must clear any topic with me prior to beginning your research.

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**

Contents Copyright 2020 by Dave McIntyre and the University of Texas at El Paso