

University of Texas at El Paso
Art Education 3337: Projects and Practices in Art Education
Fall 2018*

Course Information

Course Title: Projects and Practices in Art Education
Course prefix and number: ARTE 3337
Meeting Time: Monday 4:30 – 7:20pm
Location: Fox Fine Arts Building, Room A463

Instructor Information

Course Instructor: Dr. Heather Kaplan
Email: hgkaplan@utep.edu
Office hours: Tuesday and Thursday 1:30 – 2:30 and by appointment
Office location: Fox Fine Arts Building, Room A455A

Instructor Introduction

I am a researcher, artist, and art educator. I completed my doctorate in art education from the Ohio State University. In addition to my Ph. D., I hold a MS and BS in art education and a BFA in art with concentration in ceramics from the Pennsylvania State University. I have taught in schools, museums, and community education, and my teaching experience spans from toddlers to senior citizens.

Course Description

This course serves as the second class in the art education minor as well as an upper division elective in the college of liberal arts. Students enrolled in the course will consider contemporary issues, ideas, and making as they apply to art education. Students who are not intended for a career in art education will be expected to engage the class as if they were invested in the field and career. During this class students will grapple with questions of art and art education while working on hands on projects, developing lessons and researching curriculum and pedagogy in the visual arts.

Course Prerequisites

There are no official prerequisites for this class. It is recommended that students who intend to enroll in the art education minor complete ARTE 3307 prior to this class.

Course Goals and Objectives

1. To cultivate an understanding of different curricular approaches to art education and visual culture in schools and other cultural institutions.
2. To develop visual communication skills using visual and verbal language.

3. To conceive and create visual arts curriculum through basic lesson planning strategies.
4. To explore artistic, dialogic, democratic, and inquiry-based methods of creating and learning in the visual arts.

Course Outcomes

1. Students will be able to identify, compare, and implement various art education and visual cultural curriculums.
2. Students will exhibit proficiency in visual languages through verbal and visual competency.
3. Students will create implementable and original visual arts lesson plans.
4. Students will discuss, explore, and create original ideas, art works, and curriculum relevant to visual arts.

General Course Requirements

Modeling professionalism:

You are expected to maintain professional conduct at all times in the class and out in the schools and community. This includes being on time to class meetings and site visits as well as appointments. Respect for all members of the class is expected. Please allow for individual differences and opinions.

Attendance:

Regular class attendance is expected. For each absence after the second (2) absence your grade will be lowered one letter grade (A to B). Three (3) incidents of tardiness or leaving class early equals one absence.

Cleanup and Participation:

Cleanup and active participation are important parts of any studio or art-based environment. As such, it is an expectation that you will contribute to the overall cleanliness of the class and will be stewards of your environment and community. Furthermore, as a member of the community, the responsibility of stewardship extends to the wellbeing of all members and includes caring for the space and people in it. You will be expected to share your work while contributing to an atmosphere where others may share and participate in turn. Should these issues become problematic, the instructor reserves the right to deduct a letter grade from the final grade calculation for non-compliance in clean up and/or participation.

Missed Assignments:

It is the responsibility of the student to be in class in order to complete course work. Should you miss class it is your responsibility to complete the work missed or to propose and complete a similar assignment. Please research what other students completed while you were absent before approaching the professor with questions or proposals. The instructor must approve any proposed makeup assignment. Please consider making an appointment outside of class time to discuss missed work.

Late Assignments:

Instructor reserves the right to assign lower grades on late assignments.

You will be expected to come prepared for class (bringing all necessary supplies, projects, and readings) and be ready to work. On workdays you will be engaged and working. If you come unprepared to work or do not work during the entire time allotted 10-25% of the points possible for the project will be deducted.

Working During and Preparedness for Class:

You will be expected to come prepared for class (bringing all necessary supplies, projects, and readings) and be ready to work. On workdays you will be engaged and working for the entire class. If you come unprepared to work or do not work during the entire time allotted 10-25% of the points possible for the project will be deducted.

Email:

For this course, email is used as a primary means of communicating with students. Email is sent to UTEP accounts. It is the student's responsibility to check email or forward emails to an account that he or she checks regularly. Please DO NOT email assignments, they will not be accepted.

Assignment Overview and Grade Distribution

Visual Research Journal and In-class work **20pts**

We will create a handmade visual journal that you will use throughout the semester. The visual journal will act as space to think visually, to research and develop ideas, you will be expected to take notes and answer reading prompts in the visual journal. These should be written however the journal should be largely visual and written responses should be both legible and well composed within the visual format.

Monuments and Monumentality (Project) **10pts**

This project will involve research, inquiry, and discussion of contemporary issues surrounding the term monument including the Trump administration's re-evaluation of national monuments like the Organ Mountains in New Mexico and recent discourse over the removal of confederate monuments in places like Charlottesville, VA. We will explore these in relation to the Art historical term Monumentality. Students will create works and lessons that capture their understanding of these ideas and their understanding of how contemporary art and curriculum addresses contemporary issues.

Monuments and Monumentality (Adapting a Lesson Plan) **10pts**

Students will write a scripted lesson plan for students no older than 3rd grade that attends to ideas, concepts, and making that surround monuments and monumentality in ways that are appropriate for younger students.

Shadows (Researching a concept and artist) 10pts
We will research contemporary art and artists that revolve around the concept of shadows. Using the research that you compiled you will teach the class about the concept of shadows.

Shadows (Researching a concept and a method) 10pts
We will research contemporary methods of making that involve shadows and will create works of art using a method that we researched. We will demonstrate our method and exhibit the artwork to the group.

Visual culture (Project) 10pts
You will research a school-age student and their interest in visual culture. You will create a linoleum cut design in response to what you learned through your exploration of visual culture art education and school-age children's visual culture. The linoleum cut will incorporate at least two colors.

Visual Culture (Child Centered Lesson Plan) 10pts
You will design a lesson (not involving linoleum cut) that draws from your research into student interests and develops your knowledge of student visual culture and exhibits an understanding of developing curriculum based on the interests of the child.

Final
Children's Book (Research and Project) 10pts
We will study a variety of children's books that involve art making, art, or artists. From our study you will create a professional quality children's book that can be read in your future classroom in order to facilitate an art lesson.

Children's Book (Lesson Plan and Introduction) 10pts
You will write the lesson that your book helps to introduce. You will read the class your book and introduce (teach us the introduction of your lesson).

TOTAL PTS 100pts

Grading Scale:
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

Plagiarism/Academic Dishonesty Statement

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

Disability Statement

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. 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 Disabled Student Services Office within the first two weeks of classes. The Disabled Student Services Office is located in room 106 of the East Union Building and can also be reached in the following ways:

Web: <http://www.utep.edu/dsso>
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: dss@utep.edu

*Please note that this syllabus is subject to change. Please pay attention for changes and contact the instructor with questions. By choosing to enroll in this class, you agree to the conditions of this syllabus.