

University of Texas at El Paso  
Art Education 4347: Methods of Teaching Art  
Syllabus Fall 2017\*

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**Course Information**

Course Title: Methods of Art Education  
Course prefix and number: ARTE 4347  
Meeting Time: Tuesday and Thursday 3:00 – 4:20pm  
Location: Fox Fine Arts Building, Room A463

**Instructor Information**

Course Instructor: Dr. Heather Kaplan  
Email: hgkaplan@utep.edu  
Office hours: 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 is designed for students who plan to work in the field of art education. It builds on prior curricular knowledge about the field of art education and prepares students to create advanced art education curriculum. During this class students will grapple with questions of art and art education while working on hands on projects, developing lesson and unit plans, and researching curriculum and pedagogy in the visual arts.

**Course Prerequisites**

Art Ed. 3307 and Art Ed. 3337 are to have been completed prior to enrollment.

**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 and unit 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 well-being of all members and includes caring for the space and people in it. You will be expected to participate and 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.

**Grade Distribution:****Hook and Participation****10pts**

After exploring connections between participatory art and interactive curriculum, you will create a lesson introduction that focuses on "hooks" students into a lesson. You will treat this as a provocation for participation. Try not to tell us what to think or do but to allow the provocation to get us to have questions, interest, and intrigue. This will be due in class for the class to explore.

**DBAE****10pts**

We revisit previous understandings of DBAE. After experiencing a traditional elementary DBAE art lesson and completing readings about DBAE students will create their own elementary lesson plan.

**Visual Culture****10pts**

We will explore the idea of VCAE and visual culture as a response to DBAE. We will bring in a piece of visual culture to class and will write a sketch of a lesson plan dealing with how it could be used in an art classroom. The lesson plan and example artwork is due on blackboard.

**Ruben Center Project****10pts**

We will work with the Ruben Center to create and implement family content. Students will visit the Ruben and Melissa Barba the museum educator will speak to the class. We will work in groups to design effective and unique museum education programming for the Ruben family weekend. We will implement our programming Saturday, November 11.

**Chinati Weekend Lesson****10pts**

We will attend Chinati weekend. We will view the collection, attend lectures, visit galleries, and experience the landscape. We will document the experience and upon returning to the classroom we will create a RELATED lesson plan and example work.

**Video and Substitute plans****10pts**

You will watch a documentary on an artist on the Art21 website, Netflix, or the UTEP library archive. You will select a portion of it that would work to share with students and you will write a lesson plan that a substitute teacher could institute in your absence. You will submit the lesson plan with link to the documentary to the blackboard website.

**Center****10pts**

You will create a center for use in your future art room. Your center should be explorative and require no little to no direct instruction. You will present the center in class to your peers who will explore the center. You will write a connecting lesson plan that builds off of what your students will discover from the center.

**Art Game Board****10pts**

We will explore art games. You will purchase a used game and will modify it to work incorporate art. You will be graded on content and artistic execution- craft counts. You will present the game in class.

**Final Big Idea****20pts**

You will create a unit based on a big idea. You will teach the class your introductory lesson to the unit. The introductory lesson (and unit) should revolve around the big idea and present students with inquiry questions that surround the big idea. The unit will consist of three or more RELATED lessons. You will submit the Unit online to the blackboard site.

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**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](mailto: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.