

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

Course Information

Course Title: Projects and Practices in Art Education
Course prefix and number: ARTE 3337
Meeting Time: Monday 1:30 – 4:20pm
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 that field and career. During this class students will grapple with questions of art and art education while working on hands on projects, developing lesson 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

Demonstration**10pts**

You will sign up to demonstrate one process that the class will need to understand in order to complete the projects that are assigned throughout the semester. You will research the processes and will meet with the instructor about your research. Then you will demonstrate the process to the class on the date assigned. Students who miss their assigned demonstration date will receive a grade of zero for this assignment.

Contemporary Issues: Monuments and Monumentality**7pts**

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.

Lesson Plan for Contemporary Issues: Monuments and Monumentality 8pts

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.

Contemporary Meaning Making: Metaphor in Making 7pt

We will look at the ceramic sculptures of Veronica Castillo who creates traditional Mexican Trees of Life. We will examine how the meaning and metaphor of the tree of life has changed under different cultural perspectives in Mexico. Considering contemporary metaphors of trees, branching, and the arboreal we will create new conceptions of the tree of life in ceramics.

Lesson Plan for Contemporary Meaning Making: Metaphor in Making 8pts

You will write a lesson plan that uses another medium and method of making (other than ceramic) to help your students express themselves through metaphor.

Contemporary Criticism: Viscult and the Process of Adornment 7pts

This project involves looking closely into the practice of visual culture art education, critiquing representation and identity as they are played out through dress and adornment and then looking to the local, the everyday object, or the found object to create a new adornment that critiques or comments on traditional power and identity. Particularly, we will reimagine what methods and materials can constitute art making and look to the local and everyday for inspiration in that making. We will create works that reflect our understanding of contemporary methods of making and that explore our relationship to locale and to the everyday while critiquing or commenting visually on identity and power.

Lesson Plan for Contemporary Criticism: Viscult and Adornment 8pts

Students will write a middle school lesson plan that includes an exploration of visual culture and a scripted demonstration of the process that you invented through your experience making art. The lesson should not be a copy of the above lesson but rather it should take cues from and be inspired by or related to it. Your lesson should teach the process you invented or created and it should reveal your understanding of visual culture by critically examining something in visual culture (like fast food, logos or labels, commercials, toys, cartoons, social media, etc.).

Contemporary Curriculum: Holiday Art Redux 7pts

This project involves understanding the issues around schooling and holiday arts and crafts. We will develop an understanding of craft and making (and education) as cultural and will consider notions of representation and quality in relationship to school arts and crafts. After reading about and discussing these issues we will create works that reconsidering culture and making in a contemporary context. Students will be asked to reinvent this educational institution by confronting contemporary issues and expressing them through traditional cut paper craft, papel picado. Students will study the traditional Mexican craft papel picado. Students will design drawings that center around an important contemporary topic and the drawings will be created in illustrator and printed using a laser cutter to produce papel picado.

Lesson Plan for Contemporary Curriculum: 8pts

Students will write a lesson plan that explores a traditional culture and its method of making. The lesson plan should both teach about the original craft and add some kind of contemporary spin to the work (through a contemporary method of making, material, or concept).

Final Contemporary Art and Ideas: Art 21 and Big Ideas 30 pts

This project involves research into art and artists showcased on Art 21. We will research the website and television shows and will delve into a more pointed research project in which we will uncover the Big Ideas addressed by selected artists. From this you will create an artwork, two lesson plans, and will teach the class the introduction to one of the lessons you write.

The Final Point Break Down

Final Art work (7pts) You will create a linoleum block print inspired by the artist you research and pertaining to the big idea that you chose.

Lesson Plan 1 (8pts) You will write a lesson plan for a high school art classroom.

Lesson Plan 2 (8pts) You will reconsider and rewrite the above lesson for 3rd graders.

Teaching Lesson (7pts) You will teach the class the introduction to one of the lessons.

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.