

COURSE SYLLABUS
ART 369 – Principles and Elements of Art
Classroom – Hallsville High School
Class Hours – 4:30 – 7:15 Thursday evenings

Fall 2011

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I. Introduction

- A. Principles & Elements of Art.** This course focuses on the terminology of art principles and elements and instructs the student how to use art materials/equipment. Why cultures create and use art is also examined, as is the creation of art lessons that utilize different modes of art: culturally, spatially, historically, and materially.
- B. Textbook:** *CHILDREN AND THEIR ART, Methods for the Elementary School, Edition Seven*, Al Hurwitz and Michael Day. Please make every effort to find this edition of the text. Supplemental texts such as may be listed for other classe sections will not be used and need not be purchased.

II. Goals and Objectives of Course

Course Goals:

SB 815 mandates that the Texas Essential Knowledge and Skills (TEKS) are now required of *all* Texas school districts as a condition of accreditation in providing instruction in all of the required curriculum — foundation *and* enrichment subject areas. There are two categories of the state-approved required curriculum that all school districts in Texas must offer — foundation and enrichment. The foundation content areas consist of English language arts, mathematics, science, and social studies. The enrichment content areas consist of fine arts, languages other than English, health and physical education, economics, career and technology education, and technology applications. Two of the basic differences between the foundation and enrichment curricula are 1) foundation subjects are assessed on the Texas Assessment of Knowledge and Skills (TAKS) as part of the state accountability system, whereas the enrichment subjects are not assessed; and 2) prior to the passage of SB 815, the TEKS were required in providing instruction in the foundation curriculum, while the TEKS were required as “guidelines” in providing instruction in the enrichment curriculum (Texas Education Code 28.002 [c-d] and Texas Administrative Code 74.1 [b-c]). With the passage of SB 815, however, the TEKS are now required (not as guidelines) of all Texas school districts when providing instruction in art, dance, music, and theatre.

- A.** Students will demonstrate an understanding of national and state standards (TEKS) for visual art in elementary grades.
- B.** Through thematic examination of both historical and contemporary art, the student will acquire a vocabulary to describe formal properties of art, techniques of art making, and social, psychological, spiritual and physical uses of art. Upon completion of this course the student will have developed a greater understanding of:
- 1.** The broad range of visual styles found in artworks occurring across time and the globe.
 - 2.** The basic elements and organizing principles which make up the visual vocabulary.
 - 3.** The psychological complexities associated with visual perception.

4. The many roles of the artist within society.
 5. Standards for responsible art criticism.
 6. The wide range of media and processes artists use.
- C. Students will demonstrate critical thinking skills, conceptual constructs, specialized vocabulary and art history) For successful completion of this course each student will:
1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork.
 2. Identify the artist and historical style of particular, significant artworks which are presented in class on tests.
 3. Identify the relationship between works of art and significant political movements, religious concepts, and influential persons, places and events.
 4. Write a clear and thorough formal analysis of an artwork.
 5. Demonstrate effective research and reporting skills using information resources (books, films, periodicals, internet/world-wide web, interview)
- D. Students will demonstrate affective skills which help the student acquire a positive attitude toward self, other students, faculty, facilities and equipment, housekeeping in the classroom, and the ability to carry out directions, meet deadlines, meet attendance requirements, etc.) For successful completion of this course, each student will:
1. Maintain class attendance within the guidelines of the university
 2. Demonstrate the ability to follow assignment instructions
 3. Demonstrate the ability to complete assignments.
 4. Demonstrate the ability to comply with deadlines.
 5. Demonstrate the ability to tolerate diverse views.
 6. Demonstrate the ability to prepare adequately for examinations.
 7. Demonstrate the ability to receive constructive criticism.
- III. General Procedures: This course is introduced with a brief survey of its content and an explanation of class procedures, including evaluation methods, attendance policy and text book use. Lectures are augmented with slides, films, video programs, demonstrations, and class group activities.
- IV Evaluation: The semester grade for this course is averaged from a portfolio of class and homework and two written tests – one given during the semester class meetings and a comprehensive final exam. Tests will include slide identification, defining of terminology, compiling of lists and providing brief answers to material from the corresponding text units and lectures. Participation and attendance records are considered in administering a final grade in cases of borderline final grade average.
- V. Classroom Policies:
- A. Attendance: Punctuality and regular class attendance are expected. A student will be dropped if lack of attendance prohibits the achievement of course objectives or if the number of absences is excessive
- B. Makeup: A student is responsible for any work missed regardless of the cause of the absence. The student must initiate communication with the instructor regarding absences and make-up work. A student absent on official college business will not be penalized and is entitled to make up missed work. This student must report the school-related absence to the instructor one week in advance if possible. If the student does not appear at the prearranged time for make-up work, he/she will forfeit the right for further make-up of that work.
- C. Accommodations can be provided for students with a disability only after the student requests an accommodation and provides the appropriate written documentation of a disability. To request accommodations for this course students are responsible for

the following:

1. contact the A&M-Texarkana Student Services Office to request appropriate accommodations;
2. provide documentation of a disability to the A&M-Texarkana Student Services Office and documentation must be less than 5 years old and
3. contact the instructor to discuss implementation of accommodations for this course. The Student Services Office is located in room 227 in the Aikin building or you can call 903-223-3062 for additional information.

D. Academic Dishonesty:

ETHICAL STANDARDS & ACADEMIC HONESTY

1. Academic Honesty is expected!
2. Academic dishonesty will not be tolerated. Students who commit “academic dishonesty” will automatically fail the course and be referred to TAMUT administration for further disciplinary action even if they are planning to graduate. See TAMUT Student Code of Conduct, University catalog. “Academic dishonesty” is defined as (a) plagiarism (putting your name on someone else’s work); (b) falsifying reports or signatures; (c) collaboration on assignments without prior approval; and (d) cheating on exams/quizzes (obtaining copies of exams/quizzes; changing answers after exam/quiz has been graded and requesting that it be re-graded; using unauthorized materials during exams/quizzes; looking at or glancing at another person’s exam/quiz; exchanging answers or information in any format during exams/quizzes; downloading any materials during on-line exams/quizzes). We recommend this site (http://www.turnitin.com/research_site/e_home.html) for information on plagiarism.

VI. Class Schedule (Tentative) – This schedule is subject to change

September 1

Introduction to class, textbook and other sources

Play “Conversation Game”

Discuss and explain TEKS and Bloom’s Taxonomy

For Next Class -Read Chapters 1 & 2

Bring to Class: TEKS for elementary art, music, and dance

National Standards for Art Education art, music, and dance

Bloom’s Taxonomy

Magazine images as assigned

September 8

What is art education? Why teach art?

Comparison of National Standards and TEKS for art, music and dance educ.,

Discuss DBAE (Discipline Based Art Education)

Studio activity – self portrait photo montage

For Next Class - Read Chapter 3

Group Presentation on stages of art development

September 15

How Children Learn and Grow

Group Presentations on stages of art development

For Next Class - Read Chapters 4 & 5

Abstract of professional article on art for the special needs child- Be prepared to share your article with the class

September 22

Children with Special Needs and Gifted Children

For Next Class - Read Chapter 6

Bring a cylindrical, every-day object and any kind of small box to draw

September 29

Studio drawing activities:

Draw an object by observing it from several vantage points
Draw the metamorphosis of an object
Drawing from memory, Draw your house
Drawing from imagination
For Next Class - Read Chapter 7

October 6

Exam over Chapters 1 - 7
Dale Chihuly video
Developing Color Awareness
Studio painting activity
For Next Class - *Read Chapter 13*

October 13

Aesthetics and Introduction to art history
Art History overview
For Next Class - *Read Chapter 8*

October 20 – Research Night

Bring to class a cardboard box large enough to take your papier mache sculpture home in

October 28

Discussion of 3-D media
Studio activity: “You can build ANYTHING with papier mache
For Next Class - *Read Chapter 9*

November 3

Printmaking and other media
Studio activity: relief printing and other media based on children’s book illustration
For Next Class - *Read Chapter 11*

November 10

Formal Qualities of Art
Texture Activity
“Behind the Scenes – Line” video
Color Wheel Collage
For Next Class - *Read Chapter 12*
Complete Color Wheel Collage

November 17

Class will meet at the Longview Museum of Art
215 E. Tyler Street, Longview
Classrooms to Museums
How to critique a work of art
Students will select a work and write a critique while at the museum
For Next Class - *Type art critique for portfolio*
Read Chapter 15

December 1

Methods
Preparing an Integrated Lesson
For Next Class - *Read Chapters 19*
Prepare an integrated lesson in assigned groups

December 9

Discuss Assessment

Turn in Portfolios
Final Exam: Chapters 8,9,11,12,15 and 19

Required Materials:

1 each, 2 inch 3-ring binder for class portfolio
Watercolor set with soft brush (most come with a brush but you may wish to upgrade)
Glue stick or white glue
Wooden (not mechanical) pencil and eraser
Masking tape

Suggested Readings:

Safety in the Art Room, National Art Education. NY: Prentice Hall, 1996.

Feldman, Edmund Burke, Philosophy of Art Education. NY: Prentice Hall, 1996. (Best comprehensive presentation of philosophies in art education.)

Gardner, Howard. Artful Scribbles: The Significance of Children's Drawings. New York: Basic Books, Inc., 1980. (Deals with the links between children's art and their emotional, social, and cognitive development.)

Art, Mind and Brain. 1983 (Links current brain research on learning and artistic development or artistic rest)

Kellogg, Rhoda. Analyzing Children's Art. Palo Alto, CA: National Press Books, 1969. (An in-depth analysis of early childhood art, emphasizing a philosophy of self learning in the child)

London, Peter. No More Second Hand Art. Shambahala, 1989.

Wong, Harry and Rosemary T. Wong. How to be an Effective Teacher. Harry Wong Publications, 1998. This book is currently being used in many school systems for staff development.

Journals and Periodicals:

***Art Education* (published by the National Art Education Association)**

School Arts

Arts and Activities

Journal of Aesthetic Education

***Kappan* (published by Phi Delta Kappa--a professional educational fraternity)**

***Forum* (first online art education journal (<http://www.arts.ufl.edu/art/Forum/forum.html>))**

Assessment:

Each test and assignment will be given a raw score (points possible.) Written tests weigh 100 points each. Assignments are equally weighted in the over all average. All possible points will be totaled and the scores earned by each student will be divided by possible points to determine each student's final grade. Assignments will be turned in together in each student's 3-ring binder on December 7 in the order in which they are assigned.

90 - 100 = A
80 - 90 = B
70 - 80 = C
60 - 70 = D
Below 60 = F