Fall 9-1-2022

ARTZ 302A.01: Foundations of Visual Art Education

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Foundations Of Art Education

ARTZ 302A.01
Fall 2022
2 Credits
Monday 1-3:50, FA 102

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Course Description
Offered autumn and spring. Prereq., restricted to majors in Elementary Education, Early Childhood Education, and Studio Art with registration in one section restricted to those formally admitted into the Teacher Education Program. This is a general teaching methods course in visual art education. This course is designed to provide students with a fundamental understanding of the roles, values, classroom pedagogy, and current issues in P-12 visual art education; to investigate child development; to offer an introduction to content standards; and to examine a broad array of art education theories and practices. Students are introduced to available curriculum resources and will engage in academic service learning. Elementary Education majors should register for 2 credits, and Art majors should register for 3 credits.
Gen Ed Attributes: Expressive Arts Course (A)

Course Objectives
- Utilize curricular theories in developing art education content and instruction.
- Use a variety of instructional strategies and contemporary curricular approaches to encourage students' development as critical thinkers.
- Develop knowledge in visual literacy in the production and analysis of images.
- Gain understanding of the graphic stages of art.
- Obtain technical skills in a variety of media.
- Understand basics of art history and cultural art concepts.
- Learn skills for creative thinking and visual communication.

Text
YARDSTICKS : CHILD AND ADOLESCENT DEVELOPMENT AGES 4-14
9781892989895/ 1892989891
By Chip Wood

Course Outline

The course outline is posted on Moodle. Refer to it for activities, due dates, readings, locations, etc. Be forewarned that a course outline is a document in process; it evolves responding to students' needs. Note that all assignments and digital readings will be posted on Moodle

Success in the class depends on:

- Attendance and participation in all scheduled classes
- Actively participating in critiques
- Completion of all assignments on time
- Keeping notes on technical information
- Helping maintain a safe, clean, and organized studio

Attendance
Students are expected to arrive on time and be in class. Your final grade depends on it. All absences, regardless of cause (sleeping in/travel/medical emergency/family emergency), follow the guidelines below:

- One absence/late arrival/early departure: No grade change
- Two to three: One full grade drop
- Four to five: Two full grades dropped
- More than five: Retake course

Due Dates
Work is to be typed and submitted in paper format (not e-mailed) unless otherwise noted. Late work is not accepted. If you predict an absence, submit assignments early.

This policy comes with a caveat: students may revise assignments post-deadlines to improve their grades. This must take place within one week after the deadline. Both dates need to be included on the assignment.

Extra Credit Policy
There will be no extra credit for this course.

Materials
Most art-based materials will be provided for class related assignments in our educational storage room. However, there may be times when you will need to obtain some materials on your own.

Grading and Assessment
Though late work is not accepted, please contact the instructor if you have an extenuating circumstance.

A total number of points will be formulated from studio projects, written critiques/reflections, and class attendance. The percentage of points earned will be assigned letter grades as follows:

100-93 = A
92-90 = A-
89-88 = B+
87-83 = B
82-80 = B-
79-78 = C+
77-73 = C
72-70 = C-
69-68 = D+
67-63 = D
62-60 = D-
59-0 = F

Cell Phone Policy
Please refrain from using your cell phone in class, unless the instructor has given permission for the sake of visual and/or other related research. In you need to answer or make a call, please do so by excusing yourself from the classroom in an unobtrusive manner.

Course Workload
You will find a course outline below, which lists we will undertake by the week. It is likely that most assigned art projects cannot be completed in the allotted class time. In addition to regularly scheduled meeting times, expect 3-5 hours of work outside of class time per week for completion of readings, projects, and assignments. Individual and group critiques may come with the completion of art assignments. Students are required to thoroughly evaluate their own artwork, the works of others, as well as understand and accept criticism and feedback from others.

The semester outline is as accurate as possible; however, Moodle will be accurate with specifics, links, and assignments on a weekly basis.

8/29:
- o Introduction to the course, course objectives, and each other
- o Word Mashup Project

9/5
- o Labor Day – No class

9/12
- o Discuss *Playing, Creativity, Possibility*

- Intro to Elements of Art and Principles of Design
- Surrealist art project

9/19
- Wet and dry media techniques

9/26
- Online art resources
- Work time on art projects
- Technique sheets due

10/3
- View and discuss selected art projects from your chosen online resources
- Stages of Visual Arts development
- *Yardsticks*

10/10
- Better online searching
- Museums and galleries as resources
- Shadow paintings

10/ 17
- Introduction to clay, sketches, and maquettes
- Visit to the Missoula Art Museum (Outside of class time)
- American Indian art materials and resources

10/24
- Museum recap
- Clay workday

10/31
- Halloween art projects

11/7
- Integrating art lessons

11/14
- Ceramics glazing day
- How to photograph your work and student work

11/21
- Teaching and Learning
- Group lessons

11/28
- Presentation and group lessons

12/5
- o Presentation and group lessons

12/12-12/16
- o Finals Week

Building Access
The use of studio space requires current enrollment in a specific studio course, as course fees are used for communal supplies. Hours are from 7 AM - 11 PM daily.

Land Acknowledgement
The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Inclusion Policies
The University of Montana values leadership, engagement, diversity, and sustainability, because our institution is committed to respect, welcome, encourage, and celebrate the differences among us. As members of the University of Montana community, we aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

The College of Arts and Media at the University of Montana has chosen to actively pursue equity and access to all persons. In this charge we will be researching, planning, and implementing ways in which our culture can be more accessible, inclusive, equitable and sustainable. It is not enough to be anti-bias in principle without being equitable in action. We will implement these actions organized by a group of students, faculty, and staff across the entire College in an ongoing way.

Academic Misconduct and the Student Conduct Code
The Code of Conduct embodies and promotes honesty, integrity, accountability, and duties associated with citizenship as a student in our community at the University of Montana. This code exists to protect the interests of the community and the dignity of its members, and to challenge those behaviors which are not in accordance with our policies. The code is available for review online at
https://www.umt.edu/student-affairs/community-standards/um_student_code_of_conduct_effective_8-1-2021.pdf

Accommodations
Students with disabilities may request reasonable modifications by contacting the DDS office. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DDS). For more information, please consult https://www.umt.edu/disability/

The Writing and Public Speaking Center
Well-written papers and lesson plans are required for this course. Check written work carefully before submitting it. If you are not a strong writer, please make use of The Writing Center at UM. A tutor will help you to improve written assignments and thus help you to develop the writing skills you need as a professional educator.
http://www.umt.edu/writingcenter/

Mental Health and Well-Being Policy
The University of Montana is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, please visit
https://www.umt.edu/diversity/resources/mental-health.php