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 02-68h App 4/15/03 App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Art and Art Education	Phone 7-2531

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
- New Course Course Prefix Change Course Deletion
- Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
	ARED 322 Studio Inquiry for K-12 Programs

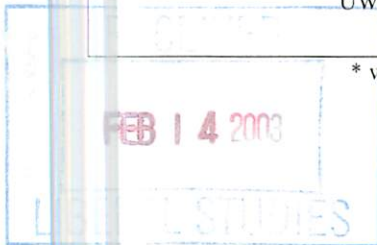
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
- This course is also proposed as an Honors College Course.

3. Program Proposals Catalog Description Change Program Revision
- New Degree Program Program Title Change Other
- New Minor Program New Track

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-02-02
Department Chair(s)	<i>[Signature]</i>	2/3/03
College Curriculum Committee Chair	<i>[Signature]</i>	2/4/03
College Dean	<i>[Signature]</i>	2/14/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>[Signature]</i>	2/13/03
	<i>[Signature]</i>	2/14/03
UWUCC Co-Chairs	<i>[Signature]</i>	4/15/03

* where applicable



**I. COURSE NUMBER AND TITLE:
ARED 322: STUDIO INQUIRY FOR K-12 PROGRAMS**

II. 1 SYLLABUS OF RECORD

I. Catalog Description

**3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)**

ARED 322: Studio Inquiry for K-12 Programs

Prerequisites: Successful completion of ARED 315 and a major in art education.

Art processes, media and techniques suitable for teaching art to elementary and secondary students will be examined and researched as modes of learning and creating. A major focus will be on developing curricula and pedagogical materials relating to the theory and practice of teaching art, as well as integrating studio experiences with art criticism, art history and aesthetics. Students will apply demonstrated techniques and processes to sample projects and combine these with research into a portfolio for teaching studio art within comprehensive art lessons.

II. Course Objectives

Students enrolled in the course will:

- (1) **explore and document** various materials, tools and processes appropriate for teaching two-and three-dimensional art areas in elementary and secondary schools.
- (2) **develop** a sequence of age-appropriate studio techniques for elementary and secondary students for each major art area.
- (3) **research** various studio-based ideas for art lessons that integrate studio experiences with art history and other disciplines.
- (4) **learn basic facts** and **analyze** theories of art learning and characteristics of typical and atypical learners in grades K-12.
- (5) **critically examine** various approaches to teaching art studio in schools, such as a formal design-based curriculum, a discipline-based curriculum and an artist-apprentice model in order to **formulate** a contemporary program of comprehensive art experiences for all students that meets national and state standards for art education.
- (6) **synthesize** all learning through the creation and teaching presentation of a portfolio, including lesson ideas, samples and visual aids in all major art areas: drawing, painting, mixed media collage, fibers/fabrics, sculpture, ceramics, jewelry, printmaking and computer graphics.

NEW COURSE PROPOSAL: ARED 322: STUDIO INQUIRY, K-12 (continued)**III. Course Outline**

Week 1: Characteristics of typical and atypical learners in grades K-12 and implications for art teaching. (3 hours).

Week 2: National and state standards for art studio in schools. Various approaches to studio teaching. The need to develop a comprehensive vision for teaching art studio in the classroom. (3 hours).

Week 3: Drawing materials: crayon, markers, payons, oil pastels, pastels, charcoal and ink. (3hrs.).

Week 4: Painting materials: watercolor, tempera and acrylic. (3hrs.).

Week 5: Mixed media collage and paper materials and techniques. (3 hrs.).

Week 6: Fiber material and techniques: simple weaving and coiling techniques. (3 hrs.).

Week 7: Fabrics material and techniques: stitching, appliqué, embroidery, tie-dye and batik. (3 hrs.).

Week 8: Metal: foil repousse and simple jewelry. (3 hrs.).

Week 9: Simple Additive and Subtractive Sculpture Processes: papier mache and plastercraft. (3 hrs).

Week 10: Advanced Additive and Subtractive Sculpture Processes: carving and construction: wood, balsa foam, wire, recycled materials, mobiles. (3 hrs).

Week 11: Ceramic Handbuilding Processes: pinch, coil, slab; clays—modeling, self-hardening, earth clay for firing; decorating. (3hrs).

Week 12: Printmaking: found object, stencil, stamp, sponge, string prints. (3hrs).

Week 13: Relief Printmaking Processes: foam, collage, rubber block, linoleum block and other relief prints. (3 hrs).

Week 14: Computer graphics for the art class. (3 hrs).

Week 15: Final examination: Presentation of portfolios of techniques, teaching aids, lesson ideas and supplementary research. (2 hrs).

NEW COURSE PROPOSAL: ARED 322: STUDIO INQUIRY, K-12.

IV. Evaluation Methods

Grades will be determined using the following criteria:

Class Participation: includes creative experimentation with media, documented answers to questions and asking of relevant questions: 20%

Portfolio: Samples and teaching aids (begun in class; finished as assignments): 60%

Supplementary research on lesson ideas: 20%

Notes on the portfolio: This will consist of a collection of concepts and examples illustrating the content of the course. Students will demonstrate competence in handling twelve processes typical of elementary or secondary teaching. The material will be organized as a teaching portfolio that includes teacher-made examples, as well as material collected from other sources. As a culmination portfolio, it should include material that integrates what has been learned about students, contexts, cultures, connective disciplines, and the idea of the studio in general education. There will be a class presentation of the portfolio. Students will justify and describe the content of their portfolio. Each student will be evaluated on the basis of clarity and consistency of ideas presented. The students will be expected to answer questions pertaining to the role of their portfolio in general education and how it advances art learning for all students. This is not a "show and tell" presentation, but an illustrated oral demonstration of what was learned in the course.

Grading Standards: 90-100%=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

V. Undergraduate Attendance Policy

As stated in the Undergraduate Catalogue, students are expected to attend class. Furthermore, each of these classes is essential; students will not be able to complete work assigned without seeing the demonstrations and beginning the exercises in class. The maximum number of classes missed is one, as the class will be scheduled for a three-hour block once a week (if it is scheduled for twice a week for one and one-half hours each time, then the maximum is two). An absence must be made up. Missing more than the maximum will result in a lowering of the grade one-half grade point for each additional class missed.

VI. Required Textbook, Supplemental Books and Readings

Wigg, P.R., Hasselschwert, J. and Wankelman, W.F. (1997). A Handbook of Arts and Crafts. Madison, WI: Brown & Benchmark Publishers. In addition, students will utilize books and periodicals from Stapleton Library, and the Howard Russell Memorial Art

Education Library in 213 Sprowls Hall. Students will use the Internet and any other appropriate sources for information for learning about media/techniques and lesson plans.

VI. Special Resource Requirements: Students will pay a \$20 fee to the instructor for the purchase of bulk materials (plaster, clay, yarn, dyes, etc.) for this course. In addition, they will be asked to purchase an individual class pack of basic materials for their own use (crayons, watercolors, papers, glue, small tools, a zip disk, etc.) The Department of Art and Art Education has the faculty, equipment and space necessary to teach the course.

VII. Bibliography:

Ashford, J. (2002). The Arts and Crafts Computer: Using Your Computer as an Artist's Tool. Berkely, CA: Peachpit Press.

Hobbs, J. and Rusch, F. (1997). Teaching Children Art. NJ: Prentice Hall.

Hurwitz, A. and Day, M. (2001). Children and Their Art: Methods for the Elementary School. Fort Worth, TX: Harcourt College Publishers.

Parks, M.E. (1994). The Art Teacher's Desktop Reference. N.J.: Prentice Hall.

Szekely, G. (1988). Encouraging Creativity in Art Lessons. NY: Teachers College Press.

Wachowiak, F. and Clements, R.D. (2001). Emphasis Art: A Qualitative Program for Elementary and Middle Schools. (7th Ed.). NY: Longmans.

II. 2: COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A.1. This course has been designed to meet a crucial need for art education majors. Whereas art education students are required to take at least 24 credits of studio for graduation, these studio courses, while extremely valuable for their development as artist-teachers, do not address many of the materials, tools and processes common in elementary and secondary schools. In addition, art education majors need to learn how to simplify concepts for younger students. Also, it has been determined that, with the amount of information and concept development necessary in the elementary and secondary methods courses, it is not possible to allow students to adequately practice with these very basic materials and processes within the framework of these two courses. A separate course, therefore, should be available to them as an additional elective if they decide the need this exposure before engaging in teaching practice.

A.2. This course is part of the current program revision in art education, but since it is an added elective, this course itself does not change existing requirements.

A.3. This course was offered once at IUP as a Special Topics Course entitled: ARED 281/481: Teaching of Studio Art in Public Schools. It was taken by 12 art education majors, and feedback from those students now enrolled in teaching practice, as well as from their cooperating teachers, has been very positive as to its efficacy.

A.4. At present, since there is no graduate program in art education in the Department of Art and Art Education, it will not be offered as a dual-level course.

A.5. It may not be taken for variable credit; all students enrolled will earn 3 credits.

A.6. Most institutions offering art education as an undergraduate major, have more art education courses required for graduation than IUP does at present. There is a pressing need for the Department of Art and Art Education to increase options in this regard. Similar content might be found in courses such as: Kutztown University's ARU377, ARU378, ARU379 or ARU380, each being Independent Studies in Studio Related to Art Education; or University of Iowa's 7E:122/1E: Methods and Material: Art for the Classroom Teacher or 1E: 198: Art Education Studio; or the University of British Columbia's ARTE 425: Explorations in the Teaching of Art to Children.

A.7. Both the National Council for Accreditation of Teacher Education (NCATE) and National Association of Schools of Art and Design (NASAD) accreditation reviews of the IUP Department of Art and Art Education have encouraged giving undergraduate art education majors more electives, particularly in studio-related areas. This course is part of a sequence of the teaching of art studio, art history, art criticism and aesthetics, as required by the Pennsylvania Department of Education (PDE) and National Art Education Association (NAEA) for meeting national and state standards for art education.

Section B: Interdisciplinary Implications

B.1. The course will be taught by one instructor.

B.2. This course will not impact other departments.

B.3. This course will not be cross-listed with other departments.

B.4. The course is not appropriate for students in the School of Continuing Education.

Section C: Implementation

C.1. Faculty resources are adequate for this course. It will be taught on a rotation basis, every other semester, alternating with ARED 321: Art History Inquiry, also proposed as a new elective.

C.2. Space and equipment are adequate for teaching this course. Students will purchase consumable supplies as detailed in the Syllabus of Record.

C.3. None of the resources are funded by a grant.

C.4. The course will be offered once per year—no seasonal implications.

C.5. Only one section of the course will be offered per year.

C.6. This course can accommodate up to twenty-five students. The studio space will not allow for more and it is limited to students who meet the prerequisites.

C.7. No.

C.8. This is not envisioned as a distance education course.

Section D: Miscellaneous

During teaching practice in Fall 2002, a cooperating teacher made the comment to the supervising professor that the student teacher's portfolio of studio art examples, created during a pilot of this course as a Special Topics Course, was excellent and very helpful to her in the actual teaching of methods and processes at the Junior High level. The student also spoke very positively of the experiences she had in the course and how helpful it was to her teaching.