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| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
|                  |                  | 02-689             | App 4/15/03        | App 4/29/03         |

### Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

|                                                    |                                   |
|----------------------------------------------------|-----------------------------------|
| Contact Person<br>Dr. Richard A. Ciganko           | Email Address<br>rcignako@iup.edu |
| Proposing Department/Unit<br>Art and Art Education | Phone<br>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

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

ARED 321 Art History 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

☐ New Degree Program
 ☐ Program Title Change
 ☐ Program Revision  
☐ New Minor Program
 ☐ New Track

Current program name

Proposed program name, if changing

#### 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> | 2/14/03  |
| College Dean                                             | <i>[Signature]</i> | 2/14/03  |
| Director of Liberal Studies *                            |                    |          |
| Director of Honors College *                             |                    |          |
| Provost *                                                |                    |          |
| Additional signatures as appropriate:<br>(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

FEB 14 2003

LIBERAL STUDIES

**I. COURSE NUMBER AND TITLE:  
ARED 321: ART HISTORY 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 321: Art History Inquiry for K-12 Programs**

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

The course explores art history concepts and methods. Specific media, and activities are discussed so that art history content can be integrated into an art curriculum. Students examine how art history is a process of inquiry and can be developed at various grade levels. Knowledge of art from around the world and across time will be the source of inquiry. Students will prepare one unit on a selected theme, in addition to other written or artistic assignments. Preparation of art history-related projects and instructional materials for classroom use are also components of the course.

**II. Course Objectives**

Students enrolled in the course will:

- (1) **become familiar with and document** resources, visuals, periodicals, electronic media, etc. available and applicable to teaching art history to students K-12.
- (2) **learn and apply theories of visual analysis** to selected works of art from various periods and cultures in art history.
- (3) **research** a variety of artists, styles, narrative themes, mythology, and multicultural topics that are appropriate for integration into K-12 curricula.
- (4) **acquire the basic knowledge and skills** needed to **select, design and present** materials appropriate to integrating art history content into the school art curriculum. The focus will be art history content in lesson planning.
- (5) **explore techniques and strategies for incorporating visitations** to local and regional museums and historic sites into effective lessons that contribute to students' understanding and appreciation of the artistic aspects of the community and region where they reside.
- (6) **synthesize** the various learnings of this course into an art curriculum unit, organized around a theme emphasizing art history content, and **present** this unit to their peers.

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### **III. Course Outline**

Week 1: Introduction to Discipline-Based Art Education and rationales for including art history in school programs. Exploration and application of theories of visual analysis of art works to selected examples. (3 hours).

Week 2: Individual student presentations of a selected masterpiece from art history, designed for a particular grade. (3 hours).

Week 3: The review and research of resources applicable to teaching art history in the schools (computer sites and programs, posters, slides, videos, periodicals and books and documentation of findings through the creation of an annotated list. (3 hours).

Week 4: Examples of the application of teaching art history in the schools at various levels, through viewing samples and/or discussions with art teachers in the field. (3 hours).

Week 5: Mythology or other narrative or literary themes as a basis for a lesson plan emphasizing art historical content at a selected grade level. Exploration of library holdings in children's literature and commercially available books, culminating in an annotated bibliography. (3 hours).

Week 6: Construction of a concept web, and sample lesson plan from this web, based on a specific theme or topic that spans several culture or periods of art history. (3 hours).

Week 7: Museum visitation (field trip) and the use of museums or historic sites as a resource for art education. Career possibilities in museum education will also be addressed. (3 hours).

Week 8: Team or small group presentation of a lesson based on a comparison of a topic or theme in Western art contrasted with a comparable example from Eastern art. (3 hours).

Week 9: Individual selection of an area of folk art or craft, typifying a specific culture and the creation of a lesson plan based on this item. (3 hours).

Week 10: Use of local and regional art or historical resources, such as local architecture, community sculptures, artists' associations and galleries, to inform curriculum and lesson planning. (3 hours).

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Week 11: Design of games, activities, and assignments appropriate for various age levels in teaching art history in the schools. (3 hours).

Week 12: Further survey and utilization of electronic sites for research into a particular chosen unit theme. (3 hours).

Week 13: Preparation of visuals and other teaching materials to aid in the design and teaching of a curriculum unit centering around a chosen theme in art history. (3 hours).

Week 14: Final writing of the curriculum unit and practicing the teaching of some part of the unit to peers or school students (if available). (3 hours).

Week 15: Final examination: Presentation of completed units to peers and the instructor. (2 hours).

### **IV. Evaluation Methods**

Grades will be determined using the following criteria:

**Class participation:** includes attendance and contribution to the class (documented answers to questions and asking of relevant questions), "masterpiece" presentation, visual analysis and annotated bibliographies and lists: 20%

**Lesson plans and games:** Five of these as outlined above (10% each) 50%

**Culminating Curriculum Unit** centered around art history: 30%

Letter grades: 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 engaging in the presentations and discussions. The maximum number of classes missed is two, as ideally, the class will be scheduled for two one-and-a-half-hour blocks each week. 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.

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### **VI. Required Textbook, Supplemental Books and Readings**

There will be no assigned text for this course. 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 art history and related lesson plans, as well as various articles, books, games, videos and computer programs supplied by the instructor.

### **VII. Special Resource Requirements**

One or two university vans will be needed for the museum field trip. Otherwise, no special requirements are necessary. The Department of Art and Art Education has the faculty, equipment and space necessary to teach the course.

### **VIII. Bibliography**

Adams, L.S. (2002). Looking at Art. Upper Saddle River, N.J.: Prentice Hall.

Bloom, D. (1999). Multicultural Art Activities Kit. Des Moines, IA: Center for Applied Research in Education.

Chalmers, G. (1974). "Teaching and Studying Art History: Some anthropological and sociological considerations." Studies in Art Education. 20(1), 18-25.

Erickson, M. (1983). "Teaching Art History as an Inquiry Process". Art Education, 36(5), 28-31.

Erickson, M. and Katter, E. (1981). How Do You Do Art History? Kutztown, PA: MELD.

Feldman, E.B. (1985). Thinking About Art. Englewood Cliffs, NJ: Prentice Hall.

Honour, H. & Fleming, J. (2002). The Visual Arts: A History (6<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.

Hume, H.D. (2000). Art History and Appreciation Activities Kit. Des Moines, IA: Center for Applied Research in Education.

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

## **NEW COURSE PROPOSAL: ARED 321: ART HISTORY INQUIRY FOR K-12 PROGRAMS**

Janson, H.W. & Janson, A.F. (2003). A Basic History of Art (6<sup>th</sup> Ed). NY: Harry N. Abrams, Inc.

Kleinbauer, W. E. (1987). "Art History in Discipline-Based Art Education", The Journal of Aesthetic Education, 21 (2), 205-216.

Leaning Post Productions. (2002). Art Site. Campbell Hall, NY: LP Productions.

McCarthy, M.J. (1978). Introducing Art History: A Guide for Teachers. Toronto: Ontario Institute for Studies in Education.

Parks, M.E. The Art Teacher's Desktop Reference. NJ: Prentice Hall.

Pennsylvania Historical and Museum Commission. (1990). A Sampler of Ethnic Crafts. Pittsburgh, PA: Pennsylvania Ethnic Heritage Studies Center of the University of Pittsburgh.

Preble, D. Preble, S. & Frank, P. (2002). Artforms (7<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.

Rodriquez, S. (1988). Art Smart. Englewood Cliffs, NJ: Prentice Hall.

Rodriquez, S. (1990). Culture Smart. Englewood Cliffs, NJ: Prentice Hall.

Stokstad, M.S. (1995). Art History (Volume One). Upper Saddle River, NJ: Prentice Hall.

Tansey, R.G. & Kleiner, F. S. (1996). Gardner's Art Through the Ages (10<sup>th</sup> Ed.). Fort Worth: Harcourt, Brace College Publishers.

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

## **II.2: COURSE ANALYSIS QUESTIONNAIRE**

### **Section A: Details of the Course**

**A.1.** This course has been designed to meet a required need in the preparation of art teachers. The course augments the content in ARED 320 Art Criticism and Aesthetics for K-12 Programs and Studio Inquiry for K-12 Programs.. Whereas art education students take 6-12 credits of professional art history for graduation,

art education majors need to learn how to simplify and apply concepts for younger students. Also, it has been determined that, with the amount of information and concept development required in ARED 317 and ARED 318, it is not possible to allow students to adequately develop these concepts and inquiry skills within the framework of these two courses. A separate course is therefore necessary if art education majors are to learn to adequately address the concepts with skills necessary to teach a comprehensive art curricula in the schools.

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 Art History in Public Schools. It was taken by 10 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 Ohio State: 367,01: *Ethnic Arts: A Means of Intercultural Communication*, 601: *Curriculum Design for Art History* or 605: *Social and Cultural Factors in Art Education*; or Kutztown University: ARU 327: *Teaching Aesthetics, Criticism and Art History*, or ARU581: *Teaching Response to the Arts*.

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 encourage we provide undergraduate majors with more elective opportunities. This course accomplishes this plus it forms part of a sequence of courses designed to address specific criteria established by the Pennsylvania Department of Education (PDE) and National Art Education Association (NAEA).

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### **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 322: Studio Inquiry for K-12 Art Programs also proposed as a new elective.
- C.2.** Space and equipment are adequate for teaching this course.
- 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 available space/resources 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 learning course.

### **Section D: Miscellaneous**

Art education students who took the Specials Topics pilot course in Fall 1998 were enthusiastic as to the relevance of the knowledge gained and skills practiced in the course.