**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARE 3341</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Visual Arts, Humanities &amp; Theatre</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Color construction paper (black, pink, orange, green, yellow, blue, and gray.)</td>
</tr>
<tr>
<td></td>
<td>Graphic Pencil (HB, 2B, 4B)</td>
</tr>
<tr>
<td></td>
<td>Water Color Crayon and color pastel</td>
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<tr>
<td></td>
<td>Color markers</td>
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<tr>
<td></td>
<td>Kneaded Eraser</td>
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<td></td>
<td>Gum Eraser</td>
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<td>Pencil Sharpener or Box Cutter</td>
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<td></td>
<td>Glue</td>
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<td></td>
<td>Roller</td>
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<tr>
<td></td>
<td>Scissors</td>
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<tr>
<td></td>
<td>Collage items/ old magazines</td>
</tr>
<tr>
<td></td>
<td>Styrofoam meat or fruit trays</td>
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<tr>
<td></td>
<td>Watercolor brushes</td>
</tr>
<tr>
<td></td>
<td>Plastic Watercolor palette with six colors</td>
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<td></td>
<td>Water container</td>
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<tr>
<td></td>
<td>White drawing paper</td>
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<tr>
<td></td>
<td>Black drawing paper</td>
</tr>
<tr>
<td></td>
<td>Bamboo Brush, Sumi-e Ink, and Handmade Rice Paper</td>
</tr>
<tr>
<td></td>
<td>A portfolio bag</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Nan Liu</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>107 Foster Tanner Fine Arts – West, Tuesday 6:00-8:15PM</td>
</tr>
<tr>
<td>Office Location:</td>
<td>204 Foster Tanner Fine Arts-West</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-599-8756</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:liunan88@yahoo.com">liunan88@yahoo.com</a></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday 3:30-5:30PM</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
</table>

**Course Description**

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
This course is designed for students who are interested in teaching art at the secondary school level. The course will emphasize various aspects of Adolescent art in various mediums. In this course, the instructor will present the historical context of art education in American public schools, especially at secondary school level. Students will create artworks based on the theme of art for life which emphasize developing knowledge and skills by applying both elements and principles of design and students’ life to art production. Students also will design their own curriculum including unit and lesson plans. The knowledge of the four areas of discipline-based art education will be implemented into teaching and learning process.

Course Purpose

See Course Description

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

DIVERSITY

• CF 1
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,</td>
<td>3</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,</td>
<td>3</td>
</tr>
<tr>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>5,</td>
<td>5</td>
</tr>
</tbody>
</table>

TECHNOLOGY

• CF 2
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
</tr>
<tr>
<td>2.6 (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

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(K)=Knowledge     (S) Skill      (D)=Disposition

Approved/Revised 10/30/07
VALUES

• **CF3**

Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

CRITICAL THINKING

• **CF4**

Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |

PROFESSIONALISM

• **CF 5**

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |

URBAN/RURAL EDUCATION

• **CF6**

Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |

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Approved/Revised 10/30/07
National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

INTASC.1.A K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
INTASC.1.C K: The teacher can relate his/her disciplinary knowledge to other subject areas.
INTASC.1.D D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. s/he seeks to keep abreast of new ideas and understandings in the field.
INTASC.1.E D: The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
INTASC.1.F D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
INTASC.1.G D: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.
INTASC.1.I P: The teacher can represent and use differing viewpoints, theories, ‘ways of knowing’ and methods of inquiry in his/her teaching of subject matter concepts.
INTASC.1.J P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
INTASC.1.L P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
INTASC.1.M P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
INTASC.2.A K: The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning.
INTASC.2.E D: The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.
INTASC.2.G P: The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing students to assume responsibility for shaping their learning tasks.
INTASC.2.H P: The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening, and responding to group interaction, and eliciting samples of student thinking orally and in writing.
INTASC.3.A K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligence, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.
INTASC.3.B K: The teacher understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
INTASC.3.E K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
INTASC.3.F D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
INTASC.3.G D: The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of ‘individually configured excellence.’
INTASC.3.H D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
INTASC.3.I D: The teacher is sensitive to community and cultural norms.
INTASC.3.J D: The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
INTASC.3.K P: The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.
INTASC.3.L P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
INTASC.3.O P: The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).

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INTASC.3.P P: The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.

National Art Education Association (NAEA) content and achievement standard for Visual Arts Grades 5-8 and 9-12
1. Content Standard: Understanding and applying media, techniques, and processes
   Achievement Standard:
   Students
   a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
   b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
2. Content Standard: Using knowledge of structures and functions
   Achievement Standard:
   Students
   a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
   b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas
   Achievement Standard:
   Students
   a. Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
   b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
4. Content Standard: Understanding the visual arts in relation to history and cultures
   Achievement Standard:
   Students
   a. Know and compare the characteristics of artworks in various eras and cultures
   b. describe and place a variety of art objects in historical and cultural contexts
   c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work others,
   Achievement Standard:
   Students
   a. compare multiple purposes for creating works of art
   b. analyze contemporary and historic meanings in specific art work cultural and aesthetic inquiry
   c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and culture.
6. Content Standard: Making connection between visual arts and other disciplines
   Achievement Standard:
   Students
   a. compare the characteristics of works in two or more art forms that share similar subject matter, historical period, or cultural context.
   b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Sunshine State Visual Arts Standard for Grades 6-8 and Grades 9-12
Grades 6-8
Skills and Techniques
Standard 1:
VA.A.1.3 The student understands and applies media, techniques, and processes.
VA.A.1.3.1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
VA.A.1.3.3. understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.
VA.A.1.3.4. creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.
Creation and Communication

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Approved/Revised 10/30/07
Standard 1:
VA.B.1.3 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
VA.B.1.3.1. knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
VA.B.1.3.2. knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
VA.B.1.3.3. understands and distinguishes multiple purposes for creating works of art.
VA.B.1.3.4. knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

Cultural and Historical Connections
Standard 1:
VA.C.1.3 The student understands the visual arts in relation to history and culture.
VA.C.1.3.1. understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists.
VA.C.1.3.2. understands the role of the artist and the function of art in different periods of time and in different cultures.

Aesthetic and Critical Analysis
Standard 1:
VA.D.1.3 Student assesses, evaluates, and responds to the characteristics of works of art.
VA.D.1.3.1. understands how a work of art can be judged by more than one standard.
VA.D.1.3.2. uses research and contextual information to identify responses to works of art.
VA.D.1.3.3. understands how an artist’s intent plays a crucial role in the aesthetic value of an object.

Applications to Life
Standard 1:
VA.E.1.3 The student makes connections between the visual arts, other disciplines, and the real world.
VA.E.1.3.1. understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
VA.E.1.3.3. understands the various roles of museums, cultural centers, and exhibition spaces.

Grade 9-12
Skills and Techniques
Standard 1:
VA.A.1.4 The student understands and applies media, techniques, and processes.
VA.A.1.4.1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.
VA.A.1.4.2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner.
VA.A.1.4.3. knows how the elements of art and the principles of design can be used to solve specific art problems.
VA.A.1.4.4. uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

Creation and Communication
Standard 1:
VA.B.1.4 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
VA.B.1.4.1. applies various subjects, symbols, and ideas in works of art.
VA.B.1.4.2. understands that works of art can communicate an idea and elicit a variety of responses through the uses of selected media, techniques, and processes.
VA.B.1.4.3. understands some of the implications of intentions and purposes in particular works of art.
VA.B.1.4.4. knows how the elements of art and the principles of design can be used and solves specific visual art problems at a proficient level.

Cultural and Historical Connections
Standard 1:
VA.C.1.4 The student understands the visual arts in relation to history and culture.
VA.C.1.4.1. understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

Aesthetic and Critical Analysis
Standard 1:
VA.D.1.4 Student assesses, evaluates, and responds to the characteristics of works of art.
VA.D.1.4.1. understands and determines the differences between the artist’s intent and public interpretation through valuative criteria and judgment.
VA.D.1.4.2. understands critical and aesthetic statements in terms of historical reference while researching works of art.
VA.D.1.4.3. knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.

Applications to Life
Standard 1:
VA.E.1.4 The student makes connections between the visual arts, other disciplines, and the real world.
VA.E.1.4.1. knows and participates in community-based art experiences as an artist or observer.
VA.E.1.4.2. understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.

Florida Educator Accomplished Practices (FEAPs)
1. PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.
2. PRE.d Encourages students in a positive and supportive manner.
2. PRE.g Provides opportunities for students to learn from each other.
3. PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
4. PRE.i Encourages students to develop open-ended projects and other activities that are creative and innovative.
5. PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5. PRE.i Selects and introduces materials and resources that are multicultural.
6. PRE.b Does not unreasonably restrain a student from pursuit of learning.
6. PRE.g Maintains honesty in all professional dealings.
7. PRE.e Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
8. PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.
9. PRE.n Maintains academic focus of students by use of varied motivational devices.
10. PRE.f Plans activities that utilize a variety of support and enrichment activities and materials.
11. PRE.d Uses the community to provide students with a variety of experiences.
12. PRE.e Uses technology in lesson and material preparation.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
1. Knowledge of the processes of drawing
1.1 Identify and demonstrate knowledge of drawing materials, tools, processes, and visual characteristics.
1.2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
1.3 Identify materials, terminology, techniques, and methods appropriate for K-12 instruction.
2. Knowledge of the processes of painting
2.1 Identify and demonstrate knowledge of painting materials, tools, processes, and visual characteristics.
4. Knowledge of the processes of printmaking
4.1 Identify and demonstrate knowledge of printmaking materials, equipment, tools, processes, and visual characteristics.
4.2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
4.3 Identify materials, equipment, terminology, techniques, and method appropriate for K-12 instruction.
5. Knowledge of the processes of ceramics
5.1 Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics used in ceramic production.
6. Knowledge of the processes of fine crafts
6.1 Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics of fine crafts (e.g., wood, metal, glass, fibers).
6.2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
6.3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
7. Knowledge of the processes of graphic design
7.1 Identify and demonstrate knowledge of graphic design purposes, processes, tools, equipment, and materials.
7.2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
7.3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
8. Knowledge of the processes of photography

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Approved/Revised 10/30/07
8.1 Identify and demonstrate knowledge of materials, tools, equipment, processes, and visual characteristics used in photograph.
9. Knowledge of computer technology and processes in art
9.1 Identify and demonstrate knowledge of computer-based processes, equipment, technology, and materials used for visual learning or for computer generated imagery.
9.2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
9.3 Indentify materials, equipment, terminology, techniques and methods appropriate for K-12 instruction.
10. Knowledge of equipment maintenance, hazardous substances, and safety procedures.
10.1 Identify hazardous substances and are commonly used in art procedures.
10.2 Apply knowledge of hazardous substances and safety procedures in an art class.
10.3 Identify procedures required for maintenance of basic tools and equipment used in art production.
11. Knowledge of the sources for forming ideas in art.
11.2 Identify inner feelings and imagination as starting points for making art.
11.3 Identify universal themes and socially constructed environments as starting points for making art.
11.4 Identify existing art as a starting point for making art.
12. Knowledge of major artists and their works
12.1 Identify artists associated with major and diverse schools and art movements.
12.2 Identify social, historical, and cultural influences on major artists and their works.
12.3 Identify visual characteristics in works by artists that represent a departure from the other works in a given period.
12.4 Compare the visual characteristics of past and present artists.
13.3 Analyze a work of art on the basis of its style.
13.4 Determine art developments and movements in chronological order.
14. Knowledge of social, cultural, and historical influences.
14.1 Identify social, cultural, and historical influences that shape particular art practices.
14.2 Apply knowledge of social, cultural, and historical influences as they affect interpretation and artistic experience.
14.3 Identify terminology, equipment, tool, materials, techniques, and technology used in the production of art forms of specific cultures.
15. Knowledge of art criticism processes.
15.1 Identify the use of media and techniques in a work of art.
15.2 Identify sensory materials (i.e., elements of art) in a work of art.
15.3 Identify compositional devices (i.e., principles of art) in a work of art.
15.4 Identify theme, subject matter, or emotional impact in a work of art.
15.5 Judge the relative merit of an art work based on established criteria.
16. Knowledge of aesthetic philosophies and theories
16.1 Identify major philosophies that affect aesthetic theories.
16.2 Apply major philosophies and aesthetic theories to art.
17. Knowledge of major theories of learning in art
17.1 Identify events and persons instrumental in the historical development of art education.
17.2 Identify the social and philosophical foundations of art education.
17.3. Apply theories of child development to curriculum and instruction.
18. Knowledge of research, professional organizations, and journals.
18.1. Identify issues and trends in current art research.
18.2. Identify activities in professional art and art education organizations.
18.3. Identify purposes of current professional art and art education journals.
18.4. Identify and interpret resources that can be used to address a range of educational objectives.
19. Knowledge of equity, fairness, and diversity in art education.
19.1. Identify modifications and accommodations specific to the instruction of art to meet individual needs of students.
19.2. Apply instructional strategies to meet the diverse needs and varying exceptionalities of art students.
19.3. Identify curricula to include various cultural and ethnic groups.
20.1. Identify formative and summative methods for evaluation of student learning.
20.2. Apply evaluative and diagnostic processes to individual works of students.
20.3. Knowledge of assessment and evaluation in art education
21. Knowledge of connections between visual arts, other disciplines, and real-world applications.

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21.1. Identify art skills related to the world of work.
21.2. Determine art resources and activities within the community.
21.3. Determine the relationship of art to other disciplines.
21.4. Identify the roles of visual images in contemporary culture.

**Professional Organization/Learned Society Standards**

National Art Education Association (NAEA)-National Visual Arts Standards for Grades K-12; Sunshine State Standard-Visual Arts K-12; Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills; Florida Educator Accomplished Practices (FEAPs); Interstate New Teacher Assessment and Support Consortium (INTASC) Standards; and the Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University.

**Academic Learning Compact**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>IN TASC</th>
<th>FEAPS</th>
<th>FTCE</th>
<th>NAEA (National Art Education Association) Standard</th>
<th>SS (Sunshine State Standard) Visual Arts</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Projects:</td>
<td>Students will learn various basic art production skills and techniques, and apply them into a series of studio projects. Each project will emphasize specific media or special techniques by applying the elements and principles of design.</td>
<td>1.E;1.I; 2.D;2.E; 2.G;3.G;3.H;3.J;3.K;3.L;3.O;3.P.</td>
<td>1. PRE, 1.1; 2. PRE, 1.2; 2. PRE, 1.3; 4. PRE, 2.1; 4. PRE, 2.2; 6. PRE, 4.1; 6. PRE, 4.2; 7. PRE, 4.3; 7. PRE, 5; 8. PRE, 5.1; 8. PRE, 6; 9. PRE, 6.1; 9. PRE, 6.2; 10. PRE, 6.3; E.f; 7; 1;</td>
<td>1; 1.a; 1.b; 2; 2.a; 2.b; 2.c; 3; 3.a; 3.b;</td>
<td>VA.A.1.3; VA.A.1.3.1; VA.A.1.3.3; VA.A.1.3.4; VA.B.1.3; VA.B.1.3.1; VA.B.1.3.2; VA.B.1.3.3; VA.E.1.3.1; VA.A.1.4; VA.A.1.4.1; VA.A.1.4.2; VA.A.1.4.3; VA.A.1.4.4; VA.B.1.4; VA.B.1.4.1; VA.B.1.4.2; VA.B.1.4.4; VA.C.1.4; VA.E.1.4</td>
<td>1.1; 1.4; 1.5; 3.1; 3.3; 3.4;3.5; 4.1; 4.2; 4.3; 5.1; 5.2; 5.4; 5.6</td>
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<td>1. Self-portrait collage drawing</td>
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<td>3. Hatching and crosshatching drawing</td>
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<td>4. Color Marker drawing</td>
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<td>5. Color pastel drawing</td>
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<td>7. Watercolor resist painting</td>
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<td>9. Paper mask making</td>
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<td>10. Quilt making</td>
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<td>11. Chinese Brush painting and calligraphy</td>
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<td>12. Shoe box-life space</td>
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*Approved/Revised 10/30/07*
| Weekly Chapter Reading-Journal Entry | Demonstrate students’ critical thinking skills by reading, critiquing chapters and articles related to major concepts in art and art education field. | 1.A; 1.D; 1.F; 1.G; 2.A; 2.H; 3.D; 3.F; 3.I; 8.PRE.a; 16; 16.1; 16.2; 17; 17.1; 17.2; 17.3; 18; 18.1; 18.2; 18.3; 18.4; 20.3; 21.1; 21.4; 4.a; 4.b; 4.c; 4.3; 5.1; 5.4; 5.5; | VA.A.1.3; VA.C.1.3.2; VA.D.1.3.3; VA.E.1.3.1; VA.C.1.4; VA.B.1.4.2; VA.B.1.4.3; VA.C.1.4.1; VA.D.1.4.2; VA.D.1.4.3; VA.E.1.4; VA.E.1.4.2 |
| Art Criticism Assignment | Students utilize some of newly formed knowledge and skills in the visual arts to offer criticism and focused exploration of an exhibition. Students are required to attend three different art exhibitions and/or activities and write up a short critical response for each. | 4.PRE.c; 11PRE.d; 13; 13.3; 14; 14.1; 14.2; 14.3; 15; 15.1; 15.2; 15.3; 15.4; 15.5; 20; 21.2; 21.4; 3.a; 5.a; 5.b; 5.c; 4.1; 4.2; 4.3; 5.5 | VA.A.1.3.3; VA.B.1.3.1; VA.B.1.3.3; VA.C.1.3; VA.D.1.3; VA.D.1.3.1; VA.D.1.3.2; VA.D.1.3.3; VA.E.1.3.3; VA.D.1.4; VA.D.1.4.1; VA.D.1.4.2; VA.E.1.4.1 |
| Curriculum Resource Book | Students use library and internet collect and analyze useful curriculum resource that can be utilized in future professional situations. | 1.C; 1.J; 12.PRE.e.e; 6; 6.a; 6.b; 2.3;2.6; 5.1; 5.2; 5.3; 5.5; 6.1; 6.3 | VA.E.1.3.3 |
| Lesson Plan Assignment | Students will design four lesson plans as a unit. Students apply DBAE’s four art | 1.C; 1.L;1.M;3.A;3.E;1.PRE.e;3.PRE.f;5.PRE.a;19;19.1;19.2;19.3;20;20.1;6;6.a;6.b | VA.C.1.3.1; VA.E.1.3; VA.E.1.3.3 | 2.3;2.6; 5.1; 5.2; 5.3; 5.5; 6.1 |

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Topical Outline

The content will include a series of studio art products, assigned readings and journal response, a mid-term exam, and a final exam/final portfolio.

Art production projects include:

1. Pencil Drawing. Student will learn to use contour lines, hatching and cross-hatching, continues tone and other basic drawing techniques to render three-dimensional objects.
2. Color Marker Drawing. The student will combine line and color to create drawings based on “Themes”, such as, sunflower, ocean world, holiday, etc.
3. Color Crayon and Pastel Drawing on Black Paper. Students will incorporate drawing techniques and color theory into their drawing on the black paper.
4. Watercolor painting. Students will learn the basic color theory and how to mix colors.
5. Painting with tempera paint. The instructor will introduce the characteristics of tempera paint, and students will use tempera paint to create a painting.
6. Quilt Project. The instructor will introduce a quilt project & Faith Ringgold. Students will design a quilt.

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7. Collage of self-portrait or a mask. Student will use color construction paper to create a self-portrait or a mask.
8. Mural Painting. Student will create a mural painting based on a theme, such as, friends.
9. Printmaking. Student will learn the basic printmaking techniques through designing, cutting, and printing process.
10. Shoe box. Students will use a shoe box and collected photo images from journals and magazines create a life space.

**Overall Goals of the Course**

Students will create artworks based on the theme of art for life which emphasize developing knowledge and skills by applying both elements and principles of design and students’ life to art production. Students also will design their own curriculum including unit and lesson plans. The knowledge of the four areas of discipline-based art education will be implemented into teaching and learning process.

**Specific Behavioral Objectives**

1. Art Skills and Techniques. Students will learn various basic art production skills and techniques, and apply them into a series of studio projects. Each project will emphasize specific media or special techniques by applying the elements and principles of design.
2. Adolescence and Their Art. The instructor will introduce the major research findings on adolescent art, and students will understand various developmental stages of youngsters’ art.
3. Change in Art Education. Historical and current trends of art education in secondary school will be introduced.
4. Assessment. Students will define important art terms and concepts, and they will critically analyze works of art using art vocabulary in description, interpretation, and evaluation.
5. Knowledge of Subject Matter. Students will learn the four disciplines of art education: art production, art history, art criticism and aesthetics. They will learn techniques for integrating these components into the secondary school classroom curriculum.
6. Critical Thinking. Student will understand the use of higher order thinking and problem-solving skills via art projects and activities that relate to teaching inquiries.
7. Planning. Students will learn strategies in designing lesson plans and unit plans and will apply the national and state standards to their designs. Examples of curriculum design will be analyzed and studied, which will provide inspiration for students’ own lesson plans.
8. Role of the Instructor. Students will understand the role of the teacher in the classroom setting, including the idea of teaching and caring, empathy and communication with parents and school administration.
9. Diversity. Students will learn the meaning of multiculturalism through discussions, readings and art making. Students will build a repertoire of teaching techniques and strategies to effectively instruct students with diverse cultural backgrounds.
10. Technology. Students will learn how to search for teaching resources via the internet. Students will use technology in lesson preparation and will learn the importance of technological integration.

**Teaching Methods**

a. Lecture  
b. Group Discussion  
c. Art Production  
d. Assigned Reading and Journal Response  
e. Writing Lesson plans  
f. Presentation  
g. Demonstration

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Course Evaluation

The final grade will be an average of the grade received on all assignments. Work on the studio projects is expected to take place in class under supervision as well as outside of class time. Also course attendance, participation, and improvement shown during this semester will be considered for final grade.

- Attendance……………………………………….20%
- Studio Projects……………………………………30%
- Journal Response…………………………………10%
- Mid-term Exam……………………………………….20%
- Final Exam/Final Portfolio………………………...20%

Grading

1. Mastery of basic techniques and concepts
2. Personal efforts and improvement
3. Successfully completing all assignments.
4. Class participation and attendance.

A. Superior: Excellent work in craftsmanship, concept and skill development. Shows creativity, thought and strong effort.
B. Work which surpassed the project’s requirements. Artwork is of good quality and shows above average level of effort.
C. Average work which is acceptable and fulfills the project requirements.
D. Below average work. Poorly executed and shows a lack of effort.
F. Incomplete projects resulting from excessive absences.
I. An incomplete grade is reserved for a student with a passing grade that cannot complete the course because of extraordinary circumstances. The work is to be completed the next term that the student is enrolled or the grade will become an F.

Course Policies

Attendance

Attendance is mandatory to take advantage of the information and the varying exercises provided in class. Each student is allowed one (1) unexcused absence per credit hour. Each absence (unexcused) over that prescribed amount will result in the lowering of the final grade by one letter grade (e.g.: A to B, B to C, etc.).

The Sign-in Roll is collected each class period. Punctuality is important and can have an adverse effect for excessive tardiness. Please try to be in class on time. Early departure can also have an adverse effect so be prepared to work the entire class period.
No cell phone in class.

Assignments

All assignments must be completed by the specified due date. There will be no submissions thereafter. Late work will not receive full credit. Your attendance is essential due to the experiential nature of this course. An email or phone message is expected when a class must be missed. The final portfolio must consist of ten (10) studio projects.

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Tentative Course Calendar

Calendar (Subject to Change)

Day 1  1/6/09
Introductions/course requirements/fill out information cards. Introduce elements and principles of art and design.
**Homework:** Make a list of 10 things that describe you.
Read Art for Life chapters 1. Write out at least three main ideas for the chapter and at least one page response to as journal (how would you use & interpret ideas in the classroom)—here after referred to as journal entry OR complete two drawings no larger than 5”x5” exploring the basic elements and principles of art as you find them in nature. Bring in collage items.

Day 2  1/13/09
Discuss readings. Work on self-portrait collages.
**Homework:** Read chapters 2 (journal entry for the chapter).

Day 3  1/20/09
Discuss readings. Introduce Art Criticism/Response assignment. Work on collage projects.
**Homework:** Read Art for Life chapters 3. (journal entry for the chapter).

Day 4  1/27/09
Collage due. Class critique. Drawing demonstration/contour line, continuous tones, hatching and Crosshatching techniques. Work on drawing assignment.
**Homework:** Read chapter 4. (journal entry for the chapter). Prepare a lesson plan for Grade 7-12 level.

Day 5  2/3/09
**Homework:** Read chapter 5. Develop the lesson plan to a unit including four disciplines of DBAE.

Day 6  2/10/09
**Homework:** Read chapter 6. (journal entry for the chapter).

Day 7  2/17/09
**Homework:** Read chapter 7. (journal entry for the chapter).

Day 8  2/24/09
**Mid-term Exam.** Discuss readings. Painting and printmaking due. Class critique.
**Homework:** Read chapter 8. (journal entry for the chapter). Look up state education standards on the internet.

Day 9  3/3/09
Discuss readings. Introduce quilt project & Faith Ringgold. Work on quilt project.
**Homework:** Read chapter 9. (journal entry for the chapter).

Day 10  3/17/09
Discuss readings. Work on quilt project.
**Homework:** Read chapter 10. (journal entry for the chapter). Journal readings (choose two articles from one or two art education journals, and journal entries for each)

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Day 11    3/24/09
Quilt project due. Presentation of Journal readings. Class Critique. Begin mural painting project.
**Homework:** Read chapter 11. Research on mural painting.

Day 12    3/31/09
Continue mural painting.
**Homework:** Read chapter 12, 13. (journal entry.)

Day 13    4/7/09
Mural Painting due. Group critique. Discuss reading.
**Homework:** Read chapter 14. (journal entry for the chapter). Access information about your hometown on the internet. Bring boxes to next class.

Day 14    4/14/09
Introduction to inner/outer self project. Work on boxes.
**Homework:** Read chapter 15 & 16 (journal entry).

Day 15    4/21/09
Last day of Class. Discuss reading. Finish box project and class critique.

Day 16    4/28/09
**Final Exam.** Bring in final portfolio (include 8 projects), curriculum resource guide book, journal responses, and lesson plans. Present grade and portfolio on 5/1/09.

**Required Text (available at FAMU Bookstore)**


**Suggested Text**


**Additional Journal Readings**

1. Art Education
2. Studies in Art Education
3. School Art

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