### COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARE 4355</th>
<th>Course Title:</th>
<th>Art Education I-Readings in Professional Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>ARE3313 and ARE3341</td>
<td>Prerequisite(s):</td>
<td>Art Education I-Readings in Professional Literature</td>
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<tr>
<td>Course Credit:</td>
<td>3</td>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
<td>College:</td>
<td>Visual Arts, Humanities &amp; Theatre</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Nan Liu</td>
<td>Term and Year:</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Office Location:</td>
<td>204 Foster Tanner Fine Arts-West</td>
<td>Place and Time:</td>
<td>107 Foster Tanner Fine Arts – Monday 5:45pm-8:15pm</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-599-8756</td>
<td>Office Hours</td>
<td>Monday 9:00-10:00am</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:liunan88@yahoo.com">liunan88@yahoo.com</a> or <a href="mailto:nan.liu@famu.edu">nan.liu@famu.edu</a></td>
<td>Tuesday</td>
<td>Wednesday 9:00-10:00am</td>
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### Course Description

This course is designed for students who are major in art education or related field. The course will emphasize various aspects of readings in art education. The instructor will present the historical context of art education in American from K-12 grade level to higher education. Students will read articles and books related to the history of art education, the philosophy of art education, the research methodologies of art education, and the contemporary issues and trends of art education. The knowledge of formalism, contextualism, children-centered art education, discipline-based art education (DBAE), Visual Cultural Art Education (VCAE) will be examined. Multicultural art education, community-based art education, and museum art education will be introduced.

### 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

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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

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

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5,7,9,10 | I: 5 |

TECHNOLOGY

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

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |

VALUES

• CF 3
• 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 |

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CRITICAL THINKING

**CF4**

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

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F:4,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F:2,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5

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

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
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**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.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.L P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

**National Art Education Association (NAEA) content and achievement standard for Visual Arts K-12:**
3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas
   Achievement Standard: Students
   a. explore and understand prospective content for works of art
   b. select and use subject matter, symbols, and ideas to communicate meaning
4. Content Standard: Understanding the visual arts in relation to history and cultures
   Achievement Standard: Students
   a. know that the visual arts have both a history and specific relationships to various cultures.
5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
   Achievement Standard: Students
   c. understand there are different responses to specific artworks.

**Sunshine State Visual Arts Standard for K-12:**
Creation and Communication
Standard 1:

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VA.B.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
1. Knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.

Aesthetic and Critical Analysis
Standard 1:
The student assesses, evaluates, and responds to the characteristics of works of art.

VA.D.1.1 The student assesses, evaluates, and responds to the characteristics of works of art.
1. Uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.

Application to Life
Standard 1:
VA.E.1.1 The student makes connections between the visual arts, other disciplines, and the real world.
1. Understand that people create art for various reasons and that everyday objects are designed by artists.

Florida Educator Accomplished Practices (FEAPs):
1. Assessment
1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

1. PRE.a Analyzes individual’s learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

2. Communication
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2. PRE.a Establishes positive interaction in the learning environment that uses incentives and consequences for students.

3. Continuous Improvement
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process.

3. PRE.a Identifies principles and strategies for affecting changes occurring in her/his classroom and school.

4. Critical Thinking
4. PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.

4. PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4. PRE.e Assists students in development and use of rules of evidence.

5. Diversity
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity.

5. PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

8. Knowledge of Subject matter
8. PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.

8. PRE.b Increases subject matter knowledge in order to integrate the learning activities.

9. Learning Environments
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.

9. PRE.a Practices a variety of techniques for establishing smooth and efficient routines.

10. Planning
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests.

10. PRE.a Identifies student performance outcomes for planned lessons.

12. Technology
12. PRE.d Identifies and uses standard references in electronic media.

12. PRE.g Teaches students to use available computers and other forms of technology.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
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.

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15.5. Judge the relative merit of an art work based on established criteria.
16.1. Identify major philosophies that affect aesthetic theories.
16.2. Identify major philosophies that affect aesthetic theories.
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.
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.

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>INTASC Standards</th>
<th>PEAPs</th>
<th>FTCE</th>
<th>NAEA</th>
<th>SSS</th>
<th>PEU Conceptual Framework</th>
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</thead>
<tbody>
<tr>
<td>Weekly Chapter and Article Reading-Journal Responses. 1. Contemporary Issues in Art Education: Introduction and Chapter one. 2. Chapter Two and Efland: A History of Art Education-teaching art during the postwar era. 3. Chapter Three and Lowenfeld: Creative and Mental Growth-the importance of creativity. 4. Chapter Four and Eisner: Educating Artistic Vision-the roots of art in schools: an historical view from a contemporary perspective. 5. Chapter Five</td>
<td>Demonstrate students’ critical thinking skills by reading, critiquing chapters and articles related to major concepts in art and art education field. 1. Students will identify historical and major aesthetical theories in art education. 2. Students will define important art terms and concepts, and they will critically analyze works of art using art vocabulary in description, interpretation, and evaluation. 3. Students will develop an awareness of and identify various teaching rationales for art education. 4. Students will learn the meaning of</td>
<td>INTASC</td>
<td>PEAPs</td>
<td>FTCE</td>
<td>NAEA</td>
<td>SSS</td>
<td>PEU Conceptual Framework</td>
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| Mid-term Paper | Student will conduct research on an artist or art educator’s life especially his/her educational background and major contribution to art or art education field. | 1.L; 1.1; 4. PRE.c; 4.PRE.e; 9.1; 12.PRE.d; 4.a; 5.c; V.A.D.1.1; 1.1; 1.3; 2.5; 4.3; 5.2; 5.5; |
| Final Exam | Demonstrate knowledge gained through various measures. | 1.A; 16.1; 16.2; 17.1; 17.2; 18.1; |

**Overall Goals of the Course**

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Students will analyze readings which form a theoretical base for the domain of art education. Students will identify major learning theories and the theorists associated with each in art education. The students will identify major critical positions which influence the language of art education, the students will examine major theories of historical contexts, and the students will examine the chronology of art education practices in the U.S. since 1840.

Specific Behavioral Objectives

1. Art theories and Aesthetics. Students will identify historical and major aesthetical theories in art education.
2. Change in Art Education. Historical and current trends in art education will be introduced.
3. Art Criticism and Critical Thinking. Students will define important art terms and concepts, and they will critically analyze works of art using art vocabulary in description, interpretation, and evaluation. Student will understand the use of higher order thinking and problem-solving skills via art projects and activities that relate to teaching inquiries.
4. Knowledge of Subject Matter. Students will develop an awareness of and identify various teaching rationales for art education.
5. Diversity. Students will learn the meaning of multiculturalism through discussions, and readings. Students will build a repertoire of teaching techniques and strategies to effectively instruct students with diverse cultural backgrounds.
6. Technology. Students will learn how to search for teaching resources and research articles via the internet. Students will use PowerPoint in presentations and will learn the importance of technological integration.

Topical Outline

The content will include a series of assigned readings and journal responses, a research paper, and a final exam.

Readings and discussion include:

A. Traditions in art education:
B. Philosophical Positions in art education:
C. Historical development of art education in the U.S:
D. Research methods in art education.
E. Multicultural art education
F. Community-based art education
G. Museum art education.

Teaching Methods

a. Lecture
b. Seminar and Group Discussion
c. Assigned Reading and Journal Response
e. Writing Paper
f. Presentation

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Course Evaluation

The final grade will be an average of the grade received on all assignments. Also course attendance, participation, and improvement shown during this semester will be considered for final grade.

Attendance…………………………………………………………..20%
Journal Responses for assigned readings…………………………….20%
Seminar Discussions and presentations of Reading Materials………20%
Mid-term paper…………………………………………………………..20%
Final Exam ………………………………………………………….……….20%

Grading

1. Works of Outstanding Analysis/Presentation Completion of all assignments
2. Personal efforts and improvement
3. Successfully completing all assignments.
4. Class participation and attendance.

   A. Superior: Works of Outstanding Analysis/Presentation Completion of all assignments.
   B. Work which surpassed the project’s requirements. Work of Excellent Analysis/ Presentation Completion of all assignments.
   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.

Tentative Course Calendar

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Calendar (Subject to Change)

**Week 1 (1/11/10)**
Introductions/course requirements/fill out information cards.

**Homework:** Read Contemporary Issues in Art Education: Introduction(p.1-p20) and Chapter 1 (p.23-38). Write out two main ideas for the chapters and at least one paragraph response to as journal entry. For Chapter 1, answer the questions listed in the beginning of the chapter.

**Week 2 (1/25/10)**
Discuss readings. Introduce the traditions of art education-formalism, contextualism, the children-centered approach, discipline-based art education(DBAE), visual culture art education(VCAE).

**Homework:** Read Contemporary Issues-chapter 2 (p.39-50), Efland: A History of Art Education-teaching art during the postwar era (p.234-263) (Journal entry for each).

**Week 3 (2/1/10)**
Discuss readings. Continue children-centered art education, DBAE and VCAE.

**Homework:** Read Contemporary Issues-chapters 3, Lowenfeld: Creative and Mental Growth- the importance of creativity (p.74-99) (journal entries for each).

**Week 4 (2/8/10)**
Discuss readings. Introduce the historical development in American art education.

**Homework:** Read Contemporary Issues-chapter 4, Eisner: Educating Artistic Vision-the roots of art in schools: an historical view from a contemporary perspective (p.29-63). ( journal entries for each).

**Week 5 (2/15/10)**
Discuss readings. Continue historical development in American art education.

**Homework:** Read Contemporary Issues -chapter 5. McFee & Degge: Art, Culture, and Environment-a catalyst for teaching-exploring the relationships between art and culture (p.272-297). ( journal entries for each)

**Week 6 (2/22/10)**
Discuss readings. Introduce the philosophical approach to art education.

**Homework:** Read Contemporary Issues-chapter 6. Dorn: Thinking in Art-paradigms for art teaching (p.105-128).

**Week 7 (3/1/10)**
Discuss reading. Mid-term paper assignment. Continue the philosophical approach to art education.

**Homework:** Read Contemporary Issues-chapter 7. Smith: Readings in Discipline-Based Art Education (P27-62).

**Week 8 (3/15/10)**
**Mid-term Exam.** Mid-term paper due. Discuss readings. Research Methods for art education.

**Homework:** Read Contemporary Issues-chapter 8. Dewey: Art as Experience-having an experience (p.35-57). journal entry for each).

**Week 9 (3/22/10)**
Discuss readings. Museum art education.

**Homework:** Read Contemporary Issues-chapter 9. Chapman-Approaches to Art in Education-understanding the role of art in contemporary society (p.92-116). ( journal entries for each).

**Week 10 (3/29/10)**
Discuss readings. Community-based art education.

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**Homework:** Read Contemporary Issues-chapter 10. Walker: Teaching Meaning in Artmaking-big ideas and artmaking (p.1-17). (journal entries for each).

**Week 11 (4/5/10)**
Discuss readings. Multiculturalism in art education.
**Homework:** Journal readings-choose two articles from two art education journals, and journal entries for each).

**Week 12 (4/12/10)**
Presentation of journal readings. Art criticism and art education.
**Homework:** (journal entry for second article.) Levi & Smith: Art Education-a critical necessity-art criticism (p.87-123)

**Week 13 (4/19/10)** Last day of class.
Discuss reading. Art history and art education.
**Homework:** Final exam review.

**Week 14 (4/26/10)** Final Exam.
**Homework:** Pick up your final grade and portfolio on 4/28/10.

**BIBLIOGRAPHY**

**Required Text**


**Suggested Reading (References)**


**Additional Journal Readings**

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2. Studies in Art Education. N.A.E.A.