

**Department of Art and Art History**  
**SYLLABUS**  
**Art 3530- Art Education In Secondary Schools**  
**3 Semester Credit Hours**  
**Fall 2015**

**DAYS/TIME:** Friday, 2-5pm. Art #362

**PROFESSOR:** Sandy Brunvand, MFA

**OFFICE HOURS:** (Art #341) Tuesday-3:00-4:30 pm, & Friday 8:45-9:30am

**PHONE:** 801.581.8677art department office-leave a message

**E-MAIL:** [sbrunvand@hotmail.com](mailto:sbrunvand@hotmail.com) \*best way to reach me \*

**COURSE OVERVIEW** Art Education in the Secondary Schools **(3) Prerequisite: First Year Studio Program.**

This course provides an overview of the methods of secondary art education. Students will explore the content areas of art education (studio art, art criticism, art history and aesthetics) as well as pedagogical approaches. This course is a hands-on methods course in which students are required to design and implement art lessons to be taught to middle and high school age youth in educational settings

**COURSE FEE \$40** (paid with tuition). Fees are used to maintain department image database, purchase some student materials for special projects, and supply basic room supplies and equipment

**COURSE OBJECTIVES**

This course will present material and use experiential learning to facilitate your understanding of the following concepts:

- To develop an understanding of the history, theory, and practice of teaching art in secondary schools
- To understand and practice appropriate curriculum and teaching methods for secondary schools
- To gain experience in creative ways to teach studio lessons and activities
- To work collaboratively with peers in the course and members of the public schools system
- To gain hands-on experience planning, implementing and evaluating unit and lesson plans

**REQUIRED TEXTS AND READINGS**

**Books:**

Bates, J. (2000). Becoming An Art Teacher. Belmont, CA: Wadsworth/Thomson Learning.

Online readings and other articles may be added throughout the semester.

## **TEACHING AND LEARNING METHODS**

Students will participate in class discussion, readings, guest lectures, studio development and outside events. Students will prepare and teach peers in one class lesson. Students will develop a “portfolio” of lessons plans and will create cultural exemplars developed and taught by peers.

## **COURSE REQUIREMENTS AND GRADING/Evaluation Methods**

**Discussion Facilitation (5 points )** You will be responsible for facilitating one of the weekly reading discussions by writing three discussion questions and by planning a 15-20 minute presentation or activity that addresses the week’s topic. This facilitation can include visuals (slides, videos, etc.), an activity, or a more formal presentation. This facilitation should not be a summary of the week’s readings, but should help the class to deepen their understanding of the issue.

**Reading Responses (15 points)** For each reading you will turn in a response to Canvas (due ***Wednesday by midnight***) This should be at least a 2-3 paragraph response to **each** chapter for the week’s reading. What struck you most? What do you agree/disagree with? How does this reading impact your idea(s) of art teaching?

**Active Participation in Class Discussions (10 points)** You are expected to come to class having read the weekly readings and prepared to discuss them, and to have assigned homework prepared.

**Gallery Visit (5 points)** to become more acquainted with local contemporary art you will visit a local gallery (from approved list) and write a brief paper.

**Outside Observation: (5 points)** You will observe a junior high or high school class on your own time. You will be required to set up the visit, follow through on requirements of the visit and write a two-page paper on the research. Paper requirements will be discussed at a later date.

### **2 Unit Outlines/ with Lesson plans: (15 points each for a total of 30 points)**

You will be responsible for creating two different detailed Unit Outlines with at least three lessons plans. Please turn in the entire assignment UNSTAPLED-use a clip or folder to hold the pages together.

**Unit outline:** This should contain the: 1) theme; 2) goals; 3) concepts to be taught; 4) cultural exemplar(s) to be used; 5) sequence of lessons; 6) evaluation component

**1 Demonstration lesson for peers: (30 points each)** You will be responsible for performing one 50 minute (time may change due to number of students) demonstration from your newly written lesson plans to the class. You will provide all the necessary exemplars, historical references and supplies for your demonstration.

**Missed Class/make up work:** Students will have the opportunity to make up TWO homework assignments if needed and TWO in-class projects due to missing class. This must be completed within two weeks of the original due date. Late work should be prearranged if possible. Revised work/ new work may be submitted for a higher score up to two weeks after original graded assignment was returned. Late work is not eligible for revision

**PLEASE NOTE:** Due to the hands-on nature of this class, attendance is mandatory. Full and active participation is expected. All classes will start promptly at 2 pm in room 362 unless otherwise noted. This participation will enhance your learning and helps to support the entire class. You must be present and involved in the discussion to earn participation points. Late assignments will be reduced for each day late. Please leave cell phones **OFF** during class.

**Grading total = 100 points**

**A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75  
C-: 70-71; D+: 66-69; D: 62-65; D-:60-61; E: 0-59**

**ADA Statement:**

The University of Utah provides equal access to its program, services, and activities for people with disabilities. Please inform the instructor as soon as possible if you need accommodations in this class. If you wish to qualify for exemptions under the Americans with Disabilities Act (ADA), you should also notify the Center for Disability Services, 162 Union Bldg (581-5020) to make arrangements for accommodations. <http://disability.utah.edu>,

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**PLEASE NOTE:**

Friday, September 4: Last day to add, drop, elect CR/NC

Friday, October 23: last day to withdraw from term length classes

Gallery Stroll every 3<sup>rd</sup> Friday

Visiting artists/performances announced in class and on CANVAS

**Evening for Educators | *The British Passion for Landscape: Masterpieces from the National Museum Wales***

**Wednesday, November 4 | 5:30-8:30 pm | FREE for teachers**

Drawing inspiration from our concurrent exhibition, we will explore the use of landscapes as cross-curricular learning tools. The work in the exhibition simultaneously references the poetry of landscape and the environmental threats posed by industrialism, key themes that resonate in Utah as well.

**Links to other student resource centers:**

**Veterans Center** <http://veteranscenter.utah.edu/>

**LGBT Resource Center** <http://lgbt.utah.edu>

**Women's Resource Center** <http://womenscenter.utah.edu//>

**Learners of English as an Additional/Second Language**

<http://linguistics.utah.edu/esl-program/>

**The Writing Program** (<http://writing-program.utah.edu/>);

**The Writing Center** [www.writingcenter.utah.edu](http://www.writingcenter.utah.edu). 587-9122.

**Center for Ethnic Student Affairs** <http://diversity.utah.edu/students/cesa>

**American Indian Resource Center.** <http://diversity.utah.edu/students/airc/airc-mission>

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