

VALDOSTA STATE UNIVERSITY
ART & DESIGN DEPARTMENT
ART3000: Community Art Education

3.0 Credits, (2 lecture, 2 studio)
Fine Arts Bldg, rm 1058.

Instructor: Dr. Jenny Evans
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Department of Art
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T/R 11-12

Course Syllabus
Description

Exploring art learning in gallery, museums, community centers, other diverse community-based locations. Students explore art career options with field experiences while learning art education concepts: lesson making, budgeting, and marketing.

Objectives

This course is designed so that students will be able to:

1. Recognize the valuable role the visual arts can play in the lives of all individuals including multidisciplinary issues. NASAD XII.C.1.4
2. Explore history and purpose of art education – gain knowledge of current methods and materials available. NASAD XII.C.3.d
3. Practice a variety of art and art education careers. NASAD XII.C.1.2
4. Demonstrate the ability to respond knowledgeably and thoughtfully, verbally and in writing about specific works of art/artists.
5. Consider aptitudes, wide range of objects, ideas, experiential backgrounds, and interests of students, and to devise learning experiences in a wide range of educational settings. NASAD XII.C.3.c
6. Practice teaching in gallery/museums and community settings with a variety of learners. NASAD XII.C.1.3, NASAD XII.C.3.E
7. Know and assemble the foundational components of an organized and potentially useful art curriculum designed for use with students in various art education settings. NASAD XII.C.3.a, NASAD XII.C.e, NASAD XII.1.2.
8. Understand and demonstrate the ability to advocate for art/art education
9. Use reflective practice for self-evaluation to promote continued study and professional development. NASAD XII.C.3.h

NASAD Accreditation Competencies (General Studio) Recommendations for Professional Studies X11.C.1

Students engaged in professional undergraduate degrees in art/design should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, business, and leadership skills necessary to engage in professional practice in their major field.
3. Develop teaching skills, particularly as related to their major area of study.
4. Explore areas of individual interest related to art/design in general or to the major. Among the many possible examples are: aesthetics, theory, specialized topics in art/design history, analysis, and technology.

5. Explore multidisciplinary issues that include art and design.
6. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion.

NASAD Accreditation Teaching Competencies (Art Education): XII.C.3

- A: An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
- B. An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
- C. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
- D. Knowledge of current methods and materials available in all fields and levels of art education.
- E. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
- F. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- G. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
- H. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

Format

The format for this course is a combination of lecture, discussion, oral presentation, community work, writing, and hands on production/creation. Some in-class work is done through collaboration between class members; most assignments are completed individually.

Attendance and Course Policies

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Consult the full discussion of the Academic Integrity Code in the Student Handbook, which is available online at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. Students found guilty of any academic integrity violation in connection with this course will, at minimum, receive an F for the involved course activity and, at maximum, be subject to failing the entire course.

Attendance: The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for following the course policies for regarding make-up work in connection with any absences. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

Computer Use: Students will need to log on to BlazeVIEW to gain access to some course content. More information about BlazeVIEW is available online at <http://www.valdosta.edu/academics/elearning/blazeview.php>.

Credit: Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in a laboratory, lecture, and directed or independent study classes. An hour of instruction is equivalent to 50 minutes of class time.

Email Communication: Students must use their VSU email address for all VSU email correspondence, as well as check their VSU email accounts regularly for class-related messages. Students can expect that emails to the professor (which is the preferred method of communication outside of the classroom) will be returned within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.

Reproduction of Photographic Images: During the semester your instructor or other representatives from VSU may photograph you or your artwork for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art Department office.

The Academic Support Center: The [Academic Support Center \(ASC\)](#) provides unlimited, in-person, free peer tutoring in core courses such as math, English/writing, sciences, social sciences, and languages. We also offer **8 hours of free online tutoring via Tutor.com** (8 hours per student, available 24/7). Click the Free Tutoring link in any Blazeview course to make appointments. Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. VSU has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit vsu.joinknack.com and sign in with your student account. Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email asc@valdosta.edu, or visit the website www.valdosta.edu/asc for more information.

Student Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

Lecture Classes: For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three-credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Possible Objectionable Materials Warning: This class includes images that contain nudity, violence, and other imagery that may be offensive to some viewers. If you are unwilling to examine and discuss such works in an academic context, then you should reconsider enrollment in this course.

Student Evaluations: Student Opinion of the Instruction (SOI) will be administered online. This survey will be available for you to submit through BANNER during the last several weeks of the term.

Title IX Statement: Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>

Materials: In this class, we will be exploring art and learning methods in art in multiple ways. Art materials are provided within the Art Ed classroom. It is strongly recommended that you get a small notebook for journaling and recording notes during your field experiences.

Field Experience:

This class has experiences outside of the classroom: for example: 1) at the STEAM center, and 2) at the Turner Center for the arts. You are required to meet at both locations multiple times. Once for the initial introduction to the location and project and as necessary to complete the project. Both locations are within walking distance to VSU.

Requirements/Assignments: Complete instructions for each assignment are posted in *Blazeview*> assignments. Read them before starting each assignment! These assignments are divided into two smaller categories: 1) Professionalism and Preparation and 2) Class Projects

Professionalism and Preparation:

- ***Participation and Professionalism:*** Your participation and professionalism grade will be based primarily upon three factors: your timely presence in class, your preparation for class, and your thoughtful contribution to class discussions. There is not one specific grade, but rather this is built into class presentations and project grades.
- ***Electronic Portfolios*** – You will create your ePortfolio/webpage. You will add your resume, organize your lesson plans, update your artworks, and add a page of certifications/awards/shows.

Class Projects:

- ***Misc Projects:*** *The project may vary based on the availability of resources in the community.* Projects can range from assisting the STEAM or Turner Center to Making public art, Designing a Gallery, or debating copyright issues. There are rubrics available in BlazeView.
- ***Structured Reflections*** In BlazeView (quizzes) project reflections are designed to help you observe and understand what you are learning.
- ***Demonstrations:*** AKA: Show and Tell: You will share your project, the relevance and lessons learned. At times there are Q/A sessions or discussions. This is informal but provides you with experience in-front of the classroom and the opportunity to work out any issues in the lesson plan.

For those wanting to continue Art Education after this course:

Teacher Certification Progression: (for those moving on to ARED classes)

- *To move forward with ARED classes you must first complete EDUC 2999*
- You also need to maintain a 2.75 GPA

Class Structure & Schedule: Topics, Readings, and Due Dates: Because education is a fluid and relational experience, the course schedule is subject to modification; other short readings and assignments may be added or substituted on occasion. Please see BlazeView for the course schedule. It will change, as we attempt to be flexible to contextual issues.

Texts and Readings —

What's so Great about Art Anyway? By Rachel Branham

Current Articles available in BlazeView

Clumpner, J. Art Curriculum Authenticity: Elevating Secondary-Student Voices in the Creative Process. *Art Education*, March 21p 22-9.

Cowley, S. (2017). *The Artful Educator: Creative, Imaginative and Innovative Approaches to Teaching*. Crown House Publishing Limited, London.

- EduCloset, (2014). What is Arts Integration? Here's What you Need to Know.
www.artsintegration.com/2014/04/03/infographic-what-is-arts-integration
- Moss, L. (2018). How to Use a Think Sheet for Better Classroom Behavior – Art of Education.
- Kennedy Center (2020). What is Arts Integration? Explore the Kennedy Center's comprehensive definition. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>
- Krajewski, S. (2020). How to Talk to Kids about their Art.
www.theartofeducation.edu/2020/04/20/how-to-talk-to-kids-about-their-art/
- Watts, R. (2021). Encouraging Middle School Students to Embrace Differences.
www.edutopia.org/article/encouraging-middle-school-students-embrace-differences

Your grade for the course will be determined by your performance on the following course assignments:

1. Assignments on selected topics
 - a. Reading reviews, outlines, handouts, brain storming activities, reflections
2. Careers Interview/Essay
3. Gallery Education Project
4. Arts integration Project
5. Advocacy Project/Presentation
6. Final Essay

All of the major course assignments will be scored by content-specific rubrics or assessment instruments that will be provided to the students in advance of given assignments.

Your final grade is based on the average of the above requirements.

- A = 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- F = 59 and below

		ART 3000	
		Tuesday	Thursday
		10-Jan	12-Jan
	week 1		
		Welcome	Careers in Art
		Meet/Greet/Expectations/reflection	intro to variations
		Intro: Quiz/Essay	read article
	week 2	17-Jan	19-Jan
		Museum Careers	Project introduction
		What are they?	Career Essay - intro
		read articles	Curatorial Project - demo
Turner	week 3	24-Jan	26-Jan
		Gallery/Museum	Studio Day
		FIELD TRIP TO TURNER	curatorial project - in class work
		understanding curatorial/education	
Turner	Week 4	31-Jan	2-Feb
		Studio day	Presentation day
		curatorial project -in class work	show and tell - present gallery
			project reflection
	Week 5	7-Feb	9-Feb
		Museum Conservation	Art Crime
		watch video links	discussion about movie
			identify art roles
		read: article	watch: Made you Look @ Netflix
GALLERY	Week 6	14-Feb	16-Feb
		Museum Education	Studio Day
		look online museums, watch video links,	
GALLERY		set project expectations	
	Week 7	21-Feb	23-Feb
Gallery		Studio day	Presentation day
			show and tell - present gallery
			project reflection
	Week 8	28-Feb	2-Mar
STEAM		Community Center	Community Center
		FIELD TRIP to STEAM center	what can you learn outside of school
			Essay - pick a class - start
STEAM	week 9	7-Mar	9-Mar
		Understanding arts integration	
		intro to project- expectation	
		read: articles	
	week 10	14-Mar	16-Mar
		SPRING	BREAK
STEAM	week 11	21-Mar	23-Mar
		Studio Day	Studio Day
STEAM	week 12	28-Mar	30-Mar
		Presentation day	Art Ed K-12
		show and tell - art integration lesson	examine lesson ideas from School Arts Journal
		reflection on project, lesson plan	write k-12 lesson plan - start
	week 13	4-Apr	6-Apr
		Studio Day	Studio Day
		pick grade level, project	make example
		read articles	
	week 14	11-Apr	13-Apr
		Studio Day	Presentations
		make example, write lesson plan	show and tell lesson plan and example
			reflection on project, lesson plan
	week 15	18-Apr	20-Apr
		Art Advocation	Studio Day
		Introduction to project	
		read articles	
	week 16	25-Apr	27-Apr
		Presentations	Post Mortum on class
		share advocation ppt	final essay - instructions
		ppt due, reflection on project	