

Art 4220: Art Curriculum & Methods: Early Adolescent Through Adolescent (6-12)

Instructor: Kristina Niemi Johnson
Spring 2022

Credits: 4

Seeking Distribution Credits? Yes _____ No _____ List other departments: _____

Enrollment Limitations: 25

Prerequisites: EDU 2150 and Acceptance to the Teacher Education Program

Course Rationale:

This course provides Art Education Majors with one of two key methods courses in which candidates will learn about specific art techniques and the process of teaching those techniques to 6th - 12th grade students. Candidates will gain significant professional experiences by participating in clinical work at a local middle or high school. Finally, this course is required by the Department of Public Instruction in partial fulfillment of a state-approved Art Education Major.

Catalog Description:

Candidates will learn techniques that they can use with middle and secondary school students to guide their artistic development and enable them to create works of art, as well as form an appreciation for art and art history. Emphasis will be placed on applying the National Visual Arts Standards 6 - 12 (developed by the National Art Education Association) to lesson plans. Candidates will explore methods for motivating, creating, and evaluating middle and secondary students' artworks. Candidates will plan and implement art lesson plans in local middle and/or secondary schools for their field experience requirements.

Learning Objectives:

By the end of this course art teacher candidates will be able to:

1. ...articulate the role of art in society and in middle and secondary schools. (NAEA #1; InTASC #4,5)
2. ...define and demonstrate the proper use of visual elements: line, shape color, space, texture, value, form, and the principles of art in composition and lesson plans (NAEA #1; InTASC #4)
3. ...identify and apply knowledge in lesson plans of developmental stages of the early adolescent through adolescent students, including social, emotional, cognitive, and psychological development. (NAEA #2; InTASC #1, 2, 5)
4. ...implement classroom management and motivational strategies in clinical settings as they relate to the structure of the art classroom/studio. (NAEA #6, 8; InTASC #3, 5)
5. ...create and implement art lessons in a local and/or secondary school. (NAEA #4, 5, 6; InTASC #5)

6. ...develop formative and summative assessment tools such as rubrics, interest surveys, evaluation guidelines.(NAEA #7,9; InTASC #6)
7. ...develop strategies for engaging middle and secondary students in art production/studio courses.
8. ...articulate strategies for teaching art in inclusive classroom settings.
9. ...develop strategies and content knowledge for teaching art appreciation.
10. ...develop strategies and content knowledge for teaching art history.
11. ...create lesson plans that emphasize art production using a variety from the following media: crayon, charcoal, oil pastel, pencil, marker, pen, painting, printmaking, graphic design, and three-dimensional media such as clay, paper mache, paper, tagboard, wood, found objects, sticks, etc.
12. ...develop techniques with multicultural arts and crafts.

Principle Units Taught in this Course:

1. Introduction to Art Education in the Middle/Secondary School setting
2. Teachers and Teaching: Classroom Design, Lesson Planning, Management, Motivation, Assessment
3. Media, Techniques, and Applications
4. Creating an Art Curriculum
5. Appreciating Art and Visual Culture: Art History, Criticism, and Aesthetics
6. Art Production

Required Text:

1. Sickler-Voigt, Debrah C. *Teaching and Learning in Art Education*. Available from: VitalSource Bookshelf, Taylor & Francis, 2019.

Clinical Experiences:

Candidates will design lesson plans for middle/secondary school art students. Candidates will implement the lesson plans in a local middle/secondary school art classroom. A minimum of 15 clinical hours are required.

Portfolio Checkpoints/Assignments:

Candidates will choose two lesson plans and reflections from their clinical experience. For each lesson plan/reflection, the candidate will align it with the appropriate INTASC Standard and write a rationale.

Technology Experiences:

1. Graphic Design Activities could include digital photography and/or computer-generated art as classroom activities, clinical experiences, and unit planning
2. Classroom Presentations: Digital media such as SmartBoard, Promethean Board, Google Presentation, Powerpoint, and/or iPad applications

Special Projects/Activities:

1. **The Built Environment:** Candidates will provide a class presentation on a particular work of architecture, park, or designed environment. They will prepare a lesson plan that allows middle/secondary students to demonstrate their knowledge of the concepts, processes, and materials used in the design of three-dimensional space and form.
2. **Visual Culture:** Candidates will provide a class presentation on an aspect of visual culture as an example of art in daily life. Candidates will prepare a lesson plan that teaches middle/secondary

students about the process of responding to popular visual culture with original works of design, popular art, video, or performance.

3. **Digital Media:** Candidates will provide a class presentation on digital media in art and design. They will include several examples of their own digital creations. Candidates will prepare a lesson plan that requires middle/secondary school students to design digital work.
4. **History of Art & Visual Culture Presentation:** Candidates will provide a class presentation on a particular period's art and visual culture. An accompanying lesson plan will be prepared that guides middle/secondary students to research a particular era's art and visual culture and its relation to the political, social, and economic developments of that era.
5. **Art Lesson Plan Portfolio:** Candidates will create a portfolio of art projects completed during the semester. In their portfolio, students will select five different projects and write reflections as to each project's personal significance, its potential use in middle/secondary art classrooms, and a statement of what the candidate learned through the completion of the project.
6. **InTASC Portfolio Assignment:** Candidates will select two lesson plans/reflections and write rationales in which they describe which INTASC Standard each lesson plan aligned with and why.
7. **Artistic Development Feedback:** Candidates will select three art projects by three of the middle/secondary students in their clinical placement. The candidates will provide individualized feedback for each student/project. The candidate will respond to the student works by completing the following: describe insights into the students' artworks, the level of output/engagement in each project, areas of strength and weakness in each project, set goals for future work, and offer suggestions for strengthening areas of weakness. The candidate will include the assessments and sample rubrics used for each project.
8. **Clinical Portfolio:** Candidates will create a separate portfolio of at least five sample art projects made by middle/secondary students during the clinical experience. Each project will be accompanied by the corresponding lesson plan and reflection on the lesson's successes and setbacks/goals for improvement.

Tentative Calendar:

DATE	TOPIC	ASSIGNMENT DUE
Week 1 Feb 3	Introduction to class Art Standards, InTASC Standards	
Week 2 Feb 8 & 10	Read Ch 1 Overview Response to Lessons	Questions Response to lessons in chapter
Week 3 Feb 15 & 17	Read Ch 2 Choice-Based, Lesson Plan Form Unit Plan Discussion	Art Sharing
Week 4 Feb 22 & 24	Read Ch 3 Assessment & Evaluation Built Environment Discussion	Questions 1 & 2 Unit Plan Due
Week 5 March 1 & 3	Read Ch 4 Classroom Management Mission Statement, Management Plan Discussion Built Environment Discussion	Built Environment Lesson Due

Week 6 March 8 & 10	Read Ch 5 pg 96-100 Visual Culture Lesson	Built Environment Rubric Due Mission Statement, Management Plan
Week 7 March 15 & 17	Spring Recess-No Classes	Enjoy!
Week 8 March 22 & 24	Read Ch 6 Diversified Learners Art Portfolio Discussion Presentations	Visual Culture Lesson Due
Week 9 March 29 & 31	Read Ch 7 Aesthetics Digital Media Lesson Presentations	
Week 10 April 5 & 7	Read Ch 8 Art Criticism Presentations Assessment Day No class April 7	Digital Media Lesson Due April 5
Week 11 April 12 & 14	Read Ch 9 Art History Clinical & InTASC Portfolio Discussion Presentations	
Week 12 April 19 & 21	Read Ch 10 Visual Culture Presentations	Art History Lesson Due
Week 13 April 26 & 28	Student collaborative workshop: Art Lesson Portfolio, Artistic Feedback (Meet independently)	
Week 14 May 3 & 5	Presentations	Artistic Development Feedback Due Art Lesson Plan Portfolio Due
Week 15 May 10 & 12	Presentations	
Week 16 May 17	Final Exam Portfolio Due	Clinical Portfolio Due InTASC Portfolio Assignment Due

INTASC Standards Addressed in this course:

https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

Standard 1 - Learner Development: Lesson plans, clinical portfolio

Standard 2 - Learning Differences: Lesson plans, clinical portfolio

Standard 3 - Learning Environments: Clinical experiences, classroom activities

Standard 4 - Content Knowledge: Art portfolio, Visual Culture presentation, The Built Environment, digital media, classroom activities

Standard 5 - Application of Content: Lesson plans, clinical experience

Standard 6 - Assessment: Lesson plans, Artistic Development Paper

Standard 7 - Planning for Instruction: Lesson plans, clinical experiences

Standard 8 - Instructional Strategies: Lesson plans, presentations, clinical experiences, classroom activities

Standard 9 - Professional Learning & Ethical Practice: Clinical experiences, lesson reflections

Standard 10 - Clinical experiences

Other Standards Addressed: (Common Core, National Standards, State Standards):

NAEA (National Art Education Association)

Providing Accommodations: *Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders, and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).*

*The **Brainard Writing Center** is a free resource for student writers. The center is staffed by undergraduate Writing Fellows from a wide variety of majors who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit carthage.edu/writing-center.*

Covid - 19:

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage's Stay Safe website.

Stay Safe Guidelines: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>

Frequently Asked Questions: <https://www.carthage.edu/carthage-covid-19/faqs/>

Art Gallery Schedule:

'V Crushable'

February 8-March 11, 2022

Opening Reception: Thursday, February 10, 2022 | 3:30-6:30 p.m.

H. F. Johnson Gallery of Art

Noah Kashiani's sculptures employ up-cycled materials from local thrift stores — a testament to high fashion, placing emphasis on materialism and late capitalism. Kelly Reaves' paintings are driven by a fascination with the natural world and a hyperactive inner dialogue. The process-driven, intuitive work is the tangible product of meditation, intended to clear the mind.

'All Visual Faculties Intact'

Mar 22, 2022 -April 22, 2022

Opening Reception: Thursday, March 24 2022 | 3:30-6:30 p.m.

H. F. Johnson Gallery of Art

This triennial exhibit highlights the scholarly and creative activities of [studio art faculty](#) and [graphic design faculty](#).

'Senior Exhibitions'

March 28 - April 9, May 7 - 18, 2022

Opening Reception: Thursday, March 31, 2022 | 1:00-3:00 p.m.

Opening reception: Saturday, May 14, 2022| 1:00-3:00 p.m.

H. F. Johnson Gallery of Art, VPAL

To celebrate the completion of their senior thesis projects, graduating [Carthage studio art majors](#) present a group exhibition of their work in a variety of media. This showcase also serves as a springboard event for our emerging professional artists and is the first step of their exciting new careers as Carthage alumni.

Attend the opening receptions from 1 to 3 p.m. Thursday, March 31 and Saturday, May 14 in the H. F. Johnson Gallery of Art.

'SEVENTH ANNUAL ART WALK'

May 14, 2022

Across Carthage campus

Stroll along Lake Michigan in the balmy May weather and admire the capstone thesis projects of Carthage studio art and graphic design majors, using many different forms of media.