COURSE INSTRUCTOR
Your instructor for Methods of Teaching Art Education 4347, Mr. Dave McIntyre, has taught art education at UTEP for 26 years. He holds a BFA in Painting from the University of Tulsa, a M. Ed. in Education and a certificate in Educational Administration from UTEP. He was the Visual Arts Facilitator for the El Paso Independent School District for 21 years. Mr. McIntyre has exhibited paintings throughout the Southwest in numerous juried and group exhibitions.

COURSE OVERVIEW AND DESCRIPTION
Art Education 4347 (Methods of Teaching Art Education) involves hands-on applications of curriculum activities in art education with a special emphasis the variety of methods for art activities that teach the elements and principles of art within the art classroom. The importance and role of the visual arts in the public school curriculum will be stressed through lectures, visuals and discussion and projects. Students will create and design a thematic curriculum unit in visual arts that will be presented to the class and outlined in terms of time, scope, grade levels and activity applications. Students will create a portfolio of activities and lesson plans particular to the thematic unit.

COURSE PREREQUISITES
Students are to have completed Art Ed. 3307 and Art Ed. 3337 prior to enrollment in Methods of Teaching Art Education

COURSE GOALS
• Students will become familiar with the teaching methods, language and vocabulary of art education in public schools in Texas.
• Students will benefit from strict research and writing on specific topics in art education.
• Students will refine visual arts lesson planning and delivery skills.

COURSE OBJECTIVES
• Review of general concepts of art education:
  1. Elements of Art and Principles of Design related to Art Education.
2. Develop appropriate level of delivery (clear, simple concepts for short time instruction delivery)
3. Review samples of all levels of student art in a variety of mediums
4. Review of National Visual Arts Standards and Texas Essential Knowledge and Skills benchmarks
5. Introduction and correlation of Texas Assessment of Knowledge and Skills to Visual Arts.
6. Development of grade level appropriate art vocabulary

- Classroom management and safety procedures in the art room.
  1. Introduce specific and clear rules of procedures for tools, materials, and behavior.
  2. Special Education student safety concerns and adaptations.
  3. Review of safe and acceptable mediums that are used in the art room.

- Introduction of a sampling of various grade level art education curriculum delivery formats.
  1. Introduce the concept of pacing for primary and intermediate students
  2. Self Discovery, cooperative group learning, problem solving techniques
  3. Review of sample art schedules

- Design of specific, detailed lesson planning in elementary, middle and high school art education
  1. Introduction of specific lesson cycle components
  2. Review sample elementary, middle and high school visual art lesson plans
  3. Provide “modeling” opportunities for successful lesson planning

- Art history component of elementary art education
  1. Introduction of general, broad styles of art
  2. Techniques for implementing art history components into lesson plans and portraying famous artists as real people
  4. Create strategies for linking art techniques to specific artists

- Grading and evaluation techniques for elementary art education
  1. Introduction of a variety of evaluation tools
  2. Holistic grading
  3. Portfolio Assessment grading
  4. Introduction of self assessment and critique concepts for all grade levels

- Visitations to different settings of elementary, middle and high school art classrooms.
  1. Mobile and itinerant art programs
2. Museum schools
3. Alternating day art classroom schedules

- **Elements of Art**: Line, Shape, Form, Color, Value, Texture, Space applied to the art room.
  1. Review a variety of hands on lesson examples that identify the applications of the Elements of Art
  2. Produce a lesson plan specific to each Element of Art
  3. Convey how the elements relate to the real world with examples

- **Principles of Design**: Balance, Movement, Rhythm, Contrast, Emphasis, Pattern, Unity applied to the art room.
  1. Review a variety of hands on lesson examples that identify the applications of the Principles of Design
  2. Produce a lesson plan specific to each Principle of Design
  3. Convey how the principles relate to the real world with examples

- **Lesson Plan/Art Example Production**: Creation of a variety of art lesson plans and project examples reflecting the Elements of Art and Principles of Design in the art room.
  1. Balanced 2 dimensional and 3 dimensional project examples
  2. Comprehensive introduction to grade level appropriate methods and available materials

**REQUIRED ASSIGNMENTS**
- An individually designed and presented lesson plan introduction.
- An individually designed and presented art education project or curriculum unit that will include lesson plans, timeline, materials, demonstration, evaluation and necessary reteaching.
- A complete lesson example portfolio with accompanying lesson plans.

**GRADING AND EVALUATION**
- The course will be graded with a weighted grading system with the following grade values:
  - Lesson plan presentation 20%
  - Individual unit presentation: 20%
  - Portfolio and lesson plans 50%
  - Participation, discussion and attendance: 10%

**COURSE POLICIES AND ATTENDANCE**
- Class sessions are twice per week. Students are expected to attend all class sessions for the full length of time. In that there a minimum of 28 sessions for this course during the semester it is necessary that you attend all classes. If you have more than two unexcused absences during the semester your grade will be affected. If you have an emergency and cannot attend class
please contact me or call the Art Office. Students will be allowed two excused absences during the semester.

CALENDAR

Jan. 20th – Course introduction, syllabus, assignments, Lesson plan formats, 1st lesson assignments (a detailed calendar of assignments will be distributed on the first day of class).

Mar. 9th – 13th – Spring Break

May 6th – Last Class Session

May 11th – 15th – Finals, Final Portfolio and Complete Lesson Plans Due

PLAGIARISM/ACADEMIC DISHONESTY STATEMENT

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

DISABILITIES STATEMENT

Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways:

Web: http://www.utep.edu/dsso
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: dss@utep.edu