What Is Art? / What It Takes To Teach Art

Visual arts include many components and take many forms. Creating art satisfies the human need for display, celebration, personal expression and communication. As teachers of the visual arts, we have the opportunity to share our knowledge, skills, and enthusiasm for art. We need to be visionary leaders for our students, modeling standards, sharing insights, and engaging them in ways that will impact their thinking beyond the classroom. When students observe us in our role as “teacher”, they will notice and respond to our level of dedication, our optimistic attitude, and our involvement in the creative teaching process. As teachers, we are in a position to see, acknowledge, and encourage individuality and originality in our students work. The exploration of specific media and materials encourages the student’s creative process and self-expression. Materials are the things used to make art. (Markers, paint, paper, clay, fabric, wood etc.) By compiling knowledge of materials, techniques and processes, students are able to create original, finished works of art. After the art piece has been created, the art educator explains to the student how it becomes open to interpretation and how viewers can bring life experiences and feelings to the work of art and therefore create an educated judgment. This process is called art criticism. It is an organized system for looking and talking about art. Learning about art criticism can give the viewer the confidence to discuss a work of art without worrying about what other people might think. Understanding, creating and appreciating art are important steps in developing a point of view. All educators of art must have a point of view. Without such a view there is no logical basis for deciding what to do with students, no way for judging their success, and no standard for the evaluation of instruction. As art educators, we need to be actively involved in producing art. This will allow us to maintain perspective and our self-esteem as artists- always remembering that we were artists before we were teachers. One way to stay productive as an artist is to do the challenging assignments we give our students. Students thus see the teacher in the learning mode- willing to take risks, make decisions, and find expressive solutions to problems. Seeing the teacher as both artist and mentor, students develop respect, trust, and increased confidence.

Course Description
Art Activities II is designed to enable students to develop a good foundation in researching, designing, and presenting good quality lessons for the secondary student. Emphasis will be on a core number of lessons based on the elements and principles of art. These lessons will geared
towards specific disciplines like Drawing, Painting, Printmaking, Sculpture and Textile related works. Students will also be researching a Master artist and doing a Master study in 2-D or 3-D relief. Substituting for a class night, students may be asked to meet at a site specific location for continuing education in a related field base experience. (Dates will be scheduled at a later time, students must attend all field base experiences, no exceptions.)

**Student Learning Outcomes**

After completing this course:
- Students will have developed a portfolio of good quality lessons(products) geared for the secondary art student in drawing, painting, printmaking and sculpture.
- Students will have researched, designed and written quality lesson plans based on the portfolio completed in class, for use during their field base and student teaching experience.

**Graded Activity**

Portfolio’s based on the four Disciplines of Art:
- **Drawing Portfolio** - students will complete a portfolio based on assignments in line, value and created textures.
- **Painting Portfolio** - students will complete a portfolio based on assignments in various painting techniques, color and researching select painting genres.
- **Printmaking Portfolio** - students will complete a portfolio based on assignments in a variety of printmaking techniques, relief printing, stencil printing, woodblock and monotype.
- **Sculpture Portfolio** - students will complete a portfolio based on assignments in the four areas of sculpture, carving, modeling, casting and construction and assemblage.
- **Midterm Exam** - a midterm exam will be given based on lecture and printed material(handouts) given throughout the semester.
- **Final** - students will present an oral presentation to the class, using knowledge gained in the art activities course with an introduction to the lesson, a full demonstration on the product they will be creating and a finished product to be turned into the instructor for grading. A completed lesson plan will also be due with enough copies made for the entire class.

**Final Grade Breakdown**

All portfolio’s, and final presentation will be graded equally. A “Grading Rubric” will be used to determine points given to each portfolio.

All assignments will be graded on a points scale of 1-4. (4 being the highest)
- Portfolios must represent all of the teachers directions and instructions.
- All materials must be used adequately, effectively and creatively.
- All products must have a lesson plan, well written and attached to each assignment. (Lesson plans are double in points)
- All products must be turned in on time. (no late assignments)
Each portfolio can be worth up to 20 points. 
Midterm will be the only grade taken on a regular 100 pts system. 
Final presentation will also be graded using the rubric.

20pts (99-98) A+, 19-18pts (97-95) A, 17-16(92-90) A-, 15-14pts (89-87) B+, 13-12 (86-85) B, 11-10 (82-80) B-, 9-8 (79-78) C+, 7-6(76-75) C, 5-4 (72-70) C-, Anything below 4 pts is an F. **Your Final grade will also factor in class attendance and class participation.**

**Resources**

Resources used in this course will be a combination of information compiled from District adopted Art Text Books, Scope and Sequence based on state mandated Texas Essential Knowledge and Skills ( Art), Art Education publications, and Art Historical/ Cultural prints.

**Attendance**

Students are expected to be present at all scheduled class meetings. **Four** unexcused absences will result in the dropping of a letter grade. **Six** unexcused absences will result in a second dropping of a letter grade. If you must be absent from class, call or e-mail the instructor as soon as possible and notify me as to the reason. I will call your name after the official start of class and once more before the class is dismissed. Arriving late or leaving very early 3 times equates to one absence.

**Instructional Methods and Activities**

The methods and activities for instruction include the following:

- Lecture/discussion by the instructor or visiting artist
- Hands on (designing, creating, quality products for art lessons)
- Presentations by experienced art teachers, showcasing lessons that have been modeled/tested in the art classroom.
- Student presentations on course topics which demonstrate knowledge of course subject.
Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Grade Appeal Process

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Notice to Students with Disabilities

Texas A&M University- Corpus Christi complies with the Americans with Disabilities act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in the class, please see me as soon as possible.