Art Activities II

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 art student. Emphasis will be on a core number of lessons based on the elements and principles of art. These lessons will be geared towards specific disciplines like drawing, painting, printmaking and sculpture. Substituting for a class night, students may be asked to meet at a site specific location for continuing education in a related field. Dates will be scheduled at a later time. Students must attend all continuing education experiences, no exceptions.

Learning Objectives

After completing this course:

- Students will have created a portfolio of good quality lessons (products) geared for the secondary art student, based on the "Elements and Principles of Art". Students will explore the different disciplines such as drawing, painting, printmaking and sculpture. Within these disciplines, students will investigate: Line, Shape, Color, Texture, Form and Space.
- Students will have researched, designed and written quality lesson plans based on the portfolio completed in class. These lesson plans will benefit students during their field base and student teaching experience.

Major Course Requirements

A set number of portfolio’s based on the major disciplines of art.

- **Drawing Portfolio** - students will complete a portfolio based on assignments in line. The students will explore a variety of art media such as charcoal, inks, chalk pastels and colored pencils. Written lesson plans will also be turned in with each portfolio.
- **Painting Portfolio** - students will complete a portfolio based on assignments in color. The students will explore a variety of art media such as tempera paint, acrylic paint and watercolor. Specific art Genre’s such as “Pop Art” or multicultural lessons such as “Batiks” or “Australian Aborigine Art” will also be investigated. Written lesson plans will be turned in with each portfolio.
Printmaking Portfolio -

- Students will complete a portfolio based on assignments in various simple printmaking techniques. The students will explore a variety of art media such as cardboard, styrofoam and linoleum. Written lesson plans will be turned in with each portfolio.
- **Sculpture Portfolio** - students will complete a portfolio based on assignments in simple sculpture techniques. The students will explore a variety of art media such as paper mache, plaster and wood and wire construction. Written lesson plans will be turned in with each portfolio.

- **Midterm Exam** - a midterm exam will be given based on lecture and printed materials handed out in class.
- **Final** - students will give an oral presentation to the class as their final exam. The student will research and create a secondary art lesson with a finished product and a detailed written lesson plan and then present to the class in a 5-7 min presentation.

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 point’s scale of 1-4. (4 being the highest)

- Portfolios must represent all of the teacher’s 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.

20 pts (99-98) A+, 19-18 pts (97-95) A, 17-16 (92-90) A-, 15-14 pts (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.**
Required or Recommended Readings

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.

State Adopted Proficiencies/TExES competencies (COE)

DOMAIN I—CREATING WORKS OF ART

Competency 001
The teacher demonstrates knowledge of the elements and principles of art and analyzes their use in works of visual art.

The beginning teacher:
• Demonstrates basic knowledge of the meaning of and terminology for the elements of art (e.g., color, texture, shape, form, line, space, value) and the relationships among elements of art.
• Demonstrates basic knowledge of the meaning of and terminology for the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art.
• Recognizes how the elements and principles of art are used in the creation of works of art in various media.
• Analyzes art elements and principles and their relationships to each other and within the environment.
• Demonstrates knowledge of the principles of composition and design as applied to works of art in various media.

Competency 002
The teacher understands the tools, materials, processes, and techniques used in drawing.

The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in drawing.
• Demonstrates basic knowledge of drawing techniques used to produce high-quality artworks.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in drawing.
• Recognizes how critical and creative thinking are applied to the creation of drawings.
Competency 003
The teacher understands the tools, materials, processes, and techniques used in painting.
The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in painting.
• Demonstrates basic knowledge of painting techniques used to produce high-quality artworks.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in painting.
• Recognizes how critical and creative thinking are applied to the creation of paintings.

Competency 004
The teacher understands the tools, materials, processes, and techniques used in sculpture and ceramics.
The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in sculpture and ceramics.
• Demonstrates basic knowledge of sculpture and ceramic techniques used to produce high-quality artworks.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in sculpture and ceramics.
• Recognizes how critical and creative thinking are applied to the creation of works of art in sculpture and ceramics.

Competency 005
The teacher understands the tools, materials, processes, and techniques used in fiberart and jewelry.
The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in fiberart and jewelry.
• Demonstrates basic knowledge of fiberart and jewelry techniques used to produce high-quality artworks.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in fiberart and jewelry.
• Recognizes how critical and creative thinking are applied to the creation of works of art in fiberart and jewelry.

Competency 006
The teacher understands the tools, materials, processes, and techniques used in printmaking and photography.
The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in printmaking and photography.
• Demonstrates basic knowledge of printmaking and photography techniques used to produce high-quality artworks.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in printmaking and photography.
• Recognizes how critical and creative thinking are applied to the creation of works of art in printmaking and photography.

**Competency 007**
The teacher understands the tools, materials, processes, and techniques used in electronic and other contemporary art forms (e.g., performance art, videography).
The beginning teacher:
• Recognizes the characteristics, qualities, and uses of various media used in electronic and other contemporary art forms.
• Demonstrates basic knowledge of techniques used to produce high-quality artworks in electronic and other contemporary art forms.
• Demonstrates knowledge of the safe and appropriate uses of art materials and equipment used in electronic and other contemporary art forms.
• Recognizes how critical and creative thinking are applied to the creation of works of art in electronic and other contemporary art forms.

**DOMAIN II—ART, CULTURE, AND HISTORY**

**Competency 008**
The teacher understands how the visual arts shape and reflect history, society, and culture.
The beginning teacher:
• Recognizes, compares, and contrasts the reasons why different cultures create and use art.
• Demonstrates knowledge of the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utility, inspiration, social change) in different cultures.
• Understands the value of art to individuals and to society.
• Demonstrates knowledge of the ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media.
• Analyzes the effects that external conditions (e.g., political, environmental, economic, cultural) may have on a society’s art.
• Analyzes the influence of contemporary cultures on artworks.
• Recognizes art’s power to influence individuals and society.
• Demonstrates knowledge of the relationships between technology and art.
**Competency 009**
The teacher recognizes and analyzes similarities and differences among artworks from various cultures from ancient times through the present.
The beginning teacher:
- Compares and contrasts works of art from various cultures and historical periods in terms of theme, style, technique, medium, function, and intent.
- Analyzes how the elements and principles of art are used to convey perceptions in the art of different cultures.
- Identifies visual symbols in artworks, environments, and life experiences.
- Recognizes and describes universal themes in art and how their expression reflects different perceptions of and experiences in the world. **Competency 010**
The teacher recognizes and analyzes distinguishing characteristics of works of art from Africa, Asia, and the Middle East from ancient times through the present.
The beginning teacher:
- Recognizes and describes the main idea in works of art from Africa, Asia, and the Middle East from various periods.
- Analyzes how artists in Africa, Asia, and the Middle East use art elements and principles to create art and convey meaning.
- Analyzes the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from Africa, Asia, and the Middle East.
- Demonstrates knowledge of how ideas have been expressed using different media in the art of Africa, Asia, and the Middle East.
- Analyzes how visual qualities in works of art from Africa, Asia, and the Middle East express the meaning of images and symbols.
- Recognizes historical and contemporary trends and movements in the art of Africa, Asia, and the Middle East.

**Competency 011**
The teacher recognizes and analyzes distinguishing characteristics of works of art from Australia, Oceania, Central America, and South America from ancient times through the present.
The beginning teacher:
- Recognizes and describes the main idea in works of art from Australia, Oceania, Central America, and South America from various periods.
- Analyzes how artists in Australia, Oceania, Central America, and South America use art elements and principles to create art and convey meaning.
- Analyzes the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from Australia, Oceania, Central America, and South America.
- Demonstrates knowledge of how ideas have been expressed using different media in the art of Australia, Oceania, Central America, and South America.
• Analyzes how visual qualities in works of art from Australia, Oceania, Central America, and South America express the meaning of images and symbols.
• Recognizes historical and contemporary trends and movements in the art of Australia, Oceania, Central America, and South America. Competency 012 The teacher recognizes and analyzes distinguishing characteristics of works of art from Europe from ancient times through the present.
The beginning teacher:
• Recognizes and describes the main idea in works of art from Europe from various periods.
• Analyzes how artists in Europe use art elements and principles to create art and convey meaning.
• Analyzes the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from Europe.
• Demonstrates knowledge of how ideas have been expressed using different media in the art of Europe.
• Analyzes how visual qualities in works of art from Europe express the meaning of images and symbols.
• Recognizes historical and contemporary trends and movements in the art of Europe.

Competency 013
The teacher recognizes and analyzes distinguishing characteristics of works of art from North America from ancient times through the present.
The beginning teacher:
• Recognizes and describes the main idea in works of art from North America from various periods.
• Analyzes how artists in North America use art elements and principles to create art and convey meaning.
• Analyzes the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from North America.
• Demonstrates knowledge of how ideas have been expressed using different media in the art of North America.
• Analyzes how visual qualities in works of art from North America express the meaning of images and symbols.
• Recognizes historical and contemporary trends and movements in the art of North America.

DOMAIN III—AESTHETIC KNOWLEDGE AND ANALYSIS OF ART

Competency 014
The teacher understands the skills and knowledge that contribute to visual perception.
The beginning teacher:
• Demonstrates basic knowledge of the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art).
• Understands how to use experience, observation, memory, imagination, art of other cultures and periods, and perception of natural and human-made environments as sources for ideas for original works of art in various media.
• Recognizes how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.

**Competency 015**
The teacher understands the skills and knowledge that contribute to visual literacy.
The beginning teacher:
• Demonstrates basic knowledge of how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multisensory experiences.
• Recognizes how the use of the senses helps gather information from the environment.
• Analyzes and compares visual characteristics of natural and human-made subjects.
• Analyzes how critical thinking and creative problem solving are applied in perceiving artworks.
• Demonstrates familiarity with the proper use of terminology for art elements and principles in exploring artistic perception.

**Competency 016**
The teacher understands the basic principles of analysis, interpretation, and critique of works of art from various eras and cultures.
The beginning teacher:
• Understands the principles of analysis, interpretation, and critique of artworks and the factors involved in forming conclusions about formal properties, historical and cultural context, intent, and meaning in both representational and abstract artworks.
• Recognizes and describes major models of art criticism.
• Demonstrates familiarity with various theories used in analyzing and evaluating works of art.
• Knows how to make subtle discriminations in analyzing visual relationships and content in works of art.
• Recognizes and describes the difference between "copy art" and original art.
• Demonstrates knowledge of multiple models for critiquing one's own artworks and the artworks of others.
• Demonstrates knowledge of a variety of multisensory, verbal, and written modes for responding to art.

**DOMAIN IV—ART EDUCATION**
Competency 017
The teacher understands the selection and use of curricula and instructional strategies for art education.

The beginning teacher:
• Recognizes and describes various curriculum models for art education.
• Knows how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art and how to implement and evaluate curricula and instruction in art.
• Recognizes and describes stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art.
• Knows how to develop and use instructional strategies to address the strengths and needs of each child, including children with special needs.
• Analyzes and describes the connections among the visual arts.
• Analyzes and describes relationships of the visual arts to the other arts, other disciplines, and to other aspects of human endeavor.

Competency 018
The teacher understands lessons and activities that develop the thinking skills students need to create, evaluate, and appreciate artworks.

The beginning teacher:
• Demonstrates knowledge of lessons and activities that develop students' visual literacy.
• Demonstrates knowledge of lessons and activities that assist students in learning to deepen and expand their ability to perceive and reflect on the environment.
• Demonstrates knowledge of lessons and activities that encourage students to explore, express, and reflect upon their perceptions and life experiences for use in the creation of artworks.

• Demonstrates knowledge of lessons and activities that encourage students to solve problems and create multiple solutions in art.
• Knows how to assist students in developing an appreciation for the value and roles of art in U.S. society.
• Knows how to assist students in developing the age-appropriate skills necessary for developing an appreciation for art of the past and present and of cultures different from their own.
• Demonstrates familiarity with ways to assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.
• Demonstrates familiarity with ways to assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks.
• Demonstrates familiarity with ways to assist students in developing the skills necessary to interpret and evaluate artistic decisions in the artwork of others and to justify their decisions in their own artwork.
Competency 019
The teacher understands lessons and activities that develop the productive skills students need to create artworks.

The beginning teacher:
• Demonstrates knowledge of lessons and activities for instructing students in techniques used for creating art.
• Demonstrates knowledge of strategies for providing examples of the range of expression available through various art media.
• Demonstrates knowledge of how to help students use various resources in ways that are relevant to students' ideas, experiences, knowledge, and feelings.
• Demonstrates knowledge of lessons and activities for developing students' ability to explain how they are creating works of art in various media for personal expression.
• Recognizes effective strategies for describing, modeling, and providing examples of design in creating objects for everyday life using various media.
• Knows how to manage the use of art materials, equipment, art processes, and studio space.
• Knows how to instruct students in the safe use of art materials and equipment.

Competency 020
The teacher understands reading and study strategies that contribute to learning in the visual arts.

The beginning teacher:
• Knows strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts, develop content-area vocabulary, and facilitate comprehension before, during, and after reading content-related texts.
• Recognizes and describes a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.
• Knows how to teach students to locate, retrieve, and retain content-related information from a range of texts and technologies.
• Knows how to teach students to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.
• Demonstrates familiarity with the uses of instructional and communication technologies to enhance learning.

Competency 021
The teacher understands the basic principles and approaches for assessment in art education.

The beginning teacher:
• Demonstrates knowledge of methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance).
• Knows how to use assessment to monitor and encourage the growth of students' thinking in art (including use of metacognitive skills) and to assess the skills and abilities of individual students in using the techniques of art and to plan instruction accordingly.
• Demonstrates familiarity with various models that may be used to develop a portfolio of student work.
• Demonstrates familiarity with ways to develop and use assessment tools, including rubrics.
• Recognizes and describes appropriate evaluative criteria in relation to students' portfolios, individual artworks, and works in progress. Competency 022 The teacher understands career choices, avocations, and professional development available in the visual arts.

The beginning teacher:
• Knows the skills and training needed to pursue various careers in art.
• Identifies vocational and avocational opportunities in art and the use of art skills in various jobs.
• Knows how to help students understand and contribute to arts in their local community.
• Demonstrates knowledge of professional development opportunities in art and how to maintain familiarity with current research on teaching in art.
• Knows how to communicate effectively with administrators and other staff, parents/guardians, and the community about the art program.

Course Policies

*Academic Integrity/Plagiarism.*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing the course.

*Classroom/professional behavior*

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in
unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

**DISABILITY SERVICES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (November 9, 2018) is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**ATTENDANCE**

Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the professionalism element of your final grade.

- You will lose a single letter grade on your fourth (4) absence.
- Five (5) absences will result in the drop of another letter grade.
- Six (6) absences will result in the failure of the course.
- Three (3) late arrivals or early departures will result in the recording of one (1) full absence.
- Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.
- Attending critiques are mandatory.