George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email
attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be
brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this
course will affect other units.

Please indicate: __X___ NEW  ____ MODIFY  ____ DELETE

Local Unit: Art and Visual Technology  Graduate Council Approval Date:

Course Abbreviation: AVT  Course Number: 692

Full Course Title: Secondary Art Education

Abbreviated Course Title (24 characters max.): Secondary Art Education

Credit hours: 3  Program of Record: Art and Visual Technology

Repeatable for Credit?
___ D=Yes, not within same term  Up to hours
___ T=Yes, within the same term  Up to hours
__ X__ N=Cannot be repeated for credit

Activity Code (please indicate):  _X__ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)
___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ____ Seminar (SEM)

Catalog Credit Format  3:3:1  Course Level: GF(500-600)  __X__ GA(700+)

Maximum Enrollment: 15  For NEW courses, first term to be offered: Spring 2005

Prerequisites or co-requisites: AVT 691 or permission of the instructor.

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for
new courses:

692 Secondary Art Education (3:3:1)  Prerequisite: AVT 691 or permission of the instructor.
Concepts and methods in secondary art education. Students spend three hours per week in class and one
hour per week of required field experience in the public schools and other educational settings.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by: ________________________________ email: ________________________________

Department/Program: ________________________________ Date: ________________________________

College Committee: ________________________________ Date: ________________________________

Graduate Council Representative: ________________________________ Date: ________________________________
COURSE PURPOSE:
Secondary Art Education is designed to prepare pre-service art teachers in art teaching methods for secondary (middle and high) school students. The course will focus on content, process, and context as they apply to the delivery of art instruction and to student learning in grades six through twelve. Emphasis will be placed on the design, delivery, and evaluation of art instruction. Participants will be placed in a secondary art practicum setting aligned with the course time-line for the purpose of observation, participation, and evaluation of the practice of quality art instruction.

COURSE DESCRIPTION:
Building on the content of Elementary Art Education, this course focuses on concepts and methods used in teaching art in middle and high school. Through readings, assignments, class presentations, research and participation, the students will learn strategies for integrating meaningful studio art experiences with the disciplines of aesthetics, art criticism, and art history. With an understanding of national, state, and local standards of learning, students will engage in analyzing curriculum, developing instructional units, considering a variety of approaches to assessment of student growth and achievement, and using reflection as a means of assessing and refining their own instruction. Students spend three hours per week in class and one hour per week observing/teaching art classes in public schools and other educational settings. Field experience is required.

COURSE OBJECTIVES:
Through readings, assignments, class presentations, and participation, the students will:

• Be able to articulate a vision and purpose for the value of visual arts education in the secondary school historically and how they are informed by theory.
• Understand the importance of teaching meaningful creative expression and critical response through art instruction.
• Develop strategies for integrating problem centered, meaningful studio art experiences that enrich content from other disciplines.
• Develop skills in creating art studio activities that incorporate the study of art history, art criticism, and aesthetics as well as art production.
• Learn how to select and create materials, resources, and strategies for meaningful artistic expression in the secondary art classroom.
• Demonstrate knowledge of appropriate instructional methods for secondary art students, and art students with special needs.
• Research and develop a variety of effective approaches to assessing student growth and achievement.
• Use reflection as a means of assessing and refining instruction.
**COURSE READINGS:**

**SUPPLEMENTAL TEXTS:**


**ADDITIONAL MATERIALS:**
*Art Education*; the magazine of the NAEA. This is included in NAEA membership.  
*Scholastic Art*; published 6 times a year by Scholastics, Inc., For a subscription call 1-800-631-1586.

**COURSE FORMAT:**
Class meetings will consist of discussions based on research, readings, and observations; strategies for effective instruction and classroom management will be modeled; selected sessions will include demonstrations and hands-on practice of appropriate methods in the instruction and use of a variety of media. Participants will become active learners as they implement strategies, present instruction based on course content and share insights as a result of practicum experiences.
COURSE REQUIREMENTS:

A. CURRICULUM DESIGN:
Unit Plan for High School/Middle School
Design and present a unit of study for a specific grade level which contains:
- Unit objectives- tied to the National Standards for Arts Education
- Studio, Art Criticism, Aesthetics, and Art History activities connected to a big idea.
- Sequence of at least three lessons.
- Use of the Unit Plan form and Lesson Plan forms provided.
- Assessment tool.
- Teacher notes- including facilities planning, resources, materials and equipment.

Evaluation: 30 points total
- Grasp of content and quality of thought evident in both the written and oral components of assignments i.e., the capacity to make connections and to exercise critical and analytical skills.
- A sense of craft as evident in all assignments.
- Overall quality of work reflecting a creative, professional educator.

B. CLASSROOM OBSERVATIONS*
Conduct 5 art classroom observations; record what is observed and reflect on the experience.
- Use the observation format provided; attach any instructional materials/hand-outs used by the teacher.

Evaluation: 20 points total
- Grasp of content and quality of thought evident in the writing i.e., the capacity to make connections and to exercise critical and analytical skills.
- Effective communication skills.

C. NOTEBOOK/JOURNAL
Record class notes, personal reflections related to pedagogical issues, documentation of practicum experience, and an ideas for instruction log. Writing assignments* will relate directly to the subjects covered each session and are intended to provide students an opportunity to reflect on the material and to make connections to classroom practice. These will be evaluated separately and then to be included in the notebook.

Evaluation: 30 points total
- Grasp of content and quality of expression.
- Capacity to make connections and to exercise critical and analytical skills.

C. RESOURCE FILE
Students will compile a resource file which includes:
- Lists: vendors for art supplies and materials, vendors for slides, prints, and related materials, museums with addresses, phone number, and web addresses
- Art prints, postcards, reproductions to be used as teaching materials
- Exemplars for teaching in a variety of media/processes
Evaluation: 10 points total
• Overall quality of work reflecting a creative, professional educator.
• Quantity of materials collected.

D. ACTIVE PARTICIPATION
• Consistent attendance.
• Evidence of preparation for class i.e., read the assignment, and ready to discuss it.
• Grasp of content and quality of thought evident in class discussions i.e., the capacity to make connections and to exercise critical and analytical skills.

Evaluation: 10 points
Note: Any absence that is not precipitated by illness or an emergency will result in the deduction of 4 points.
* Written assignments must be in on the date indicated.

COURSE SCHEDULE

Session 1  Introduction to the Course

Session 2  Teaching Big Ideas in Art
Due: Read/Reflect: Teaching Meaning in Artmaking

Session 3  Meeting of Ideas: DBAE and Visual Culture
Due: Classroom Observation #1

Session 4  Art Criticism in the Art Studio
Due: Read/Reflect: Talking About Student Art

Session 5  Art History in the Art Studio

Session 6  Museums as Sources of Inspiration
This will be an independent student-directed activity

Session 7  Aesthetics in the Art Studio
Due: Museums as Sources of Inspiration
Due: Read/Reflect: Thinking Through Aesthetics

Session 8  The Art Teacher as Artist
Organization and the Art Classroom
Assignment: Read National Standards for Arts Education
Due: Classroom Observation #2

Session 9  Classroom Management Issues: Part I
Due: Classroom Observation #3
Due: Art and Cognition
Session 10  Designing Assessment in Art: Portfolios, Sketchbooks and Journals, Rubrics Critiques

*Due: Read/Reflect: Assessment in Art Education*

Session 11  Designing Curriculum: Lesson and Unit Planning

*Due: Classroom Observation #4*

Session 12  Teaching Secondary Students with Special Needs
Speaker: Chris Johnson, FCPS Coordinator for Secondary Special Education

*Due: Resource File*

Session 13  Classroom Management Issues: Part II

*Due: Classroom Observation #5*

Session 14  Curriculum, Assessment, and Management: How It Works Together

Session 15  *Presentations of Secondary Art Unit Plan*