



## **Course Syllabus**

### **ARTS 1413-Foundations of Art**

**Catalog Description:** Created for non art majors planning to teach children's art. This course is a study of the history, organization, evaluation, and function of the creative arts in the elementary curriculum. Includes opportunity for the student to work with various media with an emphasis on aesthetic judgement and growth. 4-4-0

**Prerequisites:** None

**Semester Credit Hours:** 4

**Lecture Hours per Week:** 4

**Contact Hours per Semester:** 48

**State Approval Code:** 5007015126

**Course Subject/Catalog Number:** ARTS 1413

**Course Title:** Foundations of Art (Art for the Elementary Teacher)

**Course Curriculum:** State Criteria (those marked with an X reflect the state-mandated competencies taught in this course) (*double-click on the box and choose 'checked' or 'not-checked'*)

#### **Basic Intellectual Competencies in the Core Curriculum**

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

#### **Perspectives in the Core Curriculum**

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.

- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

### **Core Components and Related Exemplary Educational Objectives**

#### **Communication** (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

#### **Mathematics**

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

- To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
- To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
- To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- To recognize the limitations of mathematical and statistical models.
- To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

#### **Natural Sciences**

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

- To understand and apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.

- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

### **Humanities and Visual and Performing Arts**

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

### **Social and Behavioral Sciences**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news

media and other appropriate information sources about politics and public policy.

- To identify and understand differences and commonalities within diverse cultures.

### **Instructional Goals and Purposes:**

The purpose of this course gives students who plan to work with children a hands-on experience in the creative arts, to observe children's art classes, gain an understanding of the importance of art in education, and form a basic understanding how children develop and learn in art.

### **General Course Objectives:**

1. To plan the art program in terms of the youngster's interests and needs.
2. To recognize and understand the developmental stages of children's art growth.
3. To work with art materials and tools.
4. To incorporate the theory of Discipline Based Art Education into the curriculum.
5. To allot the working space and time necessary to complete art projects.
6. To renew the children's interest at critical stages and make available a variety of motivational resources.
7. To evaluate each child's work in terms of the youngster's own potential.
8. To display the children's finished products to the best advantage and at every opportunity.
9. To experience different art media and its artistic possibilities.
10. To guide students toward the highest aesthetic standards.

### **Specific Course Objectives:**

After studying the presented material in the text and online, the Learner should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on projects, quizzes, discussions, and notebook.

1. Identify the properties of the Visual Element of Color.
2. Create a color wheel and value chart.
3. Discuss Discipline –Based Art Instruction
4. Create a Crayon Resist.
5. Create a Stained Glass Window Design.
6. Identify the properties of the Visual Element of Line.
7. Create a Soda Straw and Pulled String Design.
8. Identify the Developmental Stages of Children's Art.

9. Identify the properties of the Visual Element of Shape and Mass.
10. Create a Geometric Design.
11. Discuss how they would incorporate or make use of the synergistic relationship between art and other subject areas.
12. Identify the Visual Element of Texture.
13. Create a Texture Rubbing.
14. Create a Collage.
15. Identify the Visual Element of Space.
16. Create a Distance Silhouette.
17. Recognize ways to assess student art.
18. Identify the Principles of Design-Balance, Unity and Variety, Emphasis and Focal Point, and Proportion and Scale.
19. Create Blottos.
20. Discuss Safety in the Art Classroom.
21. Create a Mosaic.
22. Create a Card-board Mask.
23. Recognize the importance of computers in art by locating web-sites relating to art education.
24. Create a Potato Print.
25. Create a Paper Weaving.
26. Discuss how a teacher can encourage children to work together in a cooperative art project.
27. Create a Stuffed Newspaper Sculpture.
28. Check-out sites for Caldecott Award books.
29. Discuss the use of Children's Literature in Art.
30. Design 5 Bulletin Boards.
31. Create Lesson Plans for Art Projects.
32. Create a project relating Art History to a project.
33. Observe two art lessons in the public school.
34. Written report of observations.
35. Create a notebook containing notes, observations, and projects from the class.

**Course Content:** Learners in Foundations of Art will be required to do the following:

Online Class

1. Learners will read assigned sections in text and Lecture Notes on WebCT.
2. Learners will complete online quiz.
3. Learners will complete assigned Art Projects.
4. Learners will answer online Discussion Questions.
5. Learners will complete art classroom observations.
6. Learners will attend 3 Face-to-Face Labs.
7. Learners will complete an Art Notebook.

**Methods of Instruction/Course Format/Delivery:**

This course is offered as an online WebCT class with 3 face-to-face labs during the semester. Instruction will be given by lecture, lecture notes, hands-on-projects, demonstrations, discussion, online quizzes, classroom observation, and readings from text.

**Assessment:**

Students will be graded on the following scale: 90-100=A, 80-90=B, 70-79=C, 60-69=D, Below 60=F. Failure to complete any of the following requirements will penalize a grade.

Art Projects

Discussions

Readings

Postings

Observations

Notebook

**Course Grade:**

Art Projects: 50%

Weekly Assignments-Discussions, Readings, Postings: 25%

Art Notebook and Observations: 25%

**Texts, Materials, and Supplies:**

*A Handbook of Arts and Crafts* by Wigg/Hasselschwert, 10<sup>th</sup> Edition. McGraw-Hill Publishers, ISBN #0-07-231727-2

Online: Access to a computer, Internet, & WebCT.

**Other:**

- For current texts and materials, use the following link to access bookstore listings:  
<http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>
- For availability of financial aid resources, costs and payment policies and procedures consult the Panola College Catalogue or click on the following link:
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or call (903) 693-1123
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- Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

**Instructor:**

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Revised: 2/15/08