


## UNDERGRADUATE CURRICULUM CHANGE MEMO

**Date:** 10/23/2023

**From:** Dr. Heather Kaplan 

**Through:** David Griffin, Dept. Chair 

**Through:** Dean, College

**To:** Chair, Undergraduate Curriculum Committee

**Proposal Title:** BA in Art / Art Education concentration Curriculum and Degree Update

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The Department of Art is seeking to update the BA in Art / Art Education concentration with the submission of 8 new courses and discontinuation of 2 old courses. This update has been a long time in coming and a much-needed revamping of an outdated curriculum model. The change has added 3 additional specific ARTE courses bringing the current 12 hours (4 ARTE required courses) to 21 hours (7 ARTE required courses). The need to include more pre-teaching experiences in the curriculum prior to the actual student teaching capstone course has been a major focus and goal of the new curriculum. The added courses will also help to focus the majors to create the sense of community among the art education students and will aid them in preparation, progression and success as they apply to the COED for the Ed Minor and their qualifying exams for certification. There is an added independent ARTE 4607 Internship course to facilitate a BA degree completion without certification if the student either opts to go that route (example: museum education) or to at least achieve the degree without certification.

The changes do not go over a 120 hours and was achieved by reducing other art introductory studio course choice options and eliminating a required upper-division ENGL course that both the COED and Department of English confirmed and approved its requested removal.



# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: Update to BA in Art / Art Education Concentration Curriculum

College: Liberal Arts

Department: Art

**DEPARTMENT CHAIR- David Griffin**

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I have read the enclosed proposal and approve this proposal on behalf of the department.



10/18/2023

Signature

Date

**COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa A. Chew Meléndez**

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

**COLLEGE DEAN – Dr. Bencomo**

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

**PROPOSED COURSE DESCRIPTIONS**  
**ART EDUCATION**

**ARTE 2307 Foundations of Art Education**

This course is an introduction to the field of art education. Through the study of the various sites of art education students will address foundational questions that inform an expanded philosophy of art education. Broad study of the history, theories, and practices of art education will support these foundational queries.

**LECTURE (3hours)**

**ARTE 3317 Literacies of Art**

This course discusses intersections of art and literacy, introduces students to visual literacy, and studies connections between art and language arts. Students will explore foundational practices of looking, visual culture, and art criticism, including reading and deconstructing images, critical analysis and discussion practices, and integrating art with language arts. Students will study the connection between early literacies and artmaking in young children. Students will view, make, and critique art as well as write reflective papers and plan written curriculum.

**Upper division elective**

**Lab hours 3**

**ARTE 3327 Issues, Ideas, and Artmaking**

Through the study of contemporary art this course connects making practices to ideas and issues. This course seeks to build upon the practices begun in introductory studios and highlights art making and curriculum writing as meaning making and making practices connected to each other and to ideas and issues. Contemporary issues pertaining to the art world, art education, and to the larger world are explored. This course is a hybrid course that involves lecture and studio components; therefore, students can expect to view, make, and critique art as well as write reflective papers and plan written curriculum.

**Upper division elective**

**Lecture 1 hours Lab 2 hours**

**ARTE 3347 Multiplicity in Art Education (2 credit)**

This course will serve to introduce students to critical understandings of diversity based in educational and cultural theory and as they arise in varied contexts such as the art world, cultural institutions, schools, and visual culture. Students will critically explore the complex dynamics of race, gender, sex, and class, and other issues of diversity pertinent to art education. This course is a hybrid course that involves lecture and studio components; therefore, students can expect to view, make, and critique art as well as write reflective papers and plan written curriculum.

**Upper division elective**

**Lecture 1 hours Lab hours 2**

**ARTE 3397 Special Topics in Art Education**

Art education topics not included in regularly offered courses. May be repeated for a total of 9 hours of degree credits. **Upper division elective**

**Lab 3 hours**

**ARTE 4347 Curriculum and Pedagogy**

This course covers contemporary art education theories and their application in curriculum design. Students will study various curricular approaches in relation to the art-making and teaching processes, paying special attention to sociocultural learning and its relationship to Texas teacher assessment. This course involves the study of varied pedagogical and curricular approaches through readings, lesson and unit planning, and performance-based opportunities.

**1 Lecture hour 2 Lab hours**

**ARTE 4357 Experiential Practicum**

This course provides experiential, practice-based opportunities for teaching and assessment before student teaching. Students will plan and implement art education, curriculum, refine and reflect on their practices, document and develop a teaching portfolio, and connect to the community by showcasing their student's work.

**3 Lab hours**

**ARTE 4607 Internship in Art Education (6 credits)**

This course provides off-campus experiential learning opportunities that allow students to apply art education theories and to develop a reflective teaching practice in professional spaces beyond the public school. Course content is individualized in conversation with the student's internship advisor and professional mentor. This course is offered in place of 6 hours of student teaching for students seeking employment in cultural institutions and not pursuing state teaching certification at the time of degree conferral (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**6 Lab hours** (at least 12 contact hours at placement)

Degree Plan

120 semester hours

BA in Art with Concentration in All-Levels Ed in Art

| Code  | Title             | Hours |
|---|-------------------|-------|
| <b>Background Check Required</b>  |                   |       |
| A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC). |                   |       |
| <b>University Core Curriculum</b>   |                   |       |
| <a href="#">Complete the University Core Curriculum requirements.</a>   |                   | 42    |
| <b>Designated Core</b>  |                   |       |
| Required:   |                   |       |
| <a href="#">ARTH 1305</a>   | History of Art I  |       |
| or <a href="#">ARTH 1306</a>  | History of Art II |       |
| ▼   |                   |       |
| ▼   |                   |       |
| <b>Art Foundations</b>  |                   |       |
| Required Courses:   |                   |       |
| <a href="#">ARTF 1301</a>   | Basic Design I    | 3     |
| <a href="#">ARTF 1302</a>   | Basic Drawing I   | 3     |
| <a href="#">ARTF 1303</a>   | Basic Design II   | 3     |
| <a href="#">ARTF 1304</a>   | Basic Drawing II  | 3     |

- Deleted: English Requirement (3300+)
- Deleted: Select three hours of upper-division English
- Deleted: 3

| Code   | Title   | Hours        |
|--|---|--------------|
| <a href="#">ARTH 1305</a>                                  | History of Art I ( Can satisfy Creative Arts Component in Core Curriculum ) | 3            |
| <a href="#">ARTH 1306</a>                                  | History of Art II (Can satisfy Creative Arts Component in Core Curriculum)  | 3            |
| <b>Art Major</b>   |   |              |
| Required Courses:  |   |              |
|  |   |              |
|  |   |              |
|  |   |              |
|  |   |              |
| <a href="#">ARTE 2307</a>                                  | <a href="#">Foundations of Art Education</a>                                | <u>3</u>     |
| <a href="#">ARTE 3317</a>                                  | <a href="#">Literacies of Art</a>   | <u>3</u>     |
| <a href="#">ARTE 3327</a>                                  | <a href="#">Issues, Ideas, and Artmaking</a>                                | <u>3</u>     |
| <a href="#">ARTE 3347</a>                                  | <a href="#">Multiplicity in Art Education</a>                               | <u>3</u>     |
| <a href="#">ARTE 3397</a>                                  | <a href="#">Special Topics in Art Education</a>                             | <u>3</u>     |
| <a href="#">ARTE 4347</a>                                  | <a href="#">Curriculum and Pedagogy</a>                                     | <u>3</u>     |
| <a href="#">ARTE 4357</a>                                  | <a href="#">Experiential Practicum</a>                                      | <u>3</u>     |
| <a href="#">ARTG 2306</a>                                  | <del>Graphic Design 1:Comp Graphics</del>                                   | <del>3</del> |
| <a href="#">ARTH 2303</a>                                  | Twentieth-Century Art I   | 3            |
| or <a href="#">ARTH 2313</a>                               | Twentieth-Century Art II  |              |
| <u>Select fifteen hours of introductory studio courses</u> |   | <u>15</u>    |

Deleted: [ART 3306](#)

Deleted: Professional Art Practices <sup>1</sup>

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Deleted: [ARTE 3307](#)

Deleted: Introduction to Art Education

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Deleted: [ARTE 3337](#)

Deleted: Art Ed Projects and Practices

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| Code                                       | Title   | Hours |
|--|---|-------|
| <a href="#">ARTG 2306</a>                  | <a href="#">Graphic Design I: Comp Graphics</a> | ▼     |
| <a href="#">CERM 2304</a>                  | Ceramics I                                      | ▼     |
| <a href="#">DRAW 2308</a>                  | Adv Drawing I: Life Drawing                     | ▼     |
| <a href="#">MTLS 2303</a>                  | Metals I  | ▼     |
| <a href="#">PNTG 2301</a>                  | Painting I                                      | ▼     |
| <a href="#">PRNT 2305</a>                  | Printmaking I                                   | ▼     |
| <a href="#">SCUL 2302</a>                  | Sculpture I                                     | ▼     |
| Select three hours of upper-division ARTH: |   | ▼     |
| <a href="#">ARTH 3305</a>                  | Art of the Roman Empire                         |       |
| <a href="#">ARTH 3310</a>                  | Art of the Medieval World                       |       |
| <a href="#">ARTH 3315</a>                  | Early Renaissance Italian Art                   |       |
| <a href="#">ARTH 3340</a>                  | Art of the United States                        |       |
| <a href="#">ARTH 3353</a>                  | Pre-Columb Art & Arch                           |       |
| <a href="#">ARTH 3355</a>                  | Spanish Col Art Americas                        |       |
| <a href="#">ARTH 3357</a>                  | Art Mexico: Ancient to Modern                   |       |
| <a href="#">ARTH 3366</a>                  | African Art                                     |       |
| <a href="#">ARTH 3385</a>                  | HISTORY OF ARCHITECTURE                         |       |
| <a href="#">ARTH 3395</a>                  | Topics in Contemporary Art                      |       |
| <a href="#">ARTH 3399</a>                  | Special Topics in Art History                   |       |

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| Code   | Title                          | Hours |
|--|--------------------------------|-------|
| <a href="#">ARTH 4383</a>                                      | Art History Seminar            |       |
| <a href="#">ARTH 4390</a>                                      | Directed Study                 |       |
| Select three hours of upper-division Studio Art or Art History |                                | 3     |
| All-Levels Education Minor                                     |                                |       |
| Required Courses: <sup>2,3</sup>                               |                                |       |
| <a href="#">ARTE 4347</a>                                      | Methods of Teaching Art        | 3     |
| <a href="#">BED 4317</a>                                       | Tch & Empwr ELLs in Sec Schls  | 3     |
| <a href="#">EDPC 3300</a>                                      | Intro to Youth Dev & Spec Ed   | 3     |
| <a href="#">RED 3342</a>                                       | Content Area Literacy          | 3     |
| <a href="#">SCED 3311</a>                                      | Curriculum Plan-Secondary Schl | 3     |
| <a href="#">TED 4696</a>                                       | Student Teach: All-Levels Art  | 6     |
| Total Hours  |                                | 120   |
| Course List  |                                |       |

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In order to receive a certification, the student must have a minimum GPA of 2.75 in the minor.

<sup>3</sup> If certification is not desired or achievable, majors may complete for graduation purposes ARTE 4607 (Internship in Art Education) with COED, Department of Art and Art and Education Concentration approval for BA in Art with Concentration in All-Levels Ed in Art.

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| Course List |
|-------------|

Upper-Division Studio Art or Art History

Deleted: Upper-Division English ⓘ  
Code ... [1]

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| Code                      | Title                         | Hours |
|---------------------------|-------------------------------|-------|
|                           |                               |       |
|                           |                               |       |
| <a href="#">CERM 3304</a> | Ceramics III                  | 3     |
| <a href="#">CERM 3314</a> | Ceramics IV                   | 3     |
| <a href="#">CERM 3324</a> | <del>Cermics</del> Ceramics V | 3     |
| <a href="#">CERM 4304</a> | Ceramics VI                   | 3     |
| <a href="#">CERM 4314</a> | Ceramics VII                  | 3     |
| <a href="#">CERM 4324</a> | Special Problems in Ceramics  | 3     |
| <a href="#">DRAW 3318</a> | Advanced Drawing III          | 3     |
| <a href="#">DRAW 3328</a> | Advanced Drawing IV           | 3     |
| <a href="#">DRAW 3338</a> | Advanced Drawing V            | 3     |
| <a href="#">DRAW 4308</a> | Advanced Drawing VI           | 3     |
| <a href="#">DRAW 4318</a> | Advanced Drawing VII          | 3     |
| <a href="#">DRAW 4328</a> | Special Problems in Drawing   | 3     |
| <a href="#">MTLS 3303</a> | Metals III                    | 3     |
| <a href="#">MTLS 3313</a> | Metals IV                     | 3     |
| <a href="#">MTLS 3323</a> | Metals V                      | 3     |
| <a href="#">MTLS 4303</a> | Metals VI                     | 3     |
| <a href="#">MTLS 4313</a> | Metals VII                    | 3     |

Deleted: [ARTH 4383](#)

Deleted: Art History Seminar

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Deleted: [ARTH 4390](#)

Deleted: Directed Study

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| Code                      | Title                         | Hours |
|---------------------------|-------------------------------|-------|
| <a href="#">MTLS 4323</a> | Special Problems In Metals    | 3     |
| <a href="#">PNTG 3301</a> | Painting III                  | 3     |
| <a href="#">PNTG 3331</a> | Painting IV                   | 3     |
| <a href="#">PNTG 3341</a> | Painting V                    | 3     |
| <a href="#">PNTG 4301</a> | Painting VI                   | 3     |
| <a href="#">PNTG 4331</a> | Painting VII                  | 3     |
| <a href="#">PNTG 4341</a> | Special Problems in Painting  | 3     |
| <a href="#">PRNT 3305</a> | Printmaking III               | 3     |
| <a href="#">PRNT 3325</a> | Printmaking IV                | 3     |
| <a href="#">PRNT 3335</a> | Printmaking V                 | 3     |
| <a href="#">PRNT 4305</a> | Printmaking VI                | 3     |
| <a href="#">PRNT 4325</a> | Printmaking VII               | 3     |
| <a href="#">PRNT 4335</a> | Special Problems-Printmaking  | 3     |
| <a href="#">SCUL 3302</a> | Sculpture III                 | 3     |
| <a href="#">SCUL 3332</a> | Sculpture IV                  | 3     |
| <a href="#">SCUL 3342</a> | Sculpture V                   | 3     |
| <a href="#">SCUL 4302</a> | Sculpture VI                  | 3     |
| <a href="#">SCUL 4332</a> | Sculpture VII                 | 3     |
| <a href="#">SCUL 4342</a> | Special Problems in Sculpture | 3     |



# COURSE DEACTIVATION FORM

All fields below are required

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College : Liberal Arts  
2024

Department : Art

Effective term : Fall

Rationale for deactivating the courses:

Courses are being replaced by updated numbering and new course titles.

Courses to be deactivated: (You may list several on the same sheet)

| Course Prefix and Number | Course Title                            | Effective Term |
|--------------------------|---|----------------|
| Ex. POLS 2310            | Introduction to Politics                | Fall 2018      |
| ARTE 3307:               | Introduction to Art Education           | Fall 2024      |
| ARTE 3337:               | Projects and Practices in Art Education | Fall 2024      |
|                          |   |                |
|                          |   |                |
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|                          |   |                |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This course is a retooling and update of ARTE3307 Introduction to Art education and the course will serve as the first course in the B.A. in Art All-levels teaching (Art Education) degree plan. It will update and replace ARTE 3307: Introduction to Art Education

All fields below are required

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Subject Prefix and # ARTE 2307

Title (29 characters or fewer): Foundations of Art Education

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course is an introduction to the field of art education. Through the study of the various sites of art education students will address foundational questions that inform an expanded philosophy of art education. Broad study of the history, theories, and practices of art education will support these foundational queries.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture ☐ H Thesis

- |  |  |
|--|--|
| <input type="checkbox"/> B Laboratory        | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum         | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar           | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson    | <input type="checkbox"/> Q Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
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|                                  |  |   |

| Corequisite Course(s): | Equivalent Course(s): |
|------------------------|-----------------------|
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |
| Major          |  |



*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 2307  
Foundations of Art Education  
Syllabus

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**Course Information**

Course Title: Foundations of Art Education

Course prefix and number: ARTE 2307

Meeting Time:

Location: Room A463

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course is an introductory course for students who are curious about or interested in pursuing a career in art education. Various sites of art education beyond the public school will be explored in order to paint the field of art education with a broad brushstroke. Foundational questions specific to the field will be explored in order to understand what ideas constitute the field and to imagine where the field might be headed in the future.

**Course Prerequisites**

This is the initial class in the art education sequence. There are no prerequisites. Students should be enrolled in the Art education minor or students considering art education as a possible career path.

**Course Goals and Objectives**

1. Students will explore, discuss, and answer essential questions of art education through reading, making art, and writing
2. Students will identify and discuss the various sites of art and art education both in theory and locally
3. Students will be able to name and define the four professional practices that are foundational to art education discourse and to art education in Texas.
4. Students will develop a research practice that will inform their curriculum and instructional practices
5. Students will plan and implement a basic art historical/contemporary art lesson introduction

**Course Outcomes**

1. By making art, reading, and writing students will answer essential questions of art education

2. Students will create maps, discourse, and curriculum in response to sites of art and art education
3. Students will argue or defend their answer to four questions about the domains of art education through writing and artmaking
4. Students will locate and collect resources for contemporary art and curriculum
5. Students will teach their peers an introduction to a contemporary artist and will connect this artist to two art lessons

### Course Texts and Readings

What Is Art? Leo Tolstoy

Creative Growth Art Center

<https://art21.org/watch/art-in-the-twenty-first-century/s9/creative-growth-art-center-in-san-francisco-bay-area-segment/>

Manchester Craftsman Guild

<https://www.youtube.com/watch?v=qg4bqejzCkc>

The Whole Picture: The colonial story of art in our museums and why we need to talk about it

Amelia M. Kraehe & David Herman Jr. (2020) Racial Encounters, Ruptures, and Reckonings: Art Curriculum Futurity in the Wake of Black Lives Matter, *Art Education*, 73:5, 4-7, DOI: [10.1080/00043125.2020.1789413](https://doi.org/10.1080/00043125.2020.1789413)

J. Ulbricht (2005) What is Community-Based Art Education?, *Art Education*, 58:2, 6-12, DOI: [10.1080/00043125.2005.11651529](https://doi.org/10.1080/00043125.2005.11651529)

David M. Donahue (2022) Viewer-Centered Learning in the Museum: Tensions in Children's Books About Why and How, *Studies in Art Education*, 63(3), 220-235, DOI: [10.1080/00393541.2022.2081028](https://doi.org/10.1080/00393541.2022.2081028)

Tom Anderson (1998) Aesthetics as Critical Inquiry, *Art Education*, 51:5, 49-55, DOI: [10.1080/00043125.1998.11653414](https://doi.org/10.1080/00043125.1998.11653414)

Kevin Tavin (2007) Eyes Wide Shut: The Use and Uselessness of the Discourse of Aesthetics in Art Education, *Art Education*, 60:2, 40-45, DOI: [10.1080/00043125.2007.11651635](https://doi.org/10.1080/00043125.2007.11651635)

Teresa Roberts (2005) Teaching Real Art Making, *Art Education*, 58:2, 40-45, DOI: [10.1080/00043125.2005.11651534](https://doi.org/10.1080/00043125.2005.11651534)

Mary Erickson (1983) Teaching Art History as an Inquiry Process, *Art Education*, 36:5, 28-31, DOI: [10.1080/00043125.1983.11654124](https://doi.org/10.1080/00043125.1983.11654124)

Rebecca Belleville (2014) Blogging, Zines, and Narratives: New Dialogues in Art History, *Art Education*, 67:2, 14-18, DOI: [10.1080/00043125.2014.11519260](https://doi.org/10.1080/00043125.2014.11519260)

Efland, A. (1976). The School Art Style: A Functional Analysis. *Studies in Art Education*, 17(2), 37–44. <https://doi.org/10.2307/1319979>

F. Robert Sabol (2000) Studying Art History through the Multicultural Education Looking-Glass, *Art Education*, 53:3, 12-17, DOI: [10.1080/00043125.2000.11652386](https://doi.org/10.1080/00043125.2000.11652386)

Michael Prater (2002) Art Criticism Modifying the Formalist Approach, *Art Education*, 55:5, 12-17, DOI: [10.1080/00043125.2002.11651506](https://doi.org/10.1080/00043125.2002.11651506)

Can Art be Taught? James Elkins

Flavia M.C. Bastos (2006) Border-Crossing Dialogues: Engaging Art Education Students in Cultural Research, *Art Education*, 59:4, 20-24, DOI: [10.1080/00043125.2006.11651599](https://doi.org/10.1080/00043125.2006.11651599)

Sperry Garcia, C. (2018). Materialized Practices of Food as Borderlands Performing as Pedagogy, *Journal of Social Theory in Art Education*, 38. <https://scholarscompass.vcu.edu/jstae/vol38/iss1/10/>

Cindy Maguire (2017) Learning With Refugees: Arts and Human Rights Across Real and Imagined Borders, *Art Education*, 70:4, 51-55, DOI: [10.1080/00043125.2017.1317563](https://doi.org/10.1080/00043125.2017.1317563)

### Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following is a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

### Assignments

#### **Art Resource File**

**25pts**

You will curate and assemble 25 quality art resources. Each will require a short description 2-3 sentences about the articles, website, videos etc. that you find valuable. The resources may have sub categories depending on your areas of interest.

**What is Art? Identifying, Mapping, and Discussing****15pts**

Part one: You will decide on a definition of art and locate an example of it in the El Paso community. Then you will identify an artwork in El Paso that fits that definition- Please push the boundaries of art – get us to consider what really makes up our definition of art. If you define art as something made by an artist, could we consider a McDonald's sign which was designed or created by someone? If not does that mean that you don't consider graphic design art?

You will then map the location of the work so that your peers can access the work this means that it should be accessible to the public and not restricted to a private residence or property (this could be out in the community, in a museum, in a gallery, etc.). Part two after your peers have mapped their artworks you will have a week to visit two different art works. After viewing the work in person, you will complete the following for each art work: Write a 4-sentence description of the work. Then state whether or not you agree that this a work of art or not. Then in a paragraph reason why it is art or not – explicitly state what criteria you are using to evaluate the work as art and how it fits or does not fit that criteria.

**What is Art Education? Mapping Guerilla Teaching Tactics****20pts**

You will locate a space in the city that you think teaches something about art or that could be modified in order to teach something about art. After identifying it you will map it so that the class can locate it and you will then design a guerrilla teaching tactic -meaning you will perform some small intervention that will draw attention to the art and educational aspect of that site. You might choose to temporarily offer making opportunities in the space, you might make a wheat paste poster or stickers with educational information or inquiry questions, you might stage an intervention or performance. Whatever you do you will need to provide documentation of what you did.

**Four Domains/Four Questions****20pts**

With each of the professional domains of art (aesthetics, art making, art history, and criticism) you will submit a written and art making response for each corresponding question ( What is aesthetics, What is art making? What is art history? What is art criticism).

**What is Art Education on the Border?****10pts**

After discussing different conceptions of borders. You will discuss with your peers different practices that you will use in your instruction or content that are specifically of the border. This will be due in class. You will describe what the practice is, what/whose conceptions of the border it addresses and you will tell us why you chose it (what is its significance or meaning for you and for your future students).

**Researching, Citing, Sharing****10pts**

Using one of the art resources that you recorded over the course of the semester you will identify one (significant) contemporary artist that you had not heard of until conducting this research and you will introduce them to the class. You will teach the class about this artist as if they were your future class in the schools and you will cite where you initially learned about this artist and where you can learn more about them. You will respond to two of your peers' (contemporary artist by suggesting lesson ideas that connect to the artist- this will be posted online in a blackboard blog and you will submit the ideas as an assignment on the blackboard site.

### Grade Distribution

|  |              |
|--|--------------|
| Art Resource File and Evaluation         | 25pts        |
| What is Art? And responses               | 15pts        |
| What is Art Education? Guerrilla Tactics | 20pts        |
| Four Domains/Four Questions              | 4x5pts=20pts |
| What is Art Education on the Border?     | 10pts        |
| Researching, Citing, Sharing             | 10pts        |

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TOTAL 100pts

## CALENDAR

| WEEK   | TUESDAY  | THURSDAY  |
|--|--|---|
| Week 1   | Introductions and Syllabus   | Why do you want to be an art teacher?<br><br>In class writing and discussion  |
| Week 2   | What does an art teacher do?<br><br>Write about your art teacher   | Discuss what is art?<br><br>Introduce What is Art Assignment<br><br>READING DUE: What is Art by Leo Tolstoy   |
| Week 3<br><br>What is Art?<br>What is Art Education? | Discuss who is art for?<br><br>READING: The Whole Picture: The Colonial story of art in our museums<br><br>Map art together  | Discuss what is art education?  |
| Week 4   | Who is art education for?<br>Reading:<br>Amelia M. Kraehe & David Herman Jr. (2020) Racial Encounters, Ruptures, and Reckonings: Art Curriculum Futurity in the Wake of Black Lives Matter, Art Education, 73:5, 4-7, DOI: <a href="https://doi.org/10.1080/00043125.2020.1789413">10.1080/00043125.2020.1789413</a><br><br>What is Art Assignment Due on Blackboard | Where do Ideas for Art Education Come From?   |
| Week 5   | Introduce Art Resource File Assignment:<br>Begin to explore and evaluate resources   | Discuss sites of art education<br>J. Ulbricht (2005) What is Community-Based Art Education?, Art Education, 58:2, 6-12, DOI: <a href="https://doi.org/10.1080/00043125.2005.11651529">10.1080/00043125.2005.11651529</a><br><br>First section of: |

|   |  |   |
|---|--|---|
|   |  | David M. Donahue (2022) Viewer-Centered Learning in the Museum: Tensions in Children's Books About Why and How, Studies in Art Education, 63:3, 220-235, DOI: <a href="https://doi.org/10.1080/00393541.2022.2081028">10.1080/00393541.2022.2081028</a> |
| Week 6  | <p>Visit EPMA</p> <p>Answer questionnaire/discuss how is this education?<br/> What other ways might they educate?<br/> What kind of art is included? What are is excluded?<br/> What else do you need to know?</p>   | <p>Visit RUBIN</p> <p>Answer questionnaire/discuss how is this education?<br/> What other ways might they educate?<br/> What kind of art is included? What are is excluded</p>  |
| Week 7  | <p>Watch Creative Growth Center art 2</p> <p>What do community art centers do?<br/> Where do we have spaces like these in El Paso?</p>   | <p>What are some sites of Community art education in El paso? Who are they for? What do they cost?</p>  |
| Week 8  | <p>What are other sites of Art Education in the city?</p> <p>Where do you find art in non-traditional places?<br/> Bring in image and location.<br/> Map sites as a class</p> <p>Readings: Interventionists</p>  | <p>Can there be non-traditional sites of art education?<br/> Discuss assignment proposing a non-traditional site of art education in the city and an educational intervention you might propose.</p>  |
| Week 9<br>THE DISCIPLINE: The DOMAINS of DBAE | <p>What is aesthetics?<br/> READING DUE:<br/> Tom Anderson (1998) Aesthetics as Critical Inquiry, Art Education, 51:5, 49-55, DOI: <a href="https://doi.org/10.1080/00043125.1998.11653414">10.1080/00043125.1998.11653414</a></p> <p>Kevin Tavin (2007) Eyes Wide Shut: The Use and Uselessness of the Discourse of Aesthetics in Art Education, Art Education, 60:2, 40-45, DOI: <a href="https://doi.org/10.1080/00043125.2007.11651635">10.1080/00043125.2007.11651635</a></p> | <p>Aesthetic experience:<br/> Bring in something that makes us feel or engages the senses.</p> <p>Short answer and making response due @ midnight: Answering: What is aesthetics</p>  |
| Week 10                                       | <p>What is artmaking? What do artists do?<br/> READING DUE</p>   | <p>How do we know we are making art?</p> <p>Short answer and making response due @ midnight: Answering: What is artmaking</p>   |



|         |   |  |
|---------|---|--|
|         | <p>Teresa Roberts (2005) Teaching Real Art Making, <i>Art Education</i>, 58:2, 40-45, DOI: <a href="https://doi.org/10.1080/00043125.2005.11651534">10.1080/00043125.2005.11651534</a></p> <p>Efland, A. (1976). The School Art Style: A Functional Analysis. <i>Studies in Art Education</i>, 17(2), 37-44. <a href="https://doi.org/10.2307/1319979">https://doi.org/10.2307/1319979</a></p>  |  |
| Week 11 | <p><b>What is Art history? What do art historians do?</b></p> <p><b>READINGS DUE:</b><br/> Mary Erickson (1983) Teaching Art History as an Inquiry Process, <i>Art Education</i>, 36:5, 28-31, DOI: <a href="https://doi.org/10.1080/00043125.1983.11654124">10.1080/00043125.1983.11654124</a></p> <p>Rebecca Belleville (2014) Blogging, Zines, and Narratives: New Dialogues in Art History, <i>Art Education</i>, 67:2, 14-18, DOI: <a href="https://doi.org/10.1080/00043125.2014.11519260">10.1080/00043125.2014.11519260</a></p> <p>Guest speaker: Art history</p>   | <p><b>Whose art history should we study?</b></p> <p><b>READING DUE:</b><br/> F. Robert Sabol (2000) Studying Art History through the Multicultural Education Looking-Glass, <i>Art Education</i>, 53:3, 12-17, DOI: <a href="https://doi.org/10.1080/00043125.2000.11652386">10.1080/00043125.2000.11652386</a></p> <p>Short answer and making response due @ midnight: Answering: What is art history</p> |
| Week 12 | <p><b>What is Criticism? What do Critics do?</b></p> <p><b>READING DUE:</b><br/> Michael Prater (2002) Art Criticism Modifying the Formalist Approach, <i>Art Education</i>, 55:5, 12-17, DOI: <a href="https://doi.org/10.1080/00043125.2002.11651506">10.1080/00043125.2002.11651506</a></p>  | <p><b>Why do we need critique? How should we critique?</b></p> <p>Short answer and making response due @ midnight: Answering: What is Criticism?</p> <p><b>READING DUE</b><br/> Can Art Be Taught James Elkins</p>   |
| Week 13 | <p><b>What is Border/Borderlands Art Education?</b></p> <p><b>READING DUE:</b><br/> Flavia M.C. Bastos (2006) Border-Crossing Dialogues: <i>Engaging Art Education Students in Cultural Research</i>, <i>Art Education</i>, 59:4, 20-24, DOI: <a href="https://doi.org/10.1080/00043125.2006.11651599">10.1080/00043125.2006.11651599</a></p> <p>Sperry Garcia, C. (2018). Materialized Practices of Food as Borderlands Performing as Pedagogy, <i>Journal of Social Theory in Art Education</i>, 38.<br/> <a href="https://scholarscompass.vcu.edu/jstae/vol38/iss1/10/">https://scholarscompass.vcu.edu/jstae/vol38/iss1/10/</a></p> | <p><b>What content should we study on the border?</b></p> <p><b>READING DUE:</b><br/> Cindy Maguire (2017) Learning With Refugees: Arts and Human Rights Across Real and Imagined Borders, <i>Art Education</i>, 70:4, 51-55, DOI: <a href="https://doi.org/10.1080/00043125.2017.1317563">10.1080/00043125.2017.1317563</a></p>   |

|                     |   |   |
|---------------------|---|---|
|                     |   |   |
| Week 14             | <p>What practices should we study?</p> <p>In class consider border practices that might inform our classroom.</p> <p>Submit one at the end of class and tell what it is, what conception of the border it addresses, and why you chose it (what its significance or meaning is to you).</p> | Introduce Final: Researching, Citing, and Sharing Contemporary Art        |
| Week 15             | <p>Teaching about your contemporary artist</p> <p>STUDENT PERFORMANCE</p>   | <p>Teaching about your contemporary artist</p> <p>STUDENT PERFORMANCE</p> |
| Week 16<br>(Finals) |   | Art Resource File DUE @6:45 PM  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

Students planning to enter the field of education will need a foundational understanding of the intersections of literacy and art. This course will provide the basis students need to guide students through looking, analyzing, and critiquing images in the classroom and will support broader understandings of the intersections of and the integration of reading/language arts and art.

All fields below are required

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Subject Prefix and # ARTE 3317

Title (29 characters or fewer): Literacies of Art

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course discusses intersections of art and literacy, introduces students to visual literacy, and studies connections between art and language arts. Students will explore foundational practices of looking, visual culture, and art criticism, including reading and deconstructing images, critical analysis and discussion practices, and integrating art with language arts. Students will study the connection between early literacies and artmaking in young children. Students will view, make, and critique art as well as write reflective papers and plan written curriculum.

Contact Hours (per week):

Lecture Hours

3 Lab Hours

Other

Types of Instruction (Schedule Type): Select all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> A Lecture               | <input type="checkbox"/> H Thesis                              |
| <input checked="" type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum             | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar               | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study     | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson        | <input type="checkbox"/> Q Student Teaching                    |

Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | Y   |
|                                  |  |   |
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| Corequisite Course(s): | Equivalent Course(s): |
|------------------------|-----------------------|
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|                        |                       |
|                        |                       |
|                        |                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |

|              |  |
|--------------|--|
| <b>Major</b> |  |
|--------------|--|

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 3317  
Literacies in Art  
Syllabus

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**Course Information**

Course Title: Literacies in Art

Course prefix and number: ARTE 3317

Meeting Time: Tuesday and Thursday 11:00-1:50pm

Location: Room A463

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course discusses the various intersections of art and literacy in art education. This course introduces students to visual literacy and studies connections between art and language arts. This course will explore foundational practices of visual culture and art criticism including reading and deconstructing images, critical analysis and discussion practices, and integrating art with language arts. The concept of visual literacy, how one might read an image structurally and for meaning making, will be explored through practices of looking. Students will study the connection between early literacies and drawing and artmaking in young children. Students will connect early literacies through performance-based practices (like read-a-louds and image discussion) and through planning visual culture- or media literacy-based and integrated lesson planning).

**Course Prerequisites**

This is class is a required class for students enrolled in the Art Education concentration. ARTE2307 is a prerequisite for Art education students; they may also take ARTE2307 concurrently with this class. Interested Department of Art students and College of Liberal Arts students may enroll in this class as an upper division elective with no prerequisite.

**Course Goals and Objectives**

1. Students will be able to read images and make meaning using the image's structural elements, historical and cultural context, and in relation to their own lives.
2. Students will practice and then facilitate looking practices (with others) that support visual literacy.
3. Students will be able to create works that explore the relationship between images and storytelling and early literacy.
4. Students will connect early literacy practices to art making through read-a-louds and artmaking practices that support early writing practices.

5. Students will integrate advanced literacy practices into upper-level art curriculum.

### Course Outcomes

1. Students will analyze structural elements in images and art works through in class discussion. Using these formal elements, they will construct a wordless comic book to convey a short narrative.
2. Students will engage in deep looking practices and facilitate an in-class discussion exploring meaning making and developing visual literacies using an artwork of their choosing
3. Students will create an original work that connects literacy and image making.
4. Students will perform read-a-louds and facilitate a connected art making activity for local children and families.
5. Students will research and read a grade-level appropriate novel and create a lesson plan incorporating that literature and art.

### Course Texts and Readings

Bang, M. (2016). *Picture this: How pictures work*. Chronicle Books LLC

Barrett, T. (1994). Principles for interpreting art. *The Journal of Art Education*, 47(5), 8-13.

Barry, L. (2019). *Making Comics*. Drawn and Quarterly.

McCloud, S. (1993). *Understanding Comics: The invisible art*. Harper Perennial.

Olshansky, B. (2008). *The powers of pictures: Creating pathways to literacy through art*. Jossey-Bass Teacher

### Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following is a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

### Assignments

#### **Wordless Comic Book**

After studying wordless picture books, Lynda Barry's *Making Comics*, and Molly Bang's *Picture This*, students will create a full-page spread (2 connected pages) of a comic book without using words. Students will be able to use a variety of media and are encouraged to experiment with inventive

and explorative approaches and media. The comic book pages should successfully convey a narrative storytelling structure through a cohesive progression of images.

### **Facilitating Discussion of Artwork & Lesson Plan**

Students will use effective questioning, critiquing, and looking strategies to facilitate class discussion of an instructor approved work of art. The student facilitator will lead the discussion in such a way that their peers will describe and analyze the image. The facilitator will be expected to facilitate socially constructivist, peer meaning making and interpretation of the art work. After each student has performed the role of facilitator (and served as participant for other facilitations, students will then create a lesson plan for the schools that details how they would connect these looking and meaning making practices to art making.

### **Writer and Artist Workshop**

Students will demonstrate their understanding of the connection between early reading and writing literacies and children's artmaking, drawing, and storytelling practices by participating in an artmaking and writer workshop in which they create a story for children using artmaking and writing.

### **Family Read-a-Loud and Artmaking at a Library**

Students will read-a-loud a young children's picture book about art to their peers in preparation of a read-a-loud and art making activity at a local library. Then in small groups students will plan a lesson pairing a read-a-loud of a picture book with a related artmaking activity. Students will create a supply list and prepare the lesson before visiting the library. Students will execute their read-a-loud and artmaking lesson at a local library.

### **Middle and High School Integrated Art Lesson Plan**

Students will choose a young adult or novel with an appropriate high school reading level. The students will read the entire book and plan an art lesson that integrates the novel's Big Idea with the study of art including examples of connected art historical/cultural/visual culture connections and artmaking.

### **Grade Distribution**

|   |       |
|---|-------|
| Wordless Comic book                               | 20pts |
| Facilitating Discussion of Artwork & Lesson Plan  | 20pts |
| Writer and Artist workshop                        | 15pts |
| Family Read-a-loud and Artmaking at a Library     | 25pts |
| Middle and High School Integrated Art Lesson Plan | 20pts |

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**TOTAL 100pts**



## CALENDAR

| WEEK    | TUESDAY   | THURSDAY   |  |
|---------|---|--|--|
| Week 1  | Introductions and Syllabus  | <b>How Images Communicate: Narrative</b><br>Discuss Molly Bang's Picture This                                      |  |
| Week 2  | Explore and play with images and interpreting their content   | Discuss Linda Barry's Making Comics<br>View and analyze wordless picture books                                     |  |
| Week 3  | Discuss Mc Cloud's Understanding Comics<br>Introduce wordless comic book assignment   | Work day – wordless comic book   |  |
| Week 4  | Work day – wordless comic book  | Wordless comic book due<br>Share and critique wordless comic book  |  |
| Week 5  | <b>How Images Communicate: Reading Images and Art works</b><br>Discuss Barrett's Principles for Interpreting Art                                      | Model facilitating a discussion of an image/art work<br>Students research and submit images for their facilitation |  |
| Week 6  | Student facilitations   | Student facilitations  |  |
| Week 7  | Introduce lesson plan assignment<br>Work in class   | Lesson plans due<br>Discuss plans and critique in small groups   |  |
| Week 8  | <b>Connections between writing and drawing in young children</b><br>Discuss readings connecting literacy and arts/drawing practice                    | <b>Discuss Olshanky's</b> The power of pictures<br><br>Begin writer/artist workshop                                |  |
| Week 9  | Continue writer/artist workshop   | Workshop stories due<br>Share stories from writer's workshop and critique  |  |
| Week 10 | <b>Integrating Language Arts in Elementary Art</b><br>Meet at Children's section of UTEP library –<br>Peruse books on art and other strong selections | Practice reading books to/with class and write up short lesson in class  |  |

|                     |   |  |  |
|---------------------|---|--|--|
| Week 11             | Work with UTEP collections or collections at local library to select a different book to develop family reading and art | plan group lesson together<br>work on supply list  |  |
| Week 12             | Finalize supply list and lesson plan (due at end of class)  | Practice reading out-loud and rehearse instruction   |  |
| Week 13             | Group one teaches (read-aloud and related artmaking) at local library   | Group two teaches (read-aloud and related artmaking) at local library  |  |
| Week 14             | <b>Integrating Language Arts in Middle or High School</b><br>Discuss lesson plan assignment                             | Meet at Children's section of UTEP library – work through catalogue to find age-appropriate book                           |  |
| Week 15             | Completed reading due<br>Work in class to write lesson  | Work in pairs to give feedback on final lesson   |  |
| Week 16<br>(Finals) |   | Submit Integrated Language Arts lesson for Middle or High School<br>And all missing work DUE at the end of scheduled final |  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This course is retooling and update of ARTE3337 Projects and Practices in Art Education that considers study of contemporary art, issues, and ideas as essential to 21<sup>st</sup> c. curriculum planning and success in the contemporary art classroom. This class serves as an essential bridge between making practices in studio art classrooms and meaning making practices in curriculum development.

All fields below are required

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Subject Prefix and # ARTE 3327

Title (29 characters or fewer): Issues, Ideas, and Artmaking

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

Through the study of contemporary art this course connects making practices to ideas and issues. This course builds upon the practices begun in introductory art studios and highlights art making and curriculum writing as meaning and making practices connected to each other and to ideas and issues. Contemporary issues pertaining to the art world, art education, and to the larger world are explored. This course is a hybrid course that involves lecture and studio components. Students can expect to view, make, and critique art as well as write reflective papers and plan written curriculum.

Contact Hours (per week):    1 Lecture Hours            2 Lab Hours            Other

Types of Instruction (Schedule Type): Select all that apply

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> A    Lecture    | <input type="checkbox"/> H    Thesis                              |
| <input checked="" type="checkbox"/> B    Laboratory | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum             | <input checked="" type="checkbox"/> K    Lecture/Lab Combined     |
| <input type="checkbox"/> D    Seminar               | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study     | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson        | <input type="checkbox"/> Q    Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | Y   |
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| Corequisite Course(s): | Equivalent Course(s): |
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| Restrictions: |
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|-----------------------|--|
| <b>Classification</b> |  |
| <b>Major</b>          |  |

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 3327:  
ISSUES, IDEAS, and ARTMAKING

Course Information

Course Title: Issues, Ideas, and Artmaking

Course prefix and number: ARTE 3327

Meeting Time: Tuesday and Thursday 4:30 – 6:30pm

Location: FFA463

Instructor Information

Course Instructor:

Email:

Office hours:

Office location:

Course Description

This course serves as part of the degree requirement in the Art Education concentration as well as an upper division elective in the College of Liberal Arts. Students enrolled in the course will consider contemporary issues, ideas, and making as they apply to art education. Students who are not intended for a career in art education will be expected to engage the class as if they were invested in the field and career. During this class students will grapple with questions of art and art education while working on hands on projects, developing lessons and researching curriculum and pedagogy in the visual arts.

Course Prerequisites

This class is a required class for students enrolled in the Art Education concentration. ARTE2307 is a prerequisite for Art education students; they may also take ARTE2307 concurrently with this class. Interested Department of Art students and College of Liberal Arts students may enroll in this class as an upper division elective with no prerequisite.

Course Goals and Objectives

1. To cultivate an understanding of different curricular approaches to art education and visual culture in schools and other cultural institutions.
2. To develop visual communication skills using visual and verbal language.
3. To conceive and create visual arts curriculum through basic lesson planning strategies.
4. To explore artistic, dialogic, democratic, and inquiry-based methods of creating and learning in the visual arts.

Course Outcomes

1. Students will be able to identify, compare, and implement various art education and visual cultural curriculums.

2. Students will exhibit proficiency in visual languages through verbal and visual competency.
3. Students will create implementable and original visual arts lesson plans.
4. Students will discuss, explore, and create original ideas, art works, and curriculum relevant to visual arts.

## Readings and Media

### Black Lives Matter

- My Aha Moment: Recognizing Racism in Art and Art Education  
<https://soundcloud.com/user-765977562/joni-boyd-acuff-amelia-kraehe-my-aha-moment-recognizing-racism-in-art-and-art-education?fbclid=IwAR0FEHhHpFR-deSdtwQynpGCIBrT5D4q3QzCAxPqQzJUIZN6j8F3YkSAE2c>
- Drawing the Color Lines Olivia Gude
- Racial Justice through Art <https://www.davisart.com/blogs/davis-desk/racial-justice-through-art/>
- How Art Can Help Center a Student's Learning  
<https://www.kqed.org/mindshift/54370/how-art-can-help-center-a-students-learning-experience>
- Faith Ringgold Will Keep Fighting Back  
[https://www.nytimes.com/2020/06/11/arts/design/faith-ringgold-art.html?action=click&fbclid=IwARIUvD8oiVJ7cxRIP-h7Q-8T-fzaWGENTDA\\_h2YwhNCKsytsd9MT6mdKLm4](https://www.nytimes.com/2020/06/11/arts/design/faith-ringgold-art.html?action=click&fbclid=IwARIUvD8oiVJ7cxRIP-h7Q-8T-fzaWGENTDA_h2YwhNCKsytsd9MT6mdKLm4)
- Faith Ringgold Reads <https://www.youtube.com/watch?v=h9RKJleFdBu>
- Jacob Lawrence Migration Series <https://charlesmcquillen.com/jacob-lawrence-the-migration-series-english-language-arts-lesson-plan/>

### Borderlands

- Mitter, S. (2020). When art begins at the scene of a crime, The New York Times,  
[https://www.nytimes.com/2020/01/16/arts/teresa-margolles-james-cohan-gallery.html?fbclid=IwAR3XFzDPpUd9ZxysdIfEqJlFBGpm82cTSOI3aqN8GJCV\\_2Zt9Nem-nYFWyc](https://www.nytimes.com/2020/01/16/arts/teresa-margolles-james-cohan-gallery.html?fbclid=IwAR3XFzDPpUd9ZxysdIfEqJlFBGpm82cTSOI3aqN8GJCV_2Zt9Nem-nYFWyc)
- Mika Rottenberg interview: What is the connection,  
<https://channel.louisiana.dk/video/mika-rottenberg-what-connection>
- Duron, M. (2018). Searching for the in-between: Margarita Cabrera's collective art thinks beyond borders, Artnews, <https://www.artnews.com/art->

[news/artists/searching-margarita-cabreras-collaborative-art-thinks-beyond-borders-10456/](https://www.artsy.net/article/artsy-story?id=10456)

- Lecture: How to Tame a Wild Tongue  
<https://www.youtube.com/watch?v=f2MaBZ6e6vo>

#### Anthropocene

- Heartney, E. (2014). Art for the anthropocene era, Art in America, <https://www.artnews.com/art-in-america/features/art-for-the-anthropocene-era-63001/>
- Dreifus, C. (2015). Stunning contemporary art captures terror, wonder and with in the anthropocene, Smithsonian Magazine, <https://www.smithsonianmag.com/smithsonian-institution/stunning-contemporary-art-captures-terror-wonder-wit-anthropocene-180956742/?page=9>
- Anthropocene, National Geographic Encyclopedia entry, <https://www.nationalgeographic.org/encyclopedia/anthropocene/>
- Hoffman, A. J. (2012). Climate science as culture war, Stanford Social Innovation Review, [https://ssir.org/books/reviews/entry/climate\\_science\\_as\\_culture\\_war](https://ssir.org/books/reviews/entry/climate_science_as_culture_war)
- Ebert, G. (2020). Enormous metal sculptures by Selçuk Yilman embody chaotic effects of climate change, Colossal, [https://www.thisiscolossal.com/2020/01/metal-sculptures-selcuk-yilmaz/?mc\\_cid=a5a1e626b5&mc\\_eid=20ef717b14](https://www.thisiscolossal.com/2020/01/metal-sculptures-selcuk-yilmaz/?mc_cid=a5a1e626b5&mc_eid=20ef717b14)

#### Children's Visual Culture

- Caine's Arcade, <https://www.youtube.com/watch?v=falFNkdq96U>
- Caine's Arcade 2, <https://www.youtube.com/watch?v=UI9c-4dX4Hk>
- Commercializing Children's Culture  
<https://www.youtube.com/watch?v=ecOhTIBAlq0>
- McClure Vollrath, M. (2006). Drawing on the toy. Contemporary perspectives on childhood by children. In P. Duncum (Ed.), Visual culture in the art classroom: Case studies. Reston, VA: NAEA.
- Zolides, A. (2017). Created by children: Conceptualizing the child as media producer. In J. O'Connor & J. Mercer (Eds.), Childhood and Celebrity. New York: Routledge.
- Duncum, P. (2002). Children never were what they were: Perspectives on childhood. In Y. Gaudelius & P. Speirs (Eds.), Contemporary Issues in Art Education. Upper Saddle River, NJ: Prentice Hall.



- Thompson, C. M. (2003). Kinderculture in the art classroom: Early childhood art and the mediation of culture. *Studies in Art Education*, 44(3), 135-146.

## Assignment Overview and Grade Distribution

### Artful Content Talk 20pts

#### THE TALK 10pts

You will be scheduled to present a thirty-minute artful talk to the class. This talk should address the topic scheduled for the week and should include art, items of visual culture, and adjacent media (video, memes, podcasts, music, poetry, advertisements, readings, television, websites, etc.). Your talk should be artful- meaning it should not only include art but it also should take risks, involve the class in exciting ways, and consider the art of teaching- what it is to teach with interest, inquiry, and audience involvement.

#### THE MEETING 5pts

The week prior to your scheduled talk you will meet with me during the last 20 minutes of Thursday's class (5:30-5:50). Prior to our meeting, you will have viewed all the content and read all the readings as part of that topic. You will propose the content and form of your talk to me and we will workshop and improve on your ideas. You will visually and textually represent these ideas in your visual journal (prior to our meeting and prior to your talk). Do not come to this meeting without your doing research.

#### THE READING 5pts

In addition to the content that you will present, you will also research "texts" that students can access before your talk. This can take the form of written text, podcast, video, etc. and should be in addition to what you share in class. This will be due on blackboard one week before your talk and must be pre-approved before sharing with the class.

### Four Visual Responses 10pts x 4 = 40pts

You will produce four visual responses – one for each topic we will discuss this semester (BLM, Borderlands, Anthropocene, and Children's Visual Culture). You may choose the medium; however, you will be expected to vary the medium and process in at least two of the five responses. You are deeply encouraged to think beyond making traditional images to consider varied, hybrid, alternative, and contemporary methods of making (consider installation, performance, video, new media, digital art, socially engaged art, ephemeral art, sound art, etc.) and are encouraged to consider how those choices in media and process inform content.

Idea development of visual responses and written reflections of visual responses will be recorded in the reflective journal. Visual responses are due the second half of class the last (third) class of the corresponding topic.

### Lesson Plans

10 x 4=40pts

You will write an artful and comprehensive lesson plan for each of the topics that we explore over the course of the semester. Each lesson should deeply consider both how art enables new understanding and idea development through its study and how teaching is in itself an artful act.

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TOTAL PTS

100pts

Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

### CALENDAR

|                             | TUESDAY  | THURSDAY   |
|-----------------------------|--|--|
| Week 1                      | Tuesday, January 17<br>syllabus  | Thursday, January 19<br>Discuss Presentation Format<br>Assign Groups                             |
| Week 2<br>Topic BLM         | Tuesday, January 24<br>Meet ONLY with presenters   | Thursday, January, 26<br>Student presentation BLM  |
| Week 3<br>Topic BLM         | Tuesday, January 31<br>Student presentation BLM  | Thursday, February 2<br>Groundhog Day!<br>Work Day   |
| Week 4<br>Topic BLM         | Tuesday, February 7<br>Critique<br><br>DUE: Visual Response BLM<br>DUE<br>On blackboard and in class | Thursday, February 9<br>Critique (Continued)<br><br>Discuss Lesson Plan<br>Assignment and format |
| Week 5<br>Topic Borderlands | Tuesday, February 14<br>Meet ONLY with presenters<br><br>DUE: Lesson Plan BLM due<br>on blackboard   | Thursday, February 16<br>Student Presentation<br>Borderlands                                     |
| Week 6<br>Borderlands       | Tuesday, February 21<br>Student Presentation<br>Borderlands  | Thursday, February 23<br>Work Day  |
| Week 7<br>Borderlands       | Tuesday, February 28<br>Critique   | Thursday, March 2<br>Critique (Continued)  |

|   |   |   |
|---|---|---|
|   | DUE: Visual Response<br>Borderlands<br>On blackboard and in class   | Discuss Lesson Plan<br>Assignment   |
| Week 8<br>Anthropocene                        | Tuesday, March 7<br>Meet ONLY with presenters<br><br>DUE: Lesson Plan<br>Borderlands on blackboard          | Thursday, March 9<br><br>Student Presentation<br>Anthropocene                 |
| SPRING BREAK                                  | Tuesday, March 14   | Thursday, March 16  |
| Week 9<br>Anthropocene                        | Tuesday, March 21<br>Student Presentation<br>Anthropocene   | Thursday, March 23<br>Work Day  |
| Week 10<br>Anthropocene                       | Tuesday, March 28<br>Critique<br><br>DUE: Visual Response<br>Anthropocene due<br>On blackboard and in class | Thursday, March 30<br>Critique  |
| Week 11                                       | Discussion Refining Lesson<br>Plans:<br><br>Workshopping lesson ideas<br>and connection making<br>together  | Thursday, April 6<br><br>Writing Narrative lesson<br>plans                    |
| Week 12                                       | Tuesday, April 11<br>Workshop narrative lesson<br>plans   | Thursday, April 13<br>Meet ONLY with presenters                               |
| Week 13<br>Topic Children's Visual<br>Culture | Tuesday, April 18<br>Student Presentation Topic<br>Children's Visual Culture                                | Thursday, April 20<br>Student Presentation Topic<br>Children's Visual Culture |
| Week 14<br>Children's Visual Culture          | Tuesday, April 25<br>Student Presentation (cont)<br>Work Day  | Thursday, April 27<br>Work Day  |
| Week 15<br>Children's Visual Culture          | Tuesday, May 2<br>Critique<br>DUE: Visual Response 3  | Thursday, May 4<br>Critique   |

|                        |  |  |
|------------------------|--|--|
|                        | On blackboard and in class   |  |
| Week 16<br>FINALS WEEK | Tuesday, May 9<br>**4:00- 6:45pm<br>Lesson Plan # 4 and ALL<br>Missing work DUE at<br>6:45pm |  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

Students planning to enter the field of education will need a foundational understanding of diversity in order to serve students well and work in the schools.

All fields below are required

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Subject Prefix and # ARTE 3347

Title (29 characters or fewer): Multiplicity in Art Education

Dept. Administrative Code : 310

[CIP Code](#) 50.0701.00

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course will serve to introduce students to critical understandings of diversity based in educational and cultural theory and as they arise in varied contexts such as the art world, cultural institutions, schools, and visual culture. Students will critically explore the complex dynamics of race, gender, sex, and class, and other issues of diversity pertinent to art education. This course is a hybrid course that involves lecture and art studio components; therefore, students can expect to view, make, and critique art as well as write reflective papers and plan written curriculum.

Contact Hours (per week): 1 Lecture Hours 2 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                                       |                                     |
|---------------------------------------|-------------------|---------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H            | Thesis                              |
| <input checked="" type="checkbox"/> B | Laboratory        | <input type="checkbox"/> I            | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input checked="" type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O            | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P            | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q            | Student Teaching                    |

### Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | Y   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
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|                                  |  |   |

| Corequisite Course(s): |
|------------------------|
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|                        |
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|                        |

| Equivalent Course(s): |
|-----------------------|
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|                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |
| Major          |  |

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 3347  
Multiplicity in Art Education  
Syllabus

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**Course Information**

Course Title: Multiplicity in Art Education

Course prefix and number: ARTE 3347

Meeting Time:

Location: Room A463

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course is designed for students who plan to work in the field of art education. This course provides a preliminary look at the variety of approaches and paths within the field of art education. During this class students will consider the various sites, perspectives, and voices that constitute art and art education. A variety of viewpoints and perspectives will be explored and we will consider the multiple and varied voices and learners that make up a democratic (art) educational space. We will explore social constructivist learning theory and create lessons that address and accommodate different learners.

**Course Prerequisites**

This class is a required class for students enrolled in the Art Education concentration. ARTE2307 is a prerequisite for Art education students; they may also take ARTE2307 concurrently with this class. Interested Department of Art students and College of Liberal Arts students may enroll in this class as an upper division elective with no prerequisite.

**Course Goals and Objectives**

1. Students will become more responsive and worldly global citizens through the study of self and others
2. Students will gain a greater understanding of the educational context of the state, region, and border
3. Students will gain an understanding of the diverse issues facing visual culture and art education
4. Students will gain practice identifying, researching, and presenting ideas and issues of art, education, and art education that will inform their teaching and their students' artmaking.



### Course Outcomes

1. Students will be able to locate themselves and their future students among theories of the border and of diversity
2. Students will be able to identify, critique, and create lessons or artworks inspired by artist working through a variety of positionalities and viewpoints.
3. Students will be able to identify and share with their peers issues of interest to art and education in the state.
4. Students will be able to identify and research a local issue and will create an art or visual culture intervention addressing their chosen topic.
5. Students will plan and create an educational resource that addresses an issue of visual culture that can be used in their future educational workspace

### Course Texts and Readings

- Acuff, J. (2020) Afrofuturism: Reimagining Art Curricula for Black Existence, *Art Education*, 73:3, 13-21, DOI: [10.1080/00043125.2020.1717910](https://doi.org/10.1080/00043125.2020.1717910)
- Anzaldúa, G. & Keating, A. (2015). *Light in the Dark: Rewriting identity, spirituality, and reality*. Duke University Press.
- Araniello, K.  
<https://disabilityarts.online/magazine/news/katherine-araniello-an-obituary-for-sickbitchcrips-the-queen-of-mischief/>
- Art 21 New York Upclose: Infectious Beauty Jes Fan  
<https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/>
- Art 21 New York UpClose: In Flux Jes Fan  
<https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/>
- Bae-Dimitriadis, M. (2021) Antiracist Visual Critique: Dis-ease(ing) of the Mythmaking of Asian Immigrants in Political Cartoons, *Art Education*, 74:6, 55-57, DOI: [10.1080/00043125.2021.1954479](https://doi.org/10.1080/00043125.2021.1954479)
- Burke, E. (2019) Turning the Tide: Reframing How We Acknowledge and Support Transgender and Gender Nonconforming Learners in Educational Spaces, *Art Education*, 72:2, 48-50, DOI: [10.1080/00043125.2019.1559667](https://doi.org/10.1080/00043125.2019.1559667)
- Check, E. & Ballard, K. (2014) Navigating Emotional, Intellectual, and Physical Violence Directed Toward LGBTQ Students and Educators, *Art Education*, 67:3, 6-11, DOI: [10.1080/00043125.2014.11519267](https://doi.org/10.1080/00043125.2014.11519267)
- Check, E. (2002) Pink Scissors, *Art Education*, 55:1, 46-54, DOI: [10.1080/00043125.2002.11651477](https://doi.org/10.1080/00043125.2002.11651477)
- Cooper, Y., Hsieh, K., & Lu, L. (2022) Voice for the Voiceless: Responding to the Racial Pandemic Through Art, *Art Education*, 75:3, 18-23, DOI: [10.1080/00043125.2022.2027726](https://doi.org/10.1080/00043125.2022.2027726)
- Curriculum and Pedagogy Issue 9/2
- Garcia, C.S., Gutierrez, M., Leal, K., & Hernandez, J. (in print). Mobile arte museos: Creating spaces through nepantla. *Art Education*
- Garcia, C.S. (2018). Materialized practices of food as borderlands performing as pedagogy. *Journal of Social Theory in Art Education JSTAE*, 38, 65-74.
- Hemmerich, S. (2021) Art as Activism and Allyship: Black Lives Matter Student Murals, *Art Education*, 74:5, 25-31, DOI: [10.1080/00043125.2021.1928469](https://doi.org/10.1080/00043125.2021.1928469)  
<https://art21.org/watch/art-in-the-twenty-first-century/s9/creative-growth-art-center-in-san-francisco-bay-area-segment/>

<https://www.youtube.com/watch?v=fhAfuLndKAs> (Vanessa German/GEEX Talks: Expanded Glass Histories)

Laura Aguilar's Lasting Legacy: How the World Caught up to the Pioneering Photographer  
<https://www.artnews.com/feature/laura-aguilar-who-is-she-1202684828/>

Precious Knowledge <https://www.kanopy.com/en/utep/video/155997>

Seidler, C. O. (2011) Fighting Disability Stereotypes with Comics: "I Cannot See You, but I Know You Are Staring at Me", *Art Education*, 64:6, 20-24,  
DOI: [10.1080/00043125.2011.11519148](https://doi.org/10.1080/00043125.2011.11519148)

Sturken, M. & Cartwright, L. (2017). *Practices of Looking: An Introduction to Visual Culture*. Oxford University Press.

Trans Latinx Artist's High-Fashion Critique of Colonialism by Andrea K. Scott (2018)  
<https://www.newyorker.com/culture/photo-booth/a-trans-latinx-artists-high-fashion-critique-of-colonialism>

Uhlig, S. (2021) "I Believe in the Power Art": vanessa german, *Citizen Artist*, *Art Education*, 74:3, 48-57,  
DOI: [10.1080/00043125.2021.1876472](https://doi.org/10.1080/00043125.2021.1876472)

Wexler, A. (2022) An Anti-Ableist Framework in Art Education, *Art Education*, 75:1, 30-35,  
DOI: [10.1080/00043125.2021.1984797](https://doi.org/10.1080/00043125.2021.1984797)

Wilson, B. (2005). More Lessons from the Superheroes of J. C. Holz: The Visual Culture of Childhood and the Third Pedagogical Site. *Art Education*, 58(6), 18-34.

### Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following is a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

### Assignments

#### Who am I (and who am I in relation to my students)? -pre and post-test

10pts

You will write a 1 page statement of who you are considering what you know about issues of diversity and identity. This will be done once at the beginning of the semester and once again at the end of the semester. These documents should not be the same and should demonstrate a

difference in your thinking over time. Should you choose not to complete one of the statements you will receive no points for the assignment.

### Leading with Art and Artists

4 x 10pts = 40pts

We will explore issues of diversity through the study of art and artists. We will view the works of a variety of artists in relation to each other in order to develop a multi-vocal and comparative understanding of issues of diversity. We will discuss and critique the works in order to develop deeper understanding. We will consider the work's application to schools and consider how these artists, works, and ideas can serve as or be modified in order to act as educational resources in schools. After these discussions you will create art lesson plan relating to issue/grouping for application with children or youth in a school, community, or a museum setting. You will do this for a total 4 different issues/groupings.

### Exploring/Researching the intersection of (art) education and diversity

10pts

You will consider contemporary/current issues affecting education in the Southwest and in particular Texas. After viewing *Precious Knowledge* and reading and discussing articles about Arizona's battle over ethnic studies in the *Journal of Curriculum and Pedagogy* you will research and identify an educational issue (preferably in the state of Texas) that addresses or intersects with discussions of diversity. You will present this issue to your classmates for discussion and exploration.

### Visual Culture Intervention & Post-Project Report

30pts

A key component of the course is planning and implementing a visual culture intervention grounded in critical theories of diversity and contemporary art practice in a context beyond our classroom. For this major course project, you will work with a partner/group to investigate and research local issues of diversity and justice (you may expand one of the issues discussed during the intersection of education and diversity assignment or choose an entirely different issue). Your ultimate goal is to design a visual cultural intervention that addresses the issue you have chosen to work on. The project will be done through a sequence of many steps over a relatively long period of time

After implementation of your intervention, you will create a Post-Project Report which will include a planning report leading up to the intervention, photographic documentation, and a reflection on the project including a discussion of how the intervention was educational for the implementer and participants and how it relates to your future educational practice.

### Educational Resource

10pts

For this final assignment, you will create an educational or instructional resource appropriate for a chosen context and audience. The resource will demonstrate your ability to apply what you have learned throughout the course by addressing a significant topic or issue relevant to visual culture, diversity, and justice.

### Grade Distribution

Who I am

10pts

Leading with Art and Artists

4x10pts= 40pts

Intersections of Art Education and Diversity

10pts

Visual Culture Intervention & Post-Project Report

30pts

## CALENDAR

|        | TUESDAY  | THURSDAY   |
|--------|--|--|
| Week 1 | Syllabus   | Discuss what is diversity?<br>What do we know about?<br>Why do we need to learn about it?<br>Discuss Who am I assignment   |
| Week 2 | Who Am I? DUE<br>Chapter 1: Practices of Looking DUE<br>What is Visual Culture?  | The Superheroes of JC Holz DUE<br>Discuss why visual culture and not just the term art in art education  |
| Week 3 | Anzaldua and Keating Chapters 1&2 due<br>Laura Aguilar's Lasting Legacy: How the World Caught up to the Pioneering Photographer<br><a href="https://www.artnews.com/feature/laura-aguilar-who-is-she-1202684828/">https://www.artnews.com/feature/laura-aguilar-who-is-she-1202684828/</a><br><br>Discussion of connection between "texts"<br>Discussion of differences and other issues at play | Anzaldua and Keating Chapters 3 due<br>Mobile arte museos: Creating spaces through nepantla.<br>Materialized practices of food as borderlands performing as pedagogy<br><br>Trans Latinx Artist's High-Fashion Critique of Colonialism by Andrea K. Scott (2018)<br><a href="https://www.newyorker.com/culture/photo-booth/a-trans-latinx-artists-high-fashion-critique-of-colonialism">https://www.newyorker.com/culture/photo-booth/a-trans-latinx-artists-high-fashion-critique-of-colonialism</a><br><br>Discussion of connection between "texts"<br>Discussion of differences and other issues at play<br><br>Introduce in class assignment of groups finding other artists addressing this issue to share and discuss in class |
| Week 4 | Students share artists<br>Discuss<br>Begin to plan lesson  | Students share artists<br>Discuss<br>Work on Lesson plan   |
| Week 5 | <u>LESSON PLAN 1 DUE @ midnight</u>  | <u>Art 21 New York UpClose: In Flux Jes Fan</u><br><a href="https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/">https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/</a>   |

|        |  |  |
|--------|--|--|
|        | <p><a href="https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/">Art 21 New York Upclose: Infectious Beauty Jes Fan</a><br/><a href="https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/">https://art21.org/watch/new-york-close-up/jes-fan-infectious-beauty/</a></p> <p>Michelle Bae-Dimitriadis (2021) Antiracist Visual Critique: Dis-ease(ing) of the Mythmaking of Asian Immigrants in Political Cartoons, Art Education, 74:6, 55-57, DOI: <a href="https://doi.org/10.1080/00043125.2021.1954479">10.1080/00043125.2021.1954479</a></p> <p>Yichien Cooper, Kevin Hsieh &amp; Lilly Lu (2022) Voice for the Voiceless: Responding to the Racial Pandemic Through Art, Art Education, 75:3, 18-23, DOI: <a href="https://doi.org/10.1080/00043125.2022.2027726">10.1080/00043125.2022.2027726</a></p> <p>Discussion of connection between “texts”<br/>Discussion of differences and other issues at play</p> | <p>Eli Burke (2019) Turning the Tide: Reframing How We Acknowledge and Support Transgender and Gender Nonconforming Learners in Educational Spaces, Art Education, 72:2, 48-50, DOI: <a href="https://doi.org/10.1080/00043125.2019.1559667">10.1080/00043125.2019.1559667</a></p> <p>Ed Check &amp; Katy Ballard (2014) Navigating Emotional, Intellectual, and Physical Violence Directed Toward LGBTQ Students and Educators, Art Education, 67:3, 6-11, DOI: <a href="https://doi.org/10.1080/00043125.2014.11519267">10.1080/00043125.2014.11519267</a></p> <p>Ed Check (2002) Pink Scissors, Art Education, 55:1, 46-54, DOI: <a href="https://doi.org/10.1080/00043125.2002.11651477">10.1080/00043125.2002.11651477</a></p> <p>Discussion of connection between “texts”<br/>Discussion of differences and other issues at play</p> |
| Week 6 | <p>In groups students share related artists<br/>Discuss<br/>Begin to plan lesson</p>   | <p>In groups students share related artists<br/>Discuss<br/>Work on Lesson plan</p>  |
| Week 7 | <p><u>LESSON PLAN 2 DUE @ midnight</u></p> <p>SJ S. Hemmerich (2021) Art as Activism and Allyship: Black Lives Matter Student Murals, Art Education, 74:5, 25-31, DOI: <a href="https://doi.org/10.1080/00043125.2021.1928469">10.1080/00043125.2021.1928469</a></p> <p><a href="https://art21.org/watch/art-in-the-twenty-first-century/s2/kara-walker-in-season-2-of-art-in-the-twenty-first-century-2003-preview/">https://art21.org/watch/art-in-the-twenty-first-century/s2/kara-walker-in-season-2-of-art-in-the-twenty-first-century-2003-preview/</a></p>  | <p>Joni Boyd Acuff (2020) Afrofuturism: Reimagining Art Curricula for Black Existence, Art Education, 73:3, 13-21, DOI: <a href="https://doi.org/10.1080/00043125.2020.1717910">10.1080/00043125.2020.1717910</a></p> <p>Sue Uhlig (2021) “I Believe in the Power Art”: vanessa german, Citizen Artist, Art Education, 74:3, 48-57, DOI: <a href="https://doi.org/10.1080/00043125.2021.1876472">10.1080/00043125.2021.1876472</a></p> <p><a href="https://www.youtube.com/watch?v=fhAfuLn dKAs">https://www.youtube.com/watch?v=fhAfuLn dKAs</a></p>  |

|              |  |   |
|--------------|--|---|
| Week 8       | In groups students share related artists<br>Discuss<br>Begin to plan lesson  | In groups students share related artists<br>Discuss<br>Work on Lesson plan  |
| SPRING BREAK | BREAK  | BREAK   |
| Week 9       | <p><u>LESSON PLAN 3 DUE @ midnight</u></p> <p>Alice Wexler (2022) An Anti-Ableist Framework in Art Education, Art Education, 75:1, 30-35, DOI: <a href="https://doi.org/10.1080/00043125.2021.1984797">10.1080/00043125.2021.1984797</a></p> <p>Creative Growth Art Center<br/><a href="https://art21.org/watch/art-in-the-twenty-first-century/s9/creative-growth-art-center-in-san-francisco-bay-area-segment/">https://art21.org/watch/art-in-the-twenty-first-century/s9/creative-growth-art-center-in-san-francisco-bay-area-segment/</a></p> | <p>Caitlin Ostrow Seidler (2011) Fighting Disability Stereotypes with Comics: "I Cannot See You, but I Know You Are Staring at Me", Art Education, 64:6, 20-24, DOI: <a href="https://doi.org/10.1080/00043125.2011.11519148">10.1080/00043125.2011.11519148</a></p> <p>Katherine Araniello<br/><a href="https://disabilityarts.online/magazine/news/katherine-araniello-an-obituary-for-sickbitchcrips-the-queen-of-mischief/">https://disabilityarts.online/magazine/news/katherine-araniello-an-obituary-for-sickbitchcrips-the-queen-of-mischief/</a></p> |
| Week 10      | In groups students share related artists<br>Discuss<br>Begin to plan lesson  | In groups students share related artists<br>Discuss<br>Work on Lesson plan  |
| Week 11      | <p><u>LESSON PLAN 4 DUE @ midnight</u></p> <p>Precious Knowledge/Ethnic Studies in Arizona<br/><a href="https://www.kanopy.com/en/utep/video/155997">https://www.kanopy.com/en/utep/video/155997</a></p>   | <p>Curriculum and Pedagogy Issue 9/2</p> <p>Discuss intersection of education and diversity</p>   |
| Week 12      | Introduce Exploring Education and Diversity Assignment   | Workshop in Class   |
| Week 13      | <p>Exploring Education and Diversity Assignment DUE @midnight</p> <p>Introduce Visual Culture Intervention and Post-project Report</p>   | <p>Discuss Interventionist approach and possibility</p> <p>Plan/strategize intervention/ address proposal needs</p>   |
| Week 14      | WORKSHOP Intervention with peers and professor   | <p>Discuss Post-Project Report parameters</p> <p>Turn in proposal changes beginning of class</p>  |

|                                  |   |  |
|----------------------------------|---|--|
|                                  | Intervention Proposal Due @midnight   |  |
| Week<br>15                       | Work on Post-Project Report   | Post Project Report DUE<br>Introduce FINAL: Educational Resource<br>Assignment<br>Work on in class |
| Week<br>16<br>FINAL<br>S<br>WEEK | FINAL AND 2 <sup>nd</sup> WHO I AM Statement<br>DUE<br>**4:00- 6:45pm<br>Missing work DUE at 6:45pm |  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This course will allow faculty flexibility in responding to changes in the field and responsiveness to student needs and research.

All fields below are required

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Subject Prefix and # ARTE 3397

Title (29 characters or fewer): Special Topics: Art Education

Dept. Administrative Code : 310

[CIP Code](#) 50.0701.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

Art education topics not included in regularly offered courses. May be repeated as subtopic titles change for a total of 9 hours of degree credits.

Contact Hours (per week): 3 Lecture Hours 6 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> A Lecture    | <input type="checkbox"/> H Thesis                          |
| <input checked="" type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation                    |
| <input type="checkbox"/> C Practicum             | <input checked="" type="checkbox"/> K Lecture/Lab Combined |



- |  |  |
|--|--|
| <input type="checkbox"/> D Seminar           | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson    | <input type="checkbox"/> Q Student Teaching                    |

### Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | N   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |

| Corequisite Course(s): |
|------------------------|
|                        |
|                        |
|                        |
|                        |
|                        |

| Equivalent Course(s): |
|-----------------------|
|                       |
|                       |
|                       |
|                       |
|                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |
| Major          |  |

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This course is a retooling and update of ARTE 4347: Methods of Teaching Art. Students entering the field of art education require a class exploring contemporary pedagogical practices in art education and addressing curriculum and its planning and application.

All fields below are required

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Subject Prefix and # ARTE 4347

Title (29 characters or fewer): Curriculum and Pedagogy

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course covers contemporary art education theories and their application in curriculum design. Students will study various curricular approaches in relation to the art-making and teaching processes, paying special attention to social constructivist learning and its relationship to Texas teacher assessment. This course involves the study of varied pedagogical and curricular approaches through readings, lesson and unit planning, and performance-based opportunities.

Contact Hours (per week): 1 Lecture Hours 2 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> A Lecture    | <input type="checkbox"/> H Thesis                              |
| <input checked="" type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum             | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar               | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study     | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson        | <input type="checkbox"/> Q Student Teaching                    |

Fields below if applicable

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | N   |
| ARTE 3317                        | C                                      | Y   |
| ARTE 3327                        | C                                      | Y   |
| ARTE 3347                        | C                                      | Y   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |

| Corequisite Course(s): | Equivalent Course(s): |
|------------------------|-----------------------|
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |
| Major          |  |

|  |  |
|--|--|
|  |  |
|--|--|

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
Art Education 4347: Curriculum and Pedagogy in Art Education  
Syllabus

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**Course Information**

Course Title: Curriculum and Pedagogy in Art Education

Course prefix and number: ARTE 4347

Meeting Time: Tuesday and Thursday 3:00 -4:20

Location: Room A463

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course is designed for students who plan to work in the field of art education. It builds on prior curricular knowledge about the field of art education and prepares students to create and teach advanced art education curriculum. During this class students will grapple with questions of curriculum, pedagogy, and assessment while working on hands on projects, developing lesson and unit plans, and researching curriculum and pedagogy in the visual arts.

**Course Prerequisites**

Art Ed. 2307 must be completed prior to enrollment. ARTE 3307, 3317, 3327 & 3347 may be taken concurrently. Ideally this course will be taken after ALL the 3000 level ARTE classes have been taken.

**Course Goals and Objectives**

1. To cultivate an understanding of different curricular approaches to art education and visual culture in schools and other cultural institutions.
2. To develop social constructivist pedagogical practices and instructional skills through experiential opportunities and performances.
3. To conceive and create advanced visual arts curriculum including lesson and unit plans through the study of varied art education curriculums.

**Course Outcomes**

1. Students will be able to plan and implement various art education and visual cultural curriculums.
2. Students will exhibit proficiency in social constructivist instructional practices and performances.
3. Students will create dynamic, implementable, and original visual arts lesson and unit plans.

## Course Texts

- Douglas, K. M. & Jaquith, D. B. (2018). Engaging Learners through Artmaking: Choice-Based Art Education in the Classroom (TAB) (Second Edition). Teachers College Press.
- Duke, L. L. (1988). The Getty Center for Education in the Arts and Discipline-Based Art Education, *Art Education*, 41(2), 7-12.
- Duncum, P. (2002). Clarifying Visual Culture Art Education, *Art Education*, 55:3, 6-11, DOI: [10.1080/00043125.2002.11651489](https://doi.org/10.1080/00043125.2002.11651489)
- Efland, A. (1976). School Art Style: A functional analysis. *Studies in Art Education*, 17(2), 37-44.
- Gates, L. (2016). Rethinking Art Education Practice One Choice at a Time, *Art Education*, 69(2), 14-19, DOI: [10.1080/00043125.2016.1141646](https://doi.org/10.1080/00043125.2016.1141646)
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2013). Studio Thinking 2: The Real Benefits of Visual Arts Education, Teachers College Press.
- Hogan, J., Hetland, L., Jaquith, D. B., & Winner, E. (2018). *Studio Thinking from the Start: K-8 Art Educator's Handbook*. Teachers College Press.
- Jaquith, D. B. & Hathaway, N. E., (2012). The Learner-Directed Classroom: Developing creative thinking skills through art. Teachers College Press.
- Texas Education Agency (retrieved Jan 3, 2023). Texas Essential Skills and Knowledge, <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>
- Walker, S. R. (2001). Teaching Meaning in Artmaking. Davis
- Wilson, B. (2005). More Lessons from the Superheroes of J. C. Holz: The Visual Culture of Childhood and the Third Pedagogical Site, *Art Education*, 58(6), 18-34.
- Writing Behavioral Objectives.
- <https://www.youtube.com/watch?v=olOSOI0YPL4&list=WL&index=17>

## Technology Requirements

Up to 49% of course content may be delivered online. This means that some of the course content will be delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with

technological needs of students.

### Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following is a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

### Assignments

#### Connecting the TEKS to DBAE

Students will compare Discipline-Based Art Education and the Texas state art standards, Texas Essential Knowledge and Skills (TEKS). They will create a discipline-based lesson plan that utilizes all four domains and that lists the TEKS addressed.

#### Identifying, Discussing, and Teaching Visual Culture

Students will identify a piece of Visual Culture and bring it in to class. Students will discuss what makes it visual culture. After studying the differences between Discipline Based Art Education and Visual Culture Art Education, students will create a lesson around an item of Visual Culture that explores the critical and creative potential of Visual Culture Art Education curriculum. This lesson will include the TEKS and a clearly defined behavioral objective.

#### Exploring and Assessing the Studio Habits of Mind

After studying the studio habits of mind students will select one to focus on. They will create a lesson that uses at least one behavioral objective addressing that habit. They will create an assessment rubric that includes written description of different levels of proficiency in at least three written objectives one of which addresses a studio habit of mind.

#### Choice-Based Art Education

This assignment has two parts creating a TAB center and writing and performing an accompanying lesson (teaching the lesson to their peers). After studying Teaching for Artistic Behavior (TAB)/Choice-based Art Education students will select one studio center to create in the classroom. The student's peers will test out the center and discuss its successes, failures, and possibilities. Students will submit their plans to make improvements. Students will then create a

lesson plan that tackles the concern that TAB/ Choice-based art education eliminates the need for instruction. Students will create a lesson on an artist AND a practice. The teacher will utilize student centered approaches in order to teach this lesson to their peers.

#### Big Ideas Unit Final

Student will create a cohesive final based on a Big Idea. After studying Big Ideas, students will choose one and design a unit that explores this idea. The students will create an introduction to the unit that explores the complexity of the idea using questions and student-centered teaching approaches. When teaching the introduction to their peers, students will list in order the lessons included in the unit. Students will write three different lessons that each include the TEKS, performance-based objectives, and a rubric and that address the big idea in different ways.

#### Grade Distribution

|   |        |
|---|--------|
| Discipline Based Art Education Lesson with TEKS                               | 10pts  |
| Visual Culture Art Education Lesson with TEKS and performance objective       | 10pts  |
| Exploring and Assessing the Studio Habits of Mind<br>(Lesson Plan and Rubric) | 15pts  |
| Choice-based/ TAB Center  | 10pts  |
| Choice-based/TAB lesson plan with Rubric                                      | 15pts  |
| Big Idea Unit Final   | 40pts  |
| o Practice Teaching Interactive Unit Introduction                             | 10pts  |
| o Written Unit consisting of at least three connected lesson plans            | 30pts  |
| <hr/>   |        |
| TOTAL   | 100pts |



## CALENDAR

| WEEK                            | TUESDAY   | THURSDAY   |  |
|---------------------------------|---|--|--|
| Week 1<br>DBAE                  | <b>Introductions and Syllabus</b>   | READING: Efland's School Art style due<br>Discuss student experiences in pk-12 art classrooms<br>Introduce idea of multiple pedagogical approaches |  |
| Week 2<br>DBAE                  | <b>Discipline Based Art Education</b><br>READING: Duke's Getty Center<br>Discuss reading and foundations of DBAE  | READING: TEKS<br><br>Analyze the TEKS<br>Draw connections to DBAE<br><br>Practice applying TEKS to art lessons                                     |  |
| Week 3<br>DBAE                  | Introduce DBAE lesson assignment<br>Model lesson that moves through all four domains  | Preliminary Lesson Plan Due<br>Workshop lesson plans   |  |
| Week 4<br>VCAE                  | <b>VCAE</b><br>DBAE Lesson plan DUE at midnight online<br>READING: Wilson's More Lessons from JC Holz<br>Introduce Visual Culture<br>Bring in an item of Visual Culture | Discuss building curriculum from student interest and children's visual culture<br><br>Informal Workshop lesson ideas                              |  |
| Week 5<br>VCAE                  | Introduce VCAE as critical/deconstruction<br>Practice Criticism as it relates to VCAE<br>Deconstruct images for meaning   | READING: Clarifying Visual Culture Art Education<br>Discuss differences between DBAE and VCAE  |  |
| Week 6<br>VCAE                  | Introduce VCAE lesson plan assignment<br>Introduce Behavioral objectives  | Preliminary Lesson Plan Due<br>Workshop lesson plans   |  |
| Week 7<br>Studio Habits of Mind | <b>Studio Habits of Mind</b><br>READING: Studio Thinking from the start<br>Studio Habits of Mind<br>Explore and discuss studio habits of mind                           | Students Present A studio habits to class<br>Discuss and explore rubrics<br>Workshop rubrics in class  |  |

|  |   |   |  |
|--|---|---|--|
|  | Choose one habit to present to class  |   |  |
| <b>Week 8</b><br>Studio Habits of Mind | Introduce Studio Habits Lesson Assignment   | Preliminary Lesson Plan Due<br>Workshop lesson plans  |  |
| <b>Week 9</b><br>Choice (TAB)          | <b>Choice Center</b><br>READING: Gates Rethinking Art Education one choice at a time<br>Engaging Learners through Art Making<br>Introduce Choice-based Art Education and Discuss readings | Continue Discussion of CBAE<br>Discuss centers and choose center<br>Discuss Center assignment |  |
| <b>Week 10</b><br>Choice (TAB)         | Create and Workshop Centers   | Centers DUE<br>Share, explore, and critique centers   |  |
| <b>Week 11</b><br>Choice (TAB)         | <b>Choice Lesson Plan</b><br>Finish up sharing Centers<br>Discuss concerns about the role of teacher in facilitation vs. direct instruction   | Introduce Choice Lesson Plan  |  |
| <b>Week 12</b><br>BIG IDEAS            | Preliminary lesson plan DUE<br>Workshop lesson plans  | <b>BIG IDEAS</b><br>READING: Walker's Teaching Meaning in Art Making DUE<br>Discuss Big Ideas |  |
| <b>Week 13</b><br>BIG IDEAS            | Continue BIG IDEAS discussion<br>Introduce Final/UNIT<br>Workshop possible BIG IDEAS for UNITS  | Decision on which BIG IDEA DUE<br>Explain final UNIT in detail                                |  |
| <b>Week 14</b><br>BIG IDEAS            | Workshop unit introduction  | Workshop UNIT/lesson plans  |  |
| <b>Week 15</b><br>BIG IDEAS            | <b>Students teach BIG IDEA UNIT introduction</b>  | <b>Students teach BIG IDEA UNIT introduction</b>  |  |
| <b>Week 16</b><br>(Finals)             |   | Any missing work & UNIT DUE @ end of scheduled final  |  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This class will act as a much needed experiential opportunity for students to gain experience with children and youth before entering their student teaching experience. Students will benefit from the connections made between their study and application in the field while under the supervision of dedicated art education professors.

All fields below are required

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Subject Prefix and # ARTE 4357

Title (29 characters or fewer): Experiential Practicum

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course provides experiential, practice-based opportunities for teaching and assessment before student teaching. Students will plan and implement art education, curriculum, refine and reflect on their practices, document and develop a teaching portfolio, and connect to the community by showcasing their student's work.

Contact Hours (per week): 1 Lecture Hours 2 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture ☐ H Thesis

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum             | <input checked="" type="checkbox"/> K Lecture/Lab Combined     |
| <input type="checkbox"/> D Seminar               | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study     | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson        | <input type="checkbox"/> Q Student Teaching                    |

### Fields below if applicable

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | N   |
| ARTE 3317                        | C                                      | Y   |
| ARTE 3327                        | C                                      | Y   |
| ARTE 3347                        | C                                      | Y   |
| ARTE 4347                        | C                                      | N   |
|                                  |  |   |
|                                  |  |   |
|                                  |  |   |

| Corequisite Course(s): | Equivalent Course(s): |
|------------------------|-----------------------|
|                        |                       |
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|                        |                       |
|                        |                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |
| Major          |  |

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 4357  
Experiential Practicum in Art Education  
Syllabus

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**Course Information**

Course Title: Experiential Practicum in Art Education

Course prefix and number: ARTE 4357

Meeting Time: Tuesday and Thursday 3:00 -4:20 and Saturday 9am -12 pm

Location: Room A463

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course is designed for students who plan to work in the field of art education. This course provides preservice performance opportunities to practice teaching prior to student teaching. During this class students will create and implement art lessons for children enrolled in an extracurricular art experience, develop a reflective practice through weekly journal writing, document student works, design and install an exhibition of student works, and will compile a teaching portfolio to include documentation, lesson plans, and reflection.

**Course Prerequisites**

ARTE 2307 and 4347 must be completed prior to enrollment. ARTE 3307, 3317, 3327 & 3347 may be taken concurrently. Ideally this course should be the last ARTE class taken (all other ARTE classes should be completed or in process when enrolling in this course).

**Course Goals and Objectives**

1. To create and implement visual arts curriculum
2. To develop reflective thinking skills that can aid in identifying and solving problems
3. To document student achievement as a form of assessment
4. To design and install an exhibition of student works
5. To compile and create a teaching portfolio that collects and collates lesson plans, reflective writing, and student artworks

**Course Outcomes**

1. Students will be able to create and implement age-appropriate art education curriculum.
2. Students will write a weekly reflective journal
3. Students will document student works and activities
4. Students will plan, design, install, and host an exhibition of student works

5. Students will create a professional teaching portfolio to include corresponding lesson plans, reflective writing, and student artworks

### Course Texts and Readings

#### Sketchbooks

- Thompson, C. M. (1995). "What Should I Draw Today?" Sketchbooks in Early Childhood. *Art Education*, 48(5), 6–11. <https://doi.org/10.2307/3193527>
- Thompson, C. M. (2009). Mira! Looking, Listening, and Linger in Research With Children. *Visual Arts Research*, 35(1), 24–34. <http://www.jstor.org/stable/20715485>
- Sunday, K. (2018). When Drawing Proliferates: Toward an Onto-Epistemological Pedagogy of Children's Drawing. *Visual Arts Research*, 44(2), 31–42. <https://doi.org/10.5406/visuartsrese.44.2.0031>

#### Choice-based Learning/Centers

- Dravenstadt, D. W. (2018). Learning to let go: Motivating students through fluid teaching in a choice-based found object assemblage unit. *Art Education*, 71(5), 8–13.
- Ellis, J. (2022) Learning to Engage and Persist in a TAB (Teaching for Artistic Behavior) Classroom, *Art Education*, 75:2, 14-18, DOI: [10.1080/00043125.2021.2009281](https://doi.org/10.1080/00043125.2021.2009281)
- Douglas, K. M. & Jaquith, D. B. (2018). *Engaging Learners through Artmaking: Choice-Based Art Education in the Classroom (TAB) (Second Edition)*. Teachers College Press.
- Jaquith, D. B. & Hathaway, N. E., (2012). *The Learner-Directed Classroom: Developing creative thinking skills through art*. Teachers College Press.
- Gates, L. (2016). Rethinking Art Education Practice One Choice at a Time, *Art Education*, 69(2), 14-19, DOI: [10.1080/00043125.2016.1141646](https://doi.org/10.1080/00043125.2016.1141646)

#### Reflective Writing

- Goethals, S. M. (2004). *Student teaching: a process approach to reflective practice: a guide for preservice and in service teachers*. Upper Saddle River.

#### Documentation

- Lajevic, L. & Long, K. (2019). Investigative performers: Exploring documentation in art. *Art Education*, 72(3), 8-14.
- Rinaldi, C. (2021). In *Dialogue with Reggio Emilia: Listening, Researching, and Learning* (Chapter 4: Documentation and Assessment). Routledge.

#### Exhibitions Design and Install

- Perez-Miles, A. & Peck, S. (2017). Exhibition as curriculum: Creative activity as a human right. *Art education*, 70(4), 60-64.
- Foster, M. S. & Kitch, S. L. (1974). Game-Catalogue: An educational approach to exhibition viewing. *Art Education*, 27(7), 6-10.

#### Portfolios

- Buffington, M. L. (2011). Preparing a professional teaching portfolio for an art teacher position. *Art education*, 64(3), 11-17.
- Lajevic, L. (2019). Exploring the hiring process of K-12 Art Teachers: Tips for the Job Search, *Art Education*, 72(5), 8-13.

## Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following is a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

## Assignments

### **Weekly Lesson Plan and Implementation**

Students will write lesson plans for implementation during each week of an extracurricular artmaking class. The lesson plans should be age-appropriate and detail the two-hour class period including pre-lesson activities, morning meeting, lesson introduction, demonstration of technique, description of instruction including differentiation, artworks viewed, supplies needed, lesson closure, daily goodbye/clean-up activities. Lesson plan should include assignment sheets/directions for students and (where necessary) teacher examples. Initial lesson plans will be due the night before the second class of the week. At the latest, revised lesson plans will be due the night before the extracurricular artmaking class. Students are expected to attend **ALL** extracurricular artmaking classes in their entirety, to act professionally, work together in groups to deliver high quality instruction, and ensure the safety of all children enrolled in the program.

### **Weekly Reflective Journal**

Students will write a reflection for each week of their experience planning and teaching an extracurricular class. This reflection should include language describing the class as well as the student's critical insights, interpretations, and understandings. Students may be asked to respond to weekly reflection prompts and to consider how what they are seeing relates to learning theory. Students may opt to and are encouraged to create visual responses in conjunction with written responses. Typical responses will range from 2-5 pages (double spaced, times new roman, 12pt font) and all responses should exceed a page and a half. Responses will be due the evening before the first class of the following week (i.e. if the first class is a Tuesday the response is due Midnight on Monday).



### **Documentation of Student Work**

Students will document the processes and products of the extracurricular classes each week. Documentation should paint a picture of the goings-on, ideas, and creative processes that children engage in each week. Forms of documentation may include photography of processes and products, written transcriptions of children's words, video or audio recordings, or descriptive notetaking.

### **Exhibition Design and Installation**

At the completion of the extracurricular artmaking class students will design, install, and host an exhibition of student works and documentation. Students will plan the layout of the installation and prepare each item for display including exhibition labels and mounting and hanging works and/or documentation. Students will design a show card, plan an exhibition closing (including budgeting refreshments) and invite and host children and their parents. Students will deinstall and distribute works to children at the culmination of the exhibition.

### **Professional Teaching Portfolio**

After the completion of the extracurricular artmaking class and exhibition closing students will compile lesson plans, documentation, reflective writing, and images of processes and products of the class and exhibition in a professional portfolio. Students will design the portfolio to reflect a cohesive, clear story of their teaching experience that can be shared with hiring professionals.

### **Grade Distribution**

|                                       |    |
|---------------------------------------|----|
| Weekly Lesson Plan and Implementation | 40 |
| Weekly Reflective Journal             | 15 |
| Documentation of Student Work         | 15 |
| Exhibition Design and Installation    | 15 |
| Professional Teaching Portfolio       | 15 |

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TOTAL 100pts

## CALENDAR

| WEEK    | TUESDAY   | THURSDAY   | AFTERSCHOOL/SATURDAY                   |
|---------|---|--|--|
| Week 1  | Introductions and Syllabus  | Sketchbooks readings due<br>Discussion of sketchbooks and their possible use           | N/A                                    |
| Week 2  | Sketchbooks readings due<br>Discussion of sketchbooks and their possible use (cont.)    | Choice-Based Readings<br>Discussion of Choice-based curriculum                         | N/A                                    |
| Week 3  | Choice-Based Readings<br>Discussion of Choice-based curriculum(cont.)                   | Documentation Reading Due<br>Discuss Documentation in and begin to plan our approaches | N/A                                    |
| Week 4  | Reflective Practice Reading Due<br>Discussion of Weekly reflective writing and practice | Brain storm curriculum and lesson plan sequence  | N/A                                    |
| Week 5  | Lesson Plans due<br>Materials due   | Feedback on lesson plan<br>Prepare for Saturday  | First Day of Saturday School           |
| Week 6  | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday  | 2 <sup>nd</sup> Day of Saturday School |
| Week 7  | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday  | 3 <sup>rd</sup> Day of Saturday School |
| Week 8  | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday  | 4 <sup>th</sup> Day of Saturday School |
| Week 9  | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday  | 5 <sup>th</sup> Day of Saturday School |
| Week 10 | Reflective Writing due  | Feedback on lesson plan<br>Prepare for Saturday  | 6 <sup>th</sup> Day of Saturday School |

|                  |   |   |  |
|------------------|---|---|--|
|                  | Weekly Documentation Due<br>Lesson Plans due<br>Materials due                           |   |  |
| Week 11          | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday | 7 <sup>th</sup> Day of Saturday School     |
| Week 12          | Reflective Writing due<br>Weekly Documentation Due<br>Lesson Plans due<br>Materials due | Feedback on lesson plan<br>Prepare for Saturday | 8 <sup>th</sup> Day of Saturday School     |
| Week 13          | Exhibition Readings Due<br>Discussion of Exhibition Design<br>Mat works and signage     | Hang Show                                       | Last Day of Saturday School and Exhibition |
| Week 14          | Portfolio Readings Due<br>Discuss Portfolio<br>Work on teaching portfolio               | Work on teaching portfolio                      |  |
| Week 15          | Work on teaching portfolio  | Work on teaching portfolio                      |  |
| Week 16 (Finals) |   | Teaching Portfolio Due                          |  |
|                  |   |   |  |

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Art

Effective Term : Fall 2024

Rationale for adding the course:

This course will allow students an alternative pathway to art education professions in museums and cultural institutions. It will provide experiential learning for students unable to pass state tests who would otherwise complete their degree by taking six additional education classes. This option allows students the opportunity to develop skills beyond the classroom.

All fields below are required

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Subject Prefix and # ARTE 4607

Title (29 characters or fewer): Internship in Art Education

Dept. Administrative Code : 310

CIP Code 50.0701.00

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course provides off-campus experiential learning opportunities that allow students to apply art education theories and to develop a reflective teaching practice in professional spaces beyond the public school. Course content is individualized in conversation with the student's internship advisor and professional mentor. This course is offered in place of 6 hours of student teaching for students seeking employment in cultural institutions and not pursuing state teaching certification at the time of degree conferral.

Contact Hours (per week):      Lecture Hours      12 Lab Hours      12 Other

**Types of Instruction (Schedule Type): Select all that apply**

- |   |  |
|---|--|
| <input type="checkbox"/> A Lecture                      | <input type="checkbox"/> H Thesis                              |
| <input type="checkbox"/> B Laboratory                   | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum                    | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar                      | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input checked="" type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson               | <input type="checkbox"/> Q Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

**TCCN (Use for lower division courses) :**

| Prerequisite(s):                 |  |   |
|----------------------------------|--|---|
| Course Number/<br>Placement Test | Minimum Grade Required/<br>Test Scores | Concurrent Enrollment<br>Permitted? (Y/N) |
| ARTE2307                         | C                                      | N   |
| ARTE3317                         | C                                      | N   |
| ARTE3347                         | C                                      | N   |
| ARTE3327                         | C                                      | N   |
| ARTE4347                         | C                                      | N   |
| ARTE4357                         | C                                      | N   |
|                                  |  |   |
|                                  |  |   |

| Corequisite Course(s): | Equivalent Course(s): |
|------------------------|-----------------------|
|                        |                       |
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|                        |                       |
|                        |                       |
|                        |                       |

| Restrictions:  |  |
|----------------|--|
| Classification |  |

|              |  |
|--------------|--|
| <b>Major</b> |  |
|--------------|--|

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

University of Texas at El Paso  
ARTE 4607:  
Internship in Art Education  
Syllabus

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**Course Information**

Course Title: Internship in Art Education

Course prefix and number: ARTE 4607

Meeting Time: full time & TBD by site

Location: off site

**Instructor Information**

Course Instructor:

Email:

Office hours:

Office location:

**Course Description**

This course provides off-campus experiential learning opportunities that will allow students to apply theories into their professional practices. Course content is individualized with a student's internship advisor (an art education faculty member) and a field supervisor (educational professional in the field). Students will develop a reflective writing practice with their internship advisor. This course is offered in place of 6 hours of student teaching for students seeking employment in cultural institutions and not pursuing state teaching certification at the time of degree conferral. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

This course is a capstone class for art education and is designed for students not seeking state teaching certification and not enrolled in TED4696: Student teaching All-Levels Art. Students will gain intensive experience working in art education spaces (beyond the pk-12 classroom), including but not limited to art museums or community art spaces. Students will be required to be mentored by an educational professional employed at the site of their internship. In addition to performing the day-to-day operations of the education intern, students will be expected to design and implement at least one major educational intervention and to maintain a reflective writing practice monitored by their internship advisor.

**Course Prerequisites**

Completion of all courses for the degree BA in art with concentration in art education.

**Course Goals and Objectives**

- In order to develop a rich understanding of the position of educational professional, students will perform assigned and unassigned duties of the job of education intern.
- Students will exhibit professional attitudes, acumen, and habits pursuant to the position they are filling.

- Students will experience the full range of practices involved in planning and implementing a large scale and involved education project/program.
- Students will reflect on their experiences and practices in order develop an evolving practice and a growth/solutions-based mind set

### Course Outcomes

- Students will develop and exhibit a professional acumen appropriate to the institution and its patrons
- Students will participate in the day-to-day operations of the institution in line with the expectations of the education intern
- Students will plan and implement at least one dynamic education program/project during their tenure
- Students will develop a regular reflective writing practice as defined by their internship supervisor

### Course Texts and Readings

TBD

### Assignments

#### Planning a Major Program/Project

40pts

Students will plan and implement at least one dynamic education program/project during their tenure. This project should be developed alongside the education professional/mentor and should be conducted over the span of the internship. The project should consider audience, space, exhibitions, materials, specific implementation, budgeting, staffing, and assessment.

#### Weekly Reflective Journal

40pts

Students will develop a regular (meaning weekly or bi-weekly) reflective writing practice as defined by their internship supervisor. The intern will write reflectively on what they experienced each week and what they learned from those experiences and how they would make changes to their practice or implement what they learned in their future spaces. They will also consider where there is room for improvement and how they might begin to implement changes to their practice.

#### Two Internship Evaluations from onsite Mentor

10 x 2=20pts

Your onsite mentor will be asked to complete two assessments on your performance on the job. This will address a variety of domains including professionalism, knowledge of the position, knowledge of education, & work performance. You will be assessed formally twice, once at the midterm and then again at the end of semester. In addition to these formal assessments your mentor should be coaching you more regularly (at least weekly) in order to support your growth and overall performance.

### Grade Distribution

Planning a Major Program/Project

40pts

Weekly Reflective Journal

40pts

Two Internship Evaluations from onsite Mentor

10 x 2=20pts

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TOTAL= 100pts



## Grade Distribution and Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below