

### COURSE DESCRIPTION:

Visual Arts for Teachers is a class that will examine the context for learning, the aspects of cognition and creativity that relate to the teaching of art, and the aspects of teaching pedagogy and curriculum in the arts. The class will help students to gain an understanding of contemporary arts through a multicultural approach to hands-on activities, curriculum development, and small group projects in community arts settings. There will be an emphasis on integrating arts into the curriculum.

### COURSE FORMAT:

Students will learn through class lectures, guest speakers, videos, team projects and hands-on teaching in community placements.

### COURSE LEARNING OUTCOMES:

- Students will demonstrate the understanding of arts within the curriculum
- Students will demonstrate the ability to design a multicultural arts curriculum
- Students will demonstrate effective practices in an arts learning setting
- Students will demonstrate understanding of arts education models including classroom, community arts, and museum arts.

### UNIVERSITY LEARNING OUTCOMES (ULR's):

#### Literature and Popular Culture ULR

- Literature Outcomes: Students will acquire the capability to understand, interpret, and appreciate literature and/or diverse forms of popular culture as artistic and cultural representation.
- Popular Culture Outcomes: Students will analyze, interpret, and appreciate literature and / or diverse forms of popular culture as artistic and cultural representation.

Note: Popular culture includes film, popular music, television, folk forms, folklore, crafts, mass media, youth culture, and other forms of popular communication through forms of art and media.

### COURSE REQUIREMENTS:

- Readings: You are required to complete all reading assignments. Most of the readings will be reflected in the context of class discussions and presentations. For every discussion, you will be expected to provide evidence of having read the assigned text prior to the discussion.
- Assignments: You are required to complete class assignments in a timely fashion (when they are due. All work turned in can be sent electronically or turned in as a hard copy, typed and double-spaced.

COURSE REQUIREMENTS continued:

- Portfolio: At the end of the semester, you will turn in a completed portfolio of work. Contents of this portfolio will be further discussed in class, but it is expected that it will include a final curriculum project with models of teaching strategies for your specific grade level and you will have used this model in an actual classroom situation. Documentation will include the pros and cons of your experience.

STUDENT'S PROFESSIONAL CONDUCT:

You must attend every class, be punctual and participate actively in class discussions. Constructive, respectful, and critical participation in class discussions is extremely important. Everyone must help create a spirit of cooperation through civil behavior and conversation that encourages a free and democratic exchange of ideas - this is a conversation that furthers critical thought and acknowledges the dignity and worth of every person. This means that you are to give your best and most creative effort to your team. Both teamwork and active oral participation will count for at least 50% of your grade.

STUDENT'S SPECIAL LEARNING HABIT:

If you have a learning disability, a chronic illness, or any other special situation or learning difference, please make an appointment with me very early in the semester. We will be able to discuss this in a proactive fashion (preferably with a learning disability counselor) as a means to design an educational strategy adapted to your needs.

STUDENT DISABILITY RESOURCES:

Residence Hall Building 202, Room 104, Telephone/Voicemail (831) 582-3672 Fax (831) 582-4024 <http://www.csUMB.edu/student/sdr/>E-mail: [student\\_disability\\_resources@monterey.edu](mailto:student_disability_resources@monterey.edu)

COURSE TIMELINE (TENTATIVE):

Section I Weeks 1-4 The Learning Context: Cognition, Creativity and Classroom

This section will include an emphasis on learning theory, development and the learning environment.

We will look at art as a cognitive process and form of expression. Following Howard Gardner's research on multiple intelligences in which he categorizes seven levels of symbolic systems, we will approach a developmental understanding of their application to learning in the arts. Gardner identified seven ways of perceiving, interacting, processing, generating, behaving, responding, and manipulating information including: 1) linguistic, 2) interpersonal, 3) logical-mathematical, 4) interpersonal, 5) spatial, 6) musical, 7) bodily-kinesthetic. We will pay special attention to the concepts related to:

- Visual Perception-Ways of Seeing
- Musical Perception and notational intelligence-Ways of Hearing
- Dance and Performance expressions-Ways of Moving
- Literature and Theater- Ways of Speaking

We will examine theories and practices related to aesthetic cognition looking at the developmental aspects of arts learning in relation to the classroom. Such approaches can be tied to the integration of arts in science, math, physical exercise, social sciences and literature. Students will develop model lessons based on cognitive approaches to teaching the arts. We will learn about classrooms contextualized in the arts that can assist learning across subjects and for limited English-speaking and low academic achieving students.

WEEK ONE

Monday, Aug. 27, 2001

Lecture: Introduction to Class  
Diagnostic Activity

Wednesday, Aug. 30, 2001

Lecture: Introduction to syllabus, goals of the class. Introduction to cognition and creativity with emphasis on the Howard Gardner model of Multiple Intelligences. Introduction to learning theory.

Reading: Howard Gardner Reading, "Introduction to the Reader"  
Julia Marshall Article, "Why are the Arts important in Education?"  
David Perkins Article, "Art and the Art of Intelligence"

Homework: Multiple Intelligence Assignment Due September 10, 2001

COURSE TIMELINE (TENTATIVE) continued:

WEEK 2

Monday, Sept. 3, 2001

Labor Day Holiday

Wednesday, Sept. 5, 2001

Lecture: Video, "Teaching Children the Way they Learn"

Reading: A. Mesa-Bains Article, "Teaching Children the Way they Learn"

Homework: Handout

WEEK 3

Monday, Sept. 10, 2001

Lecture: Classroom Management.  
Issues in Organizing the Learning Environment Particular to the Visual Arts

Reading: National Education Association article, "Thriving in Academe"  
Carolyn Edwards, George Forman, Lella Gandini Article, "The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education"

Homework: Provide an example of multiple intelligences in the classroom setting.  
Write a two-page description of a learning process based on a student observation.

Wednesday, Sept. 12, 2001

Lecture: Lesson Planning and Anticipatory and Analogous Set

Reading: California Department of Education Article, "Visual & Performing Arts Framework for California Public Schools"

Homework: California State Frameworks in the Arts

COURSE TIMELINE (TENTATIVE) continued:

WEEK 4

Monday, Sept. 17, 2001

Lecture: Small Group Activity - Creativity Exercise  
Jigsaw Reading Exercise

Wednesday, Sept. 19, 2001

Lecture: Teacher Expectation and Student Achievement

Reading: F. Susi Article, "Student Behavior in the Classroom"

Section II Weeks 5-8 Pedagogy and Practice

This section includes material related to teaching practices, approaches to arts education in the classroom, community arts, and museum education setting. Guest lecturers, video, and site visits will provide students knowledge in the practices related to teaching including lesson planning, student participation, cooperative learning skills, assessment, and multicultural arts curriculum.

WEEK 5

Monday, Sept. 24, 2001

Lecture: Introduction to Pedagogy  
Teaching in the Arts

Reading: Viktor Lowenfeld Article in Julia Marshall, "Reader for Art"

Wednesday, Sept. 26, 2001

Lecture: Introduction to Cooperative Learning  
Small Group Activity and Development of Curriculum Teams

WEEK 6

Monday, Oct. 1, 2001

Lecture: Introduction to Curriculum through Theme Teaching  
Hands-on Arts Activity

COURSE TIMELINE (TENTATIVE) continued:

Wednesday, Oct. 3, 2001

Lecture: Identity and Self-Expression

We will examine art as a vehicle for understanding self-expression and identity. We will pay attention to contemporary forms of identity politics in the arts, narrative, and autobiographical modes and their relevance to support student self-esteem. We will focus on the multicultural forms of art related to the ethnic movements and cultural art forms of the 1970's and 1980's. Students will explore their own and their students' identity concerns.

Homework: Produce a cultural diary through visual or performance highlighting a critical aspect of your heritage (Due on October 15, 2001).

WEEK 7

Monday, Oct. 8, 2001

Fall Break

Wednesday, Oct. 10, 2001

Fall Break

WEEK 8

Monday, Oct. 15, 2001

Lecture: History and Heritage

We will be looking at art as an expression and construction of History and Heritage. We will emphasize theories on culture and group life. We will study the development of artistic forms of expression as well as the socio-economic histories of diverse groups. We will present selected works in visual arts, music, literature, and the performing arts that reflect these concepts of heritage related to values, beliefs, practices, and the arts. Students will bring their own experiences of heritage to the class as a model for constructing integrated arts curriculum. This perspective will link to core subject work in the social sciences with focus on relevant student curriculum with opportunities for family and community participation. This is a particularly important approach to integrating the arts in the context of immigrant populations, cross-cultural potential, and contemporary expressions of multiculturalism.

Reading: Video, "One Tongue Many Voices"  
Rayna Green Article, "The Texture of Memory"

COURSE TIMELINE (TENTATIVE) continued:

Monday, Oct. 15, 2001 continued

Homework: Develop three historical events with images that are related to your family or region (Due October 22, 2001).

Wednesday, Oct. 17, 2001

Lecture: Social Expression and Public Life

We will look at the aspects of art and art making as an expression of social conditions and public life. Somewhat related to history, heritage, and culture, this approach will strengthen the relationship between the arts and social sciences. We will look at important social movements and their relationship to artists and art forms. Emphasis will be on the understanding of art history as an outgrowth of social history with tools for examining class, race, gender and sexuality. Students will select particular social expressions of group life with attention to public forms such as murals and popular culture in an historical context. In this module we will contextualize art forms within youth and popular culture looking at new musical and visual forms such as digital, rap, and spoken word poetry. This will provide an opportunity to bring specific youth culture material into the classroom as a foundation for relevant curriculum development. Developmental and cross-cultural approaches to youth and popular culture influences in society will lead to an examination of contemporary conditions in urban and rural settings. Generational issues will be of importance.

Reading: Day of the Dead video and articles

Section III Weeks 9-15

This section will deal with specific curriculum development, youth observations, and hands-on teaching in a community site. Teams will work to design arts experiences from one of the three theme areas and will try to develop an integrated approach making use of other subject areas such as language arts, math, science, or social science within the visual arts. Teams will present to their peers the results of their placements and learning experiences.

WEEK 9

Monday, Oct. 22, 2001

Lecture: Student Placements and Observations

Students will divide into teams and make a site visit to the YMCA Youth Program in Monterey. The site visit will include informal visits with the students, shadowing them in their activities, and interviewing selected youth to develop a "Youth Notebook" to share with teammates to design a hands-on arts lesson.

COURSE TIMELINE (TENTATIVE) continued:

Monday, Oct. 22, 2001 continued

Homework: The Youth Notebook (will provide descriptive handout).

Wednesday, Oct. 24, 2001

Lecture: Student Placements and Observations

Homework: The Youth Notebook

WEEK 10

Monday, Oct. 29, 2001

Lecture: Student Placements and Observations

Homework: The Youth Notebook

Wednesday, Oct. 31, 2001

Lecture: Student Placements and Observations

Homework: The Youth Notebook

WEEK 11

Monday, Nov. 5, 2001

Lecture: Feedback Session  
Team Curriculum Designs

Wednesday, Nov. 7, 2001

Lecture: Feedback Session  
Team Curriculum Designs

WEEK 12

Monday, Nov. 12, 2001

Lecture: Feedback Session.  
Team Curriculum Designs



COURSE TIMELINE (TENTATIVE) continued:

Wednesday, Nov. 14, 2001

Lecture: Review of Curriculum Design, State Frameworks, and Integrating arts across the curriculum.

WEEK 13

Monday, Nov. 19, 2001

YMCA Site Placements

Wednesday, Nov. 21, 2001

YMCA Site Placements

WEEK 14

Monday, Nov. 26, 2001

YMCA Site Placements

Wednesday, Nov. 28, 2001

Lecture: Feedback Session

WEEK 15

Monday, Dec. 3, 2001

Lecture: Feedback Session

Wednesday, Dec. 5, 2001

Lecture: Feedback Session

WEEK 16

Monday, Dec. 10, 2001

Lecture: Public Pedagogies: The Museum as Classroom

Guest speaker: Tere Romo, The Mexican Museum.

RUAP Syllabus  
Visual Arts for Teachers  
Fall 2001

Dr. Amalia Mesa-Bains  
Institute for Visual and Public Art  
California State University Monterey Bay

COURSE TIMELINE (TENTATIVE) continued:

Wednesday, Dec. 12, 2001

Lecture:       Public Pedagogies: The Museum as Classroom  
                                Guest Speaker: Eduardo Pinedo, SF MOMA.

WEEK 17

Monday, Dec. 17, 2001

Lecture:       Closure

Wednesday, Dec. 19, 2001

Lecture:       Evaluation Event