

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2007**

**EDUC 477-4
DESIGNS FOR LEARNING: ART
(D02.00)**

KEITH RICE-JONES

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Thursday 1:00-4:50 PM in EDB 7500F&B

PREREQUISITE EDUC 401/402

DESCRIPTION

This course introduces students to the main ideas, skills, materials, resources, understandings, and organisational concerns involved in teaching art in schools.

PURPOSE

To help students expand their own artistic horizons and build their confidence to better enable them to develop imaginative and educationally worthwhile programs in art for particular groups.

COURSE CONTENT

The aims of art education; the BC curriculum, artistic creativity and aesthetic appreciation; approaches to art history; exploring the art gallery; hands-on experience with art media (painting, drawing, clay, crafts, sculpture/construction, printmaking, mixed media, found and recycled materials, etc.); art, nature and the environment; celebrating local distinctiveness; multicultural and feminist issues; integrating the arts; legends and myths; classroom organisation; curriculum planning; approaches to teaching art; evaluation of programs and student achievement.

ASSIGNMENTS

1. Completion of classwork and related assignments – 50%
(Portfolio assessment, including aspects of personal growth)
2. Gallery visit and related critique and curriculum developments - 20%
3. Curriculum project or personal study - 30%

REQUIRED TEXT

Herberholz, D. & Herberholz, B. (2001). *Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness*, 9th edition. McGraw-Hill.

Custom Courseware

RECOMMENDED TEXT

Steele, B. (1998). *Draw Me a Story*. Winnipeg, Manitoba: Peguis Publishers.

Educ 477 Mentor Alternative

- Intended as an option for students with a BFA or other advanced qualifications.
- All the regular course material and information would still be available and mentors could “cherry pick” to suit their needs, putting together an individual course package within the structure of the evaluation guidelines.
- Mentors would act as “go-betweens” with groups of art beginners in the class, being a resource for advice, help and interpretations.

Evaluation

Gallery Visit Paper (20%)

Mentors would supplement my ECIAD Grad Show field trip with some content of their own for their group, using a different model than my class “Treasure Hunt. Grading would be based on this and a reflection/self evaluation.

Issues/Curriculum Paper (30%)

Either the Issues or the Curriculum option given to the whole class would be appropriate.

Portfolio (50%)

Mentors would be expected to develop lesson ideas to supplement what I teach the class, for content areas related to their particular skill set.

Mentors would do the “Passages” individual studio piece.

Mentors would keep a visual journal combining records of mentoring issues and experiences along with ongoing drawings related to their interests or supplementing their mentoring record in the style of David Hockney, recording the process of paper making as part his “Paper Pools” project.

It would be appreciated if students interested in this option are able to contact the instructor before the course begins.
