

Simon Fraser University

Education 477

"Designs for Learning: Art" Prince Rupert Cohort, Fall 2000

Instructor: Dr. Michael Ling Phone: (604) 739-4562 Email: mling9@excite.com
Dates: September 29 & 30, October 13 & 14, plus 4 other weekends to be determined.
Location: NWCC Annex Building, Rooms 1002 & 1006.

*"The introduction covers the road and the procedure;
the vision must be the work of the one who has wished to see."
Plotinus, Ennead, 6.9.4.*

OVERVIEW

This course is designed to introduce you to current theories, principles, issues and practices in arts education, that is, it addresses ideas and concerns about the 'whys' of art education as well as the 'hows' of technique for doing art in schools. In fact, the course could be seen to be shaped around three questions: *why* should we teach art? *what* should be taught? and, *how* should it be taught? It has the additional intention of encouraging you to explore and develop your own creative activities and imaginative skills as a way to make links between your interests and your teaching practice.

TOPICS

Social and Personal Purposes of Art; Postmodernism, Art, & Art Education; Discipline-based and Critical Literacy Approaches to Arts Education; Popular Culture & the Art of Everyday Life; Current Issues & Art; Community Development and Art; Environmental Art; Found Art & Outsider Art; Visual Literacy; Arts-based Inquiry; Critiquing, Evaluation, & Assessment.

TECHNIQUES

Ways of Seeing, Mixed Media, Collage, Stencils, Stamps, Artists' Books, Mail Art, Xerography, Pop-ups, Kites, Papier Maché, Art from Recycled Materials, Postcards, Stationery, Scrapbooks.

TEXTS

To be discussed first class. Recommended options include:

- * I.R. Naested (1998) Art in the Classroom: An Integrated Approach to Teaching Art in Canadian Elementary & Middle Schools
- * D. & B. Herberholz (1998) Artworks for Elementary Teachers. (8th edition)
- * R. Clark (1998) An Introduction to Art Education.
- * S. Cahan & Z. Kocur (1996) Contemporary Art and Multicultural Education.
plus, assorted articles, distributed at cost by instructor.



ARTMATERIALS

To be discussed first class.

ASSIGNMENTS

1. The 'What Counts as Art?' List: This is simply a compilation of specific items that you come across in your daily life that you feel can be considered as 'art' and therefore worthy of consideration in an art class. We will present, explain, compare, and hand in our lists at our second meeting. (DUE October 13; MARKS: 5%)
2. Camera Exercise in Looking: On the weekend of our second meeting we will do a class exercise in looking at the world using e-z to make viewfinders and disposable cameras. Each of us will be given a theme or subject and we will have an allotted amount of time to take pictures using our own perspectives, imaginations, and ingenuity. At the following meeting, we will distribute the developed photos, hear the artist's explanations of their work, have a gallery-walk and critique. (DUE: October 14; MARKS: 15%)
3. Portfolio: This will be a selection of at least 5 works that you will have done through the term (which may include the folio itself?) along with brief (1 page or less) statements of their significance and explanations of your criteria for inclusion. We will discuss possible formats. (DUE: last day of class, TBA; MARKS: 20%)
4. Reflective Essay: This will be a short essay (5 pages max.) in which you present your careful and considered response to the question, "why should we teach art?" We will discuss in more detail the idea of a 'reflective essay' and some suggestions for how one might approach the question, but for the moment you might think about it in terms of other related questions, such as, 'is art important to me, if so, why and in what ways?' 'are my own motivations a sufficient rationale for teaching art?' 'how might I respond to someone who says the arts are at best a trifle, at worst a waste of kids' time, and so, should not be taught in schools?' 'is art as important, more important, less important than such things as history, literature, science, social studies?' 'is art a practical or a non-practical subject for schools, and what do we mean by 'practical'?' We will discuss them on the last weekend of the term. (DUE: last day of class TBA; MARKS: 35%)
5. Art Activity for the Classroom: A brief plan (2-5 pages) for an art activity that is pertinent to the grade/age level and subject you are involved with. This should not be simply an idea that you have 'borrowed' from somewhere else (though you may indeed modify one), but some imaginative and unique idea for an interesting and fruitful activity. It should include a statement of why the activity is significant, how it relates to other activities, as well as a description of the exercise itself and the resources needed. We will discuss these also on the last weekend of the term. (DUE: last weekend of class TBA; MARKS: 25%)
6. Participation: While there are no marks allotted for this *per se*, attendance and participation in all aspects of the course (discussions, activities, etc.) is essential. Please let me know if there is any reason you must miss a class.