New Course Request

Indiana University

Herron School of Art & Design

M371 (must be cleared with University Enrollment Services) 4. Instructor Dr. Cindy Borgmann

Foundations of Art Education

(Limited to 52 Characters including spaces)

Fall 2006

Credit Hours: Fixed at 4 or Variable from _______ to _______

Is this course to be graded S-F (only)? Yes ____ No __

Is variable title approval being requested? Yes ____ No __

Course description (not to exceed 50 words) for Bulletin publication:

Historical, sociological and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art including the creative problem solving process. School and museum field experiences included.

Lecture Contact Hours: Fixed at 3.50 or Variable from _______ to _______

Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

Frequency of scheduling: Every Fall

Will this course be required for majors? ______

Justification for new course: Herron course for Herron Art Education majors

Are the necessary reading materials currently available in the appropriate library? Yes ______

Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: __________ Date __________

Department Chairman/Division Director

Dean of Graduate School (when required) Date

Approved by: __________ Date __________

Chancellor/Vice-President

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
M371  Foundations of Art Education (4 credits)

Dr. Cindy Bixler Borgmann  
Herron School of Art and Design, Eskenazi Hall, Room 147  
Office Phone: 278-9449; Room 168  
Hours: T/W 12:00 - 2:00 or by appointment

Course Description: Historical, sociological, and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning, introduction to K-12 audiences and school organization; and general processes and practice of teaching art including the creative problem solving process and analyzing, interpreting, and valuing art. School and museum field experiences included.

Course Objectives: In this course students will:

-identify philosophy of art education 1850 to present and relation to student, subject, and society;
-understand relationship of philosophy to teaching goals and objectives;
-identify basic content in all four disciplines of art education (DBAE);
-identify and examine the inquiry cycles of learning and characteristics of engagement;
-increase skills of reflection, facilitation of critical inquiry, and strategies for personal response;
-nurture skills of aesthetic perception, the aesthetic experience, and using the museum as classroom;
-observe, identify, and plan authentic lessons appropriate for K-12 audiences;
-read, reflect on, and apply professional literature in art education and present professionally;
-practice writing and research skills as best practice for planning instruction; and,
-develop visual teaching resource file.

Standards for Professional Development and Student Learning:

(A) Indiana Fine Arts Standards for Professional Development:
Standards practiced and assessed:
#1: Philosophy: Teachers develop and communicate a philosophy of and justification for lifelong learning in visual art and the fine arts.
#3: Student Learning: Teachers understand the core concepts and structures of visual art.
#5: Assessment: Teachers demonstrate knowledge of and skill in assessing instruction and learning.
#7: Professional Growth and Development: Teachers understand the importance of professional growth and development and commitment to the profession by participating in personal and professional development activities.

(B) Principles of Teacher Education - School of Education:
Principles practiced in this course:
Principle 1: Conceptual Understanding of Core Knowledge:
1. Use a variety of art materials and techniques and technology (video, dvd, website resources, Internet)
2. Distinguish high quality educational materials.
Principle 2: Reflective Practice
1. Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning through visual sign systems, facilitating dialogue and inquiry with works of art, and generating invitations designed to support student learning.
2. Entertains multiple perspectives through sharing interpretations of works of art, inclass readings, and the multiple ways of knowing made possible through aesthetic experiences.
Principle 3: Teaching for Understanding
1. Provide learners with meaningful choices in interpreting and planning visual experiences for making meaning in the classroom.
2. Support learners with special needs
3. Engage learners in multiple ways of knowing through multiple intelligences and aesthetic experience.
4. Integrate art and collaborate with the art teacher to create meaningful curriculum.

Principle 5: Understanding School in Context of Society and Culture
1. Act as a change agent by collaborating with the art teacher in the schools and integrating the arts into the curriculum in such ways that students inquire into the meaning of art and use it to communicate personally meaningful ideas and feelings when responding to or making art.

(C)IUPUI Principles for Undergraduate Learning:
Principles practiced and assessed in this course:
#1: Core Communication Skills: Students demonstrate ability to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology. Student practice written and spoken communication in one-on-one teaching and large group; how to facilitate discussion and thinking in young people; and analysis and apply research in art education.
#2: Critical Thinking: Students analyze carefully and logically information (visual images, text, verbal dialogue) and ideas from multiple perspectives in a social context. Students begin to develop reflective practice and how to nurture critical inquiry and reflection - making meaning of our world - in young people.
#6: Values and Ethics: Students make judgments with respect to individual conduct, citizenship, and aesthetics, recognizing art as a visual sign for communicating meaning and values of life. Students recognize the importance of aesthetics in their personal lives and society and how to nurture aesthetic perception and aesthetic experience in young people.

Expectations: Upon entering this course students are expected to have a foundation in design theory and art history (major movements in western art). Attendance, punctuality and class participation are expected. Please contact instructor immediately in event of absence. Excess of two absences, or excessive tardiness will result in formal conference with instructor and lower final evaluation.

Assignments: Assignments are to be completed on time and presented in a professional manner. Course assignments will be evaluated as follows:

- in class assignments / characteristics / quizzes / educ. history project 25%
- journal reflections - field observations / open house tour 15%
- museum project : teaser-facilitation / research-critique paper 25%
- midterm 20%
- final project 15%

Required Texts:

Readings from primary texts as specified in class syllabus; no text.
Readings from class as designated in syllabus.

**Accommodations:** Students needing accommodations because of disability will need to register with Adaptive Educational Services and complete the appropriate forms issued by that office before accommodations will be given. Adaptive Educational Services is located in CA 001E. (274-3241)

**Weather:** In the case of bad weather on field experience days watch for the closing of school district you are observing; if closed do not observe that day. For information on university class status the IUPUI weather advisory is http://www.iupui.edu/it/registrar/adverseweather.html or call 278-1600.

**Inclass Readings:**


Greene, Maxine. (January, 1997) *Metaphors and multiples: Representation, the arts, and history.* Phi Delta Kappan.


**Important Websites:**


Getty Institute: www.getty.edu/artsednet.html

Visual Understanding in Education: www.vue.org
**M371: Foundations of Art Education Bibliography**

*Further reading and class references for research:*

**Philosophy of Art Education:**


**Current Standards & Assessment:**


IN: Indiana Department of Education.


National Standards for Arts Education. (1994). What Every American Should Know and Be Able to Do in the Arts. Reston, VA: MENC.

The Disciplines in Art Education:


Greene, Maxine. (January, 1997) Metaphors and multiples: Representation, the arts, and history. Phi Delta Kappan.


