



ROCHESTER INSTITUTE OF TECHNOLOGY
 COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-705-MethodsIIStudioThinking

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?	*Approval request date:	**Approval granted date:
General Education:	<input type="checkbox"/>	X	
Writing Intensive:	<input type="checkbox"/>	X	
Honors	<input type="checkbox"/>	X	

2.0 Course information:

Course title:	Methods II: Studio Thinking
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

2.a Course Conversion Designation* (Please check which applies to this course).**

X	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 2011-701 Methods and Materials in Art Education
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
	New

2.b Semester(s) offered (check)

Fall X	Spring	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
Students who might elect to take the course: Other graduate students with permission from the instructor

3.0 Goals of the course

<p>3.1 To be knowledgeable about methods and materials in art education at the secondary level.</p> <p>3.2 To introduce students to a studio thinking approach to teaching and learning.</p> <p>3.3 To create appropriate lesson & unit plans for the secondary art classroom.</p> <p>3.4 To develop a broad understanding of art making and teaching techniques.</p> <p>3.5 To understand the relationship between curriculum, instruction and assessment.</p> <p>3.6 To develop knowledge of curriculum mapping and compare and contrast existing curriculum in area districts.</p> <p>3.7 To develop knowledge of assessment tools & strategies at the secondary level.</p> <p>3.8 To develop critical thinking skills.</p> <p>3.9 To develop research skills with a focus on action research and self-assessment.</p> <p>3.10 To develop communication & leadership skills.</p> <p>3.11 To develop teaching skills with technology in the secondary art classroom.</p> <p>3.12 To prepare teachers to promote the well-being of all students.</p> <p>3.13 Work towards excellence in teacher standards as outlined by State and National organizations in art and education.</p> <p>3.14 To prepare teachers as leaders and advocates for the teaching of visual art education in the B-12 classroom environment.</p> <p>3.15 Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.</p>

4.0 Course description

Course Number: ARED-705

Course Name: Methods II: Studio Thinking

Short Course Title: Methods II: Studio Thinking

Prerequisites: None

Classroom 3, Studio 0, Credit 3, Fall

This course explores the relationship between curriculum, instruction, and the assessment of learning. Students are introduced to process and procedures for developing curriculum, and assessing student learning in the art classroom, specifically at the secondary level. An emphasis is placed on a studio-thinking approach to teaching and learning. Students will explore innovative and creative approaches to curriculum design. Pedagogical knowledge is developed and extended through artistic practice and meaning making in lesson and unit development. This course compliments the course: Methods in Teaching and Learning.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Anderson, T. & Milbrandt, M (2005) *Art for Life Authentic instruction in Art*. Magraw Hill: New York
- 5.2 Bates, J. (2000). *Becoming an Art Teacher*. Wadsworth: Belmont, CA.
- 5.3 Lankford, L. (1992). *Aethetics: Issues and Inquiry*. NAEA: Reston, Virginia.
- 5.4 Simpson, J. (Ed.) (1998). *Creating Meaning Through Art*. Prentice Hall: New Jersey.
- 5.5 Klein, S. (Ed.) (2003). *Teaching Art in Context: Case Studies for Preservice Art Education*. NAEA: Reston, Virginia.
- 5.6 Susi, F. (1995). *Student Behavior in Art Classrooms: The dynamics of discipline*. NAEA: Reston, Virginia.
- 5.7 Hetland, L. & Winner, E. (Eds.). (2007). *Studio Thinking: the real benefits of visual arts education*. Teachers College Press: New York, NY.
- 5.8 Barrett, T. (1994). *Criticizing art: understanding the contemporary*. Mountain View, CA.: Mayfield Publishing Company.
- 5.9 Berger, J. (1972). *Ways of seeing*. London, UK: Penguin Books.
- 5.10 Gregory, D. (Ed.) (1997). *New Technologies and Art Education: Implications for Research, and Practice*. Reston, Virginia: NAEA.
- 5.11 Anderson, T. & Gussak, D. & Hallmark, K. & Paul, A. (Eds.) (2010). *Art Education for Social Justice*. Reston, Virginia: NAEA.
- 5.12 On-line resources and relevant periodicals in Art and Education such as: *Journal of Multicultural and Cross-Cultural research in Art Education, Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, Visual Arts Research, Journal of Contemporary Art, The International Journal of Art & Design Education, and the International Journal of Education & the Arts*.

6.0 Topics (outline):

6.1	Methods of teaching and assessment of learning at the secondary level
6.2	Studio Thinking
6.3	Lesson and unit development at the secondary level
6.4	Meaning making through art practice: connecting artistic practice to teaching methods
6.5	Appropriate teaching techniques at the secondary level
6.6	Curriculum mapping
6.7	Lesson adaptation for special populations and diverse students
6.8	Media exploration at the secondary level
6.9	Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction at the secondary level
6.10	National Teaching Standards for professional practice
6.11	Curriculum requirements 6-12 content and analysis
6.12	Making connections to students interests
6.13	Use of technology in the art classroom at the secondary level
6.14	Class management and discipline issues at the secondary level
6.15	Contemporary issues of studio classrooms at the secondary level
6.16	Developing a studio thinking teaching methodology
6.17	Reflective process as a form of inquiry: connecting theory and practice

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Express procedural knowledge and self knowledge on appropriate teaching and assessment methods at the secondary level	Assignments, Project
7.2 Demonstrate knowledge of curriculum mapping and lesson and unit planning	Assignments
7.3 Create age appropriate materials & methods for teaching the visual arts at the secondary level	Assignments, Projects
7.4 Develop differentiation in lessons and units at the secondary level	Assignments
7.5 Analyze and evaluate classroom management techniques at the secondary level	Assignments, Project
7.6 Refine research skills supported with technology	Assignments
7.7 Generate a studio thinking technique for teaching	Project
7.8 Develop and demonstrate pedagogical knowledge	Assignments, Exam
7.9 Refine communication skills for teaching at the secondary level	Assignment, Critique

8.0 Program outcomes and/or goals supported by this course

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
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| 8.2 | To align with the goals of the New York State Learning Standards in the Visual Arts. |
| 8.3 | To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12. |
| 8.4 | To prepare teachers to promote the well being of all students. |
| 8.5 | To work towards excellence in teacher standards as outlined by state and national organizations in art and education. |
| 8.6 | To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment. |
| 8.7 | To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom. |
| 8.8 | To prepare teachers to utilize new technologies throughout their teaching and learning experiences. |
| 8.9 | To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences. |

9.0 General Education Learning Outcome

N/A

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
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