Course Prefix and Number: EDUC 345
Course Title: Teaching Art K-12
Number of Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0
Catalog Description: Pre-student teaching experiences with students K-12. Basic techniques and methods for planning, teaching and assisting art K-12. National, state, and visual arts guidelines of a comprehensive art education program. Field experience and studio art experience. Field experience is 15 hours. $20 lab fee. Offered Fall.
Prerequisite(s)/Corequisite(s): EDUC 101, 200, 230, 251, ARTS 101, 111 or 112, 120, admission to the Teacher Certification Program, and instructor’s permission (must be obtained at least one semester prior to taking this course).
DESE Q.I. Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Technology Requirement: An educational technology application is required.
Text(s): MODESE Art Curriculum Frameworks.
Gardner, Helen. Art through the Ages.
Course Objectives:
• To study curriculum development in planning art lessons for K-12 students. CC Q. 1, 2
• To observe, aid, and/or participate in teaching art to K-12 students for a minimum of fifteen (15) hours. CC Q. 1, 2, 3, 4, 5, 6, 7
• To study various teaching strategies appropriate for art instruction for K-12 students. CC Q.I. 1, 2, 3, 4, 5, 6, 7, 8
• To present a variety of demonstration techniques to effectively teach art content, processes, media, techniques in art education for K-12 students. CC Q.I. 1, 2, 3, 4, 5, 6, 7, 8, 9
• To use technology to research/obtain, record, plan, share and/or save information related to teaching art. CC Q.I. 1, 2, 3, 4, 5, 6, 7, 8
• To prepare Art Portfolio artifacts. CC Q.I. 1, 2, 3, 4, 5, 6, 7, 8, 9
Measurable Learning Outcomes

- Understand curriculum development in planning art lessons for K-12 students.
- Understand options for delivery of art content across and with K-12 grade levels.
- Experience using a variety of art media and can select and develop art activities/content appropriate for meeting group and/or individual needs.
- Evaluate current trends in teaching art and relate and apply theory to practical methodology.
- Experience new art media by completing art assignments and preparing correlating lesson plans.
- Acquire information of various teaching strategies appropriate for K-12 grade levels.
- Experience observing, assisting, and/or teaching art to K-12 students.
- Use computer technology to meet student and professional needs.
- Use valid assessment approaches for a variety of development needs, conceptual abilities, curriculum outcomes and school projects.

Topical Outline (major areas of coverage):

- Repertoire of teaching techniques
- Multicultural perspectives and integration of culturally diverse resources of family and community.
- Strategies for integrating students with special needs into regular classroom or art classroom.
- Valid assessment approaches, both formal and informal.
- Organization of a classroom using approaches supported by research, best practice, expert opinion, and student learning needs.
- Computer technology to meet student and professional needs.
- Planning of a balanced elementary art program guided by visual art standards.
- Use of a variety of art materials, techniques and tools to create art studio projects.
- Integration of art with other academic departments.
- Field experience of 15 hours.
- Use professional standards for both written and oral assignments.

Recommended maximum class size for this course: 15

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.
NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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