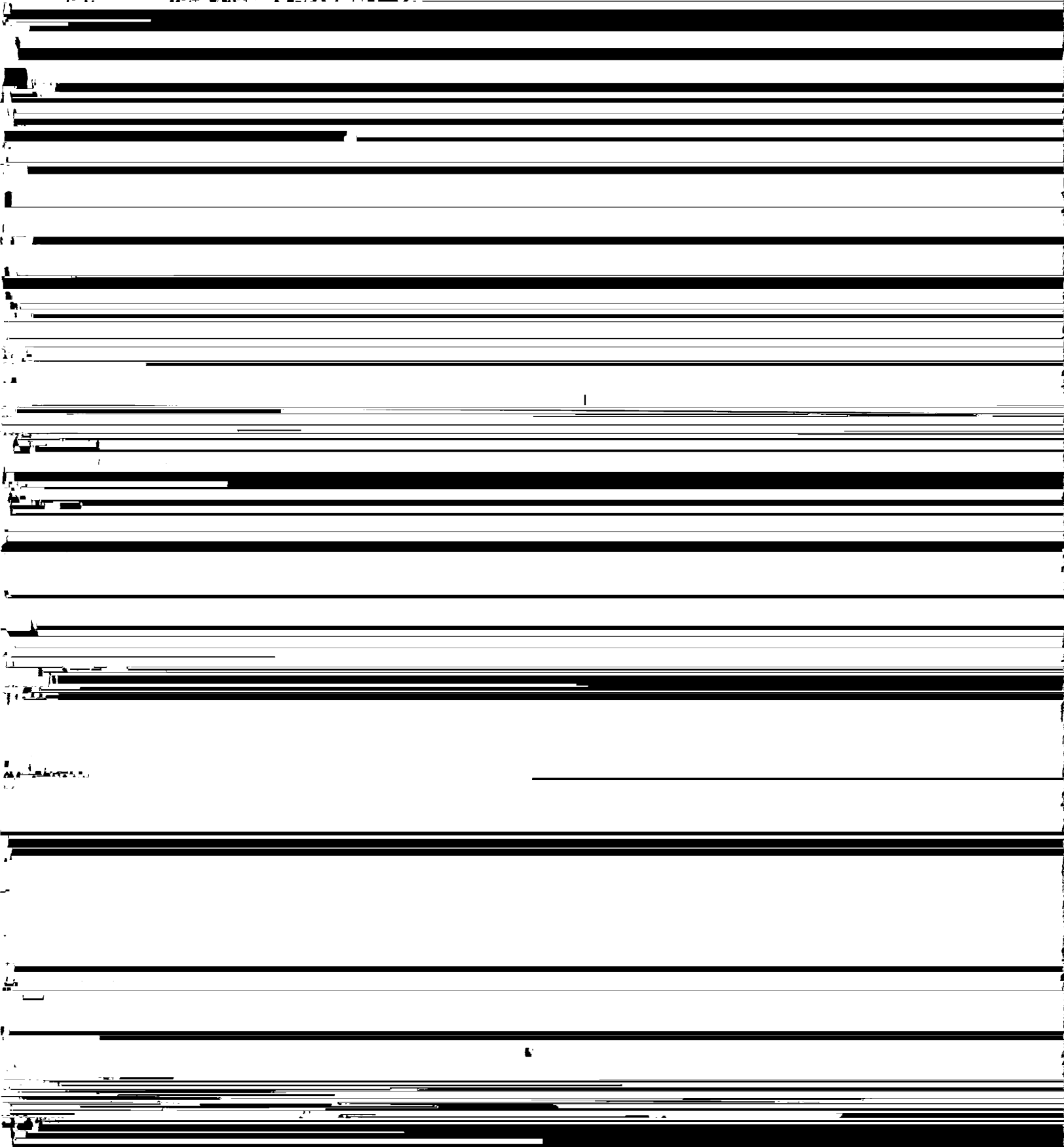


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-68f	App 4/15/03	App 4/29/03

Curriculum Proposal Cover Sheet

University: Wide World



I. Catalog Description

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

ARED 320 Art Criticism and Aesthetics
in K-12 Programs

Prerequisites: Completion of ARED 315 with a minimum of a "C" grade.

The purpose of this course is to secure the knowledge and skills necessary to teach a program of comprehensive art that includes the discipline of art criticism.
The course will provide a theoretical framework for writing intelligently and talking

history and aesthetics, used to describe the kinds of activities that will help students reflect upon the meaning of art and achieve a comprehensive understanding of art in their lives. Recent standards for art teacher preparation emphasize that contemporary art teachers should have both knowledge and skill in developing art criticism curriculum and teaching approaches appropriate for

IV. Evaluation Methods

The final grade will be determined as follows:

10% One test will be given during midterm. The test will examine the content knowledge regarding the history of art criticism, professional art critics, theoretical issues raised by art criticism, and general procedures for writing art criticism. The exam will consist of multiple choice questions to test the factual knowledge of students. A brief essay will engage students in summarizing major ideas relevant to art criticism.

20% The students will write an essay on an issue that argues the relevance or irrelevance of art criticism to contemporary art teaching. The paper will be at least five

pages in length and include a minimum of five citations to support their claims.

can be from books and articles but not from textbooks. Students will do a peer edit of papers during the thirteenth week and final drafts will be submitted to the instructor at the end of the fourteenth week at least five days prior to the last class. The paper will be written in accordance with APA standards and submitted as a professional paper.

40% Four art criticism papers will be written. One paper will focus on

VII. Special Resource Requirements

There are no special resource requirements

VIII. Bibliography

Berger, John (1972). Ways of Seeing. London: Penguin.

Blandy, Doug and Kristin Congdon, eds. (1991). Pluralistic Approaches to Art Criticism. Bowling Green, Ohio: Popular Press.

Broudy, Harry ((1972) Enlightened Cherishing. Champaign-Urbana: University of Illinois Press.

Danto, Arthur (1992) Beyond the Brillo Box: The Visual Arts in Post-Historical Perspective. New York: Farrar, Straus, and Giroux.

Feldman, Edmund (1973) The teacher as model critic. Journal of Aesthetic Education 7(1), 50-57.

Gablik, Suzi (1995). Conversations before the End of Time. London: Thames and Hudson.

Goodman, Nelson (1976). Languages of Art. Indianapolis: Hackett.

Hirsch, E.D. (1980). Validity and Interpretation. New Haven: Yale University Press.

Hobbs, Jack A. and Jean C. Rush (1997). Teaching Children Art. Upper Saddle River: New Jersey. Prentice Hall.

Neperud, Ronald ed. (1995) Context, Content, and Community in Art Education. New York: Teacher's College Press.

Parsons, Michael (1987). How We Understand Art: A Cognitive Developmental Account of Aesthetic Experience. Cambridge: Cambridge University Press.

Reese, Harold (1992). Beyond paradigms: art education theory and practice in a

Walker, Sydney (1996) Designing studio instruction: why have students make
artwork? *The Journal of Art Education*, September, 11-17

Course Analysis Questionnaire

Section A: Details of the Course

A1. How does this course fit into the programs of the department? For what students

is the course designed? (majors, students in other majors, liberal studies).

Similar courses are offered in art education programs including the following:

Kutztown University of Pennsylvania/ Criticism in the Arts, Aesthetic Experience in the Arts, and Teaching Aesthetics, Critical Thinking

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been

The number of students planned for the course is likely range between 12-25. The enrollment will be determined by the number of art education majors. The course requires extensive reading and writing.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course