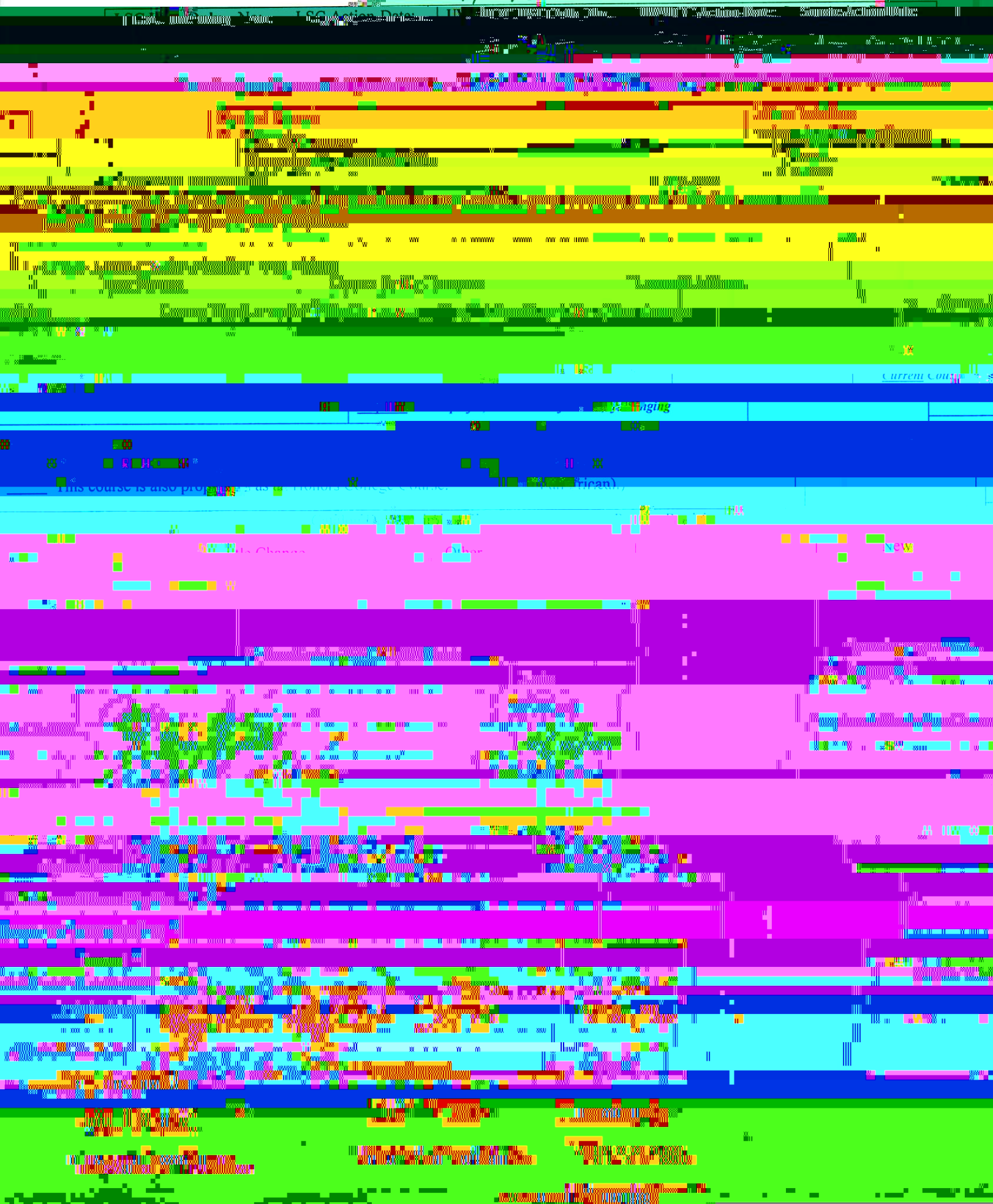


11-9e



This course is also pro...

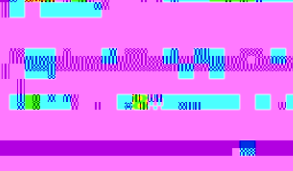
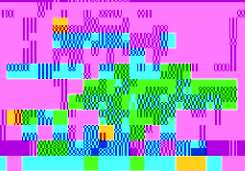
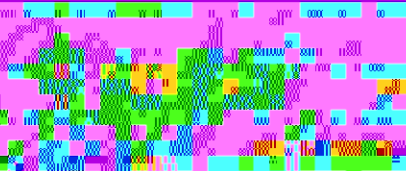
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Other

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AS 1027 01

I. Catalog Description

3 class hours

0 lab hours

2 credits

ARED 320 Art Criticism and Aesthetics in K-12 Programs

(3c-01-3cr)

Prerequisite: ARED 315 (minimum C grade) and ARED major

Secure the knowledge and skills necessary to teach a program of comprehensive art that includes the

discipline of art criticism. Establishes theoretical concepts, communication, intelligence, and...

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 teaching students in grades K-12. This means that the

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

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

Brightman, Alan (2009). Disability Land. N.Y.: Select Books.

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.

~~Garber, Beverly Lovett and Doris Guay (Eds) (2006) Researching and Teaching Students with Special~~

Needs Through Art. Reston: NAEA.

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.

A4. This course is not intended to be dual level.

A5. This course is not to be taken for variable credit.

A6. Similar courses are offered at Kent State University, Kent State University, The Ohio State University, and

Penn State University.

A7. The NASAD requires that students in art education be prepared to understand the philosophical and historical foundations of art education

Part II. 2: Summary of Proposed Revisions

The revisions update the course and bibliography as well as a Course Outline to meet the necessary DDE requirements for teacher certification.

Part II. 3: Justification/Rationale for the Revisions

The justification for modifying the course is to enable the Art Education program to adhere to the DDE mandate and meet the requirements for teacher certification.

I. Catalog Description

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

ARED 320 Art Criticism and Aesthetics in K-12 Programs

Prerequisites: Completion of ARED 315 (minimum C grade) and Art Education Major. Secure the knowledge and skills necessary to teach a program of comprehensive art that includes the discipline of art criticism.

history and aesthetics, used to describe the kinds of activities that will help

I. Considering Special Populations

(3 hours)

1. Using the Teaching Aide
2. Creating Puzzles and Other Visual Aides
3. Building a "Looking and Seeing Vocabulary"

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

VI. Required Textbooks, supplemental books and readings

Barrett, Terry (2000). Criticizing Art: Understanding the Contemporary.
Mountain View, California: Mayfield

Battin, Margaret P., ed. (1989). Puzzles About Art: An Aesthetics Casebook. New

Stewart Marilyn G (1997) Thinking Through Aesthetics Worcester, Davis

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

Gerber, Beverly-Louise and David C. (Eds.) (2000). ...

Caplan, N. (1976) ...

Stallabrass, Julian. (2006). Contemporary Art: A Very Short Introduction. Oxford University Press.

Stewart, Mary (2008). Launching the Imagination. McGraw Hill Higher Education.

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

Wood Paul (Ed.). (2004). Varieties of Modernism. Yale University Press.

Xanthoudaki, M., Tickle, L. & Sekules, V. Eds. (2003). Researching Visual Arts Education in Museums and Galleries. N.Y.: Springer.