CURRICULUM AND INSTRUCTION IN ART EDUCATION  
EDUC 366 Z

Instructor: Catherine Tacci Beck  
Phone: 610.965.3342  
Email: cbeck@palisadessd.org  
Meeting time: 6:30 – 9:30  
Office hours: by appointment

Required Text: None

COURSE DESCRIPTION:

This course is a lecture discussion course designed to address both historical perspectives and current and trends in education and art education. Students will survey theorists and practitioners in the field of art education and apply these theories when developing curriculum. Emphasis for this course will be placed on writing and developing art curriculum with the content from the disciplines of art education including studio practice, art history, criticism and aesthetics. In addition the integration of national standards, state standards, and assessment tools will be stressed as key components utilized in lesson planning.

COURSE OBJECTIVES:  
Students will:
A. Discover curriculum theorists and their contributions to education.  
B. Learn about theorists for art education.  
C. Understand the key components for a comprehensive art education curriculum such as studio practices, art history, criticism and aesthetics.  
D. Learn how to analyze curriculum plans for art education.  
E. Learn what National and State Standards for art education are and how to apply them when creating curriculum and writing lesson plans.  
F. Develop strategies for teaching art curriculum to elementary, middle, and high school level students, and students with special needs.  
G. Explore contemporary art and multicultural education and its application to curriculum.  
H. Learn how to create assessment tools that can be used to evaluate student performance.

COURSE OUTLINE:
A. Curriculum review of theorists such as:  
   - Brody, Harold  
   - Bruner, Jerome  
   - Dewey, John  
   - Gardner, Howard  
   - Schwab, Joseph  
   - Skinner, B.F
• Tyler, Ralph

B. Review theories and theorists for art education including:
  • Barkan, Manuel
  • Chapman, Larua
  • Eisner, Elliot
  • Gaitskell, C.D.
  • Lansing, Kenneth
  • McFee, June King
  • Pappas, George
  • Read, Herbert

C. Components for teaching the disciplines of art education which includes studio practice, art history, criticism, and aesthetics.

D. Structuring lesson plans and lesson plan formats that can be used in writing lessons.

E. The application of national and state standards and how to incorporate them into lesson plans and curriculum writing.

F. Strategies for teaching art curriculum to elementary, middle, and high school level students, and students with special needs.

G. Contemporary art and multicultural education lessons and how they can be incorporated into the curriculum.

H. Assessment tools that can be used to evaluate student performance

RESOURCES:


Student Expectations:
Students are expected to:

- **15% of grade** - Attend all classes. Attendance is mandatory. Absence will affect student grade.
- **10%** - Participate in class discussions and keep a notebook with all information discussed and handed out in class.
- **25%** Complete all assigned homework such as readings and activities.
- **25% of grade** Complete the assigned written lesson plans.
- **25% of grade** Complete a unit that includes visual art and at least two other disciplines such as language arts, social studies, math, science, and technology. Present this unit to the class as part of the final project. Criteria and rubric for the final project will be handed out in class. Projects must be turned presented and turned in during the final exam period.