Title: AAD 430/530 Youth Arts Curriculum and Methods  
Instructor: Dr. Catherine Ballard  
Course Context: While this course is a requirement for pre-service teachers entering College of Education’s Master’s program, it is open to anyone. It is offered in a variety of formats (live, hybrid and on-line) four times during the year and as an 8-week on-line summer course. There are currently two instructors who teach the course.

Essential Questions/topics:
- What is Art? and What is Arts Education?
- What stories can the arts tell us about ourselves and others? (emphasizes purposes of arts/arts education)
- How do the arts communicate? (focuses on basic arts content)
- What do the arts communicate? Exploring: If it means something, what might it mean?
- What parallels are there between the arts and teaching? (focuses on teaching methods)
- How can we make arts education substantive and meaningful? (focuses on curricular development/frameworks)

Content and Learning Outcomes focus on increasing knowledge, skills and confidence in teaching arts education by:
- Building basic arts skills, concepts and vocabulary
- Introducing arts-based curriculum and instructional strategies
- Familiarizing students with the Oregon Core Arts Standards and educational resources
- Learning fundamental principles for lesson planning and evaluation of art production
- Creating multiple lesson plans and delivery models aligned with artistic processes of create/perform/production, responding/art criticism and connecting/cultural and historical
- Providing opportunity for hands-on experience and practice in the arts and instruction
- Applying knowledge and experience in development of arts-based teaching materials and a thematic arts teaching unit

Basic Arts concepts (What is Art? for this course)
- Arts are forms of communication grounded in human experience—one of the ways we explore, give meaning to, tell stories and communicate about human experience.
- Arts Disciplines (visual arts, media arts, dance, drama, music and creative writing)—while each have distinct content, there are commonalities across arts disciplines; and each can inform and inspire one another.
- Arts are multivocal—the arts communicate on multiple levels simultaneously; in particular need to acknowledge the personal/individual experiences BUT also need to develop and address the shared, social, cultural layers of meaning/communication/stories.
- There are multiple purposes/functions of art
- Thinking “like an artist” (creatively) involves: comfort with ambiguity, idea generation, cross-disciplinary research (practicing curiosity and one thing leads to another)

Basic Teaching Concepts/frameworks
- Using the National/Oregon Arts Standards as instructional tools to inform and inspire
- 4 artistic processes (creating/presenting/responding/connecting)
- Emphasizes a Problem-solving approach to art making (compared with technical exercises and arts enrichment types of lessons)
- Workshop Lab Model (an arts friendly lesson plan)
- Developing effective Discussion Questions
- Building learning communities
- Standards-based Student Assessment
- Growth mind-set
- Rotary approach to curricular design
- Big Ideas and Essential Questions to inspire and guide curricular development
Activities and Assessments
Note: a core strategy for this course is that other than the mid-term and final unit, all of the activities/assignments aim to simultaneously provide experiential introductions to (a) basic arts content and (b) model teaching strategies and frameworks.

- **3-8 hands-on activities (depends on delivery format and 8 or 10 week terms)** to introduce arts content and model teaching methods are inspired by and focus on introducing arts content related to each of the Arts Standards; followed by group sharing and reflections focused on teaching strategies and frameworks used. Some are short; while others involve several stages, for Example: Visual Metaphor (non-representational) self-portrait—a) two warm-up activities focused on the elements and principles of design; b) make a non-representational self-portrait communicating three “intangibles” about your inner landscape; and write an artist statement; post work in course gallery; c) practice giving constructive/specific feedback to three peers about their work; d) reflect on giving and receiving feedback; including what could be done differently in own art-making.

- **Media Explorations and Inspirations** is a self directed 4-part exploration of a visual arts medium. Students create 1) teaching resource/vocabulary sheet; 2) fine arts exemplars resource; 3) 3-5 work samples documenting their hands-on explorations of their medium’s techniques and processes; and 4) find 2 pre-existing media focuses lessons to analyze for content and problem-solving

- **Lesson Plan Review (midterm)** is a synthesis and application of teaching content/frameworks and strategies focused on expressive problem-solving production lessons.

- **Fieldtrip Reviews (2-3 over the course of the term)** self-selected and focuses on exposing students to a range of arts ideas; each fieldtrip focuses on a different aspect of how impacts, informs, can inspire arts teaching, including: practicing curiosity/asking questions; analyzing discussion/questioning strategies; recognizing big ideas; reflecting on impact of teaching art to children.

- **Cultural & Historical Perspectives Explorations & Inspirations** introduces students to a range of online resources, identifying big ideas, practice in doing research, finding exemplars, and writing discussion questions. Student may approach this from an individual contemporary artist perspective or an historical and cross-cultural timeline. This assignment can be used to inspire and unify arts units.

- **Final Arts Unit (final project)** includes: 1) Summary Overview of Big Idea(s), Essential Questions, goals and brief summary of lessons; 2) Four fully developed arts lessons (problem-solving in 2 different arts disciplines, one responding/connecting/discussion, and one of their choice; 3) Ready-to use instructional tool.

Some Key Resources/Readings—Need to update this (have added several web-based sources)
Note: many of my readings are in the form of lecture notes and web links; these are a few of the readings that I have used consistently over time.

- Emphasis Art, various chapters
- National Core Arts Standards: A Conceptual Framework for Arts Learning (new)
- Reconcilable Differences? Standards-based teaching and differentiation by Carol Ann Tomlinson
- Higher Order Approaches to Teaching Art by Elizabeth Kowalchuk
- On effective discussion strategies by Karen Hamblen
- Child Development and Arts Education: A Review of Current Research and Best Practices (new)
- Why teach art? Compilation from several sources (some new)