

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 do 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 on-line resources, identifying big ideas, practice in doing research, finding exemplars, and writing discussion questions. Student may approach this from a 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)