

Fall 2018

# ART 407

## Practicum:

This course is designed to transfer the knowledge of your training as an artist into practical application in the K-12 environment. The focus is on creative thinking and art processes, and active learning.



## WHAT MAKES ART A CREATIVE ACT?

**Are we born with it, or can it be learned? Can creativity be taught, and if so, how do we do that? What can we do as teachers to increase creativity in our students?**

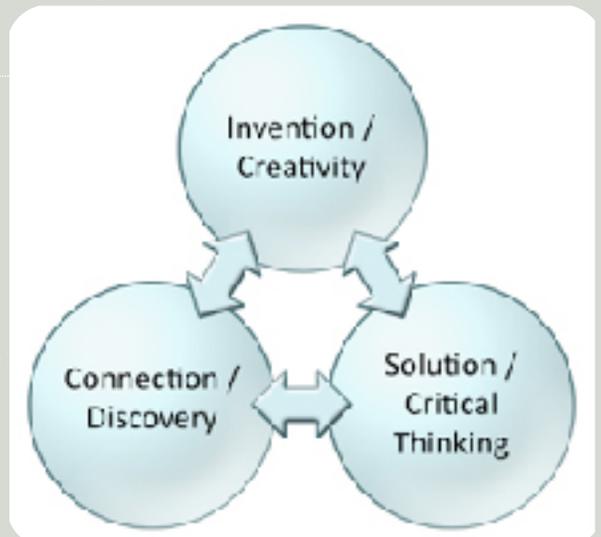
The cognitive aspects of creativity include basic knowledge (both general and field-specific), perceptiveness, originality, attraction to complexity (e.g., combining, analyzing, and applying different, disparate ideas or concepts), open-mindedness (e.g., resistance to closure, and awareness of creativity). Affective elements include curiosity, humor, independence, and risk-taking.

According to Adams (who gave us the graphic here), the social climate is also an important element of creativity. A "non-threatening, non-controlling climate" is a good one for "combination and recombination" of ideas. Because teachers can do much to shape the learning environment, they have many opportunities to foster creativity.

Teacher behavior that may foster or enhance creativity include:

- Modeling: Share your thinking with students; explain how you create or combine ideas
- Communicating expectations: Let students know that creative ideas are expected and welcome
- Reinforcement: Applaud creative thinking, even (or especially) when an idea does not succeed

In this course, we will seek to expand our concept of creativity, how to recognize it, how to set up an environment that encourages it, and how to model it in our roles as educators.



# COURSE GOALS

In this course you will develop your understanding about art through four interrelated facets of art – production, criticism, history and aesthetics. Attention will also be given to both cross cultural and interdisciplinary concerns. The class time will promote active and interactive inquiry within the utilization of presentations, graphic organizers, cooperative and collaborative learning, research, debate, new technology and connections between art and other areas of human endeavor. You will view and discuss both originals works of art as well as reproductions, write about art, create studio pieces, create active/interactive art inquiry experiences, prepare a professional resume and portfolio of your work that includes written work, photographs of your studio work, and art education lesson plans. The preliminary portfolio review will be held for

student self-evaluative purposes in preparation for the student teacher review.

## Expected outcomes:

- Students will develop their aesthetic/artistic perception through the involvement with artwork using various approaches both oral and written.
- Students will become familiar with art from various cultural and ethnic traditions across time and be able to discuss cross cultural influence.
- Students will discuss and explore alternative approaches to studio projects.
- Students apply their visual arts knowledge and thinking skills to active and interactive learning experiences with both traditional and new media.
- Students will translate traditional art media and forms into K-12 appropriate/available media sources.
- Students will begin/continue to prepare their Professional Art Education portfolio.
- Students will pursue a depth of thinking by developing meaningful inquiry into extending and expanding knowledge.



## Required Text

All articles, exercises and handouts will be available online through Beachboard and at the instructor's website. The website is:

<http://art407.weebly.com>

## Special Needs:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

## OFFICE HOURS

**Dr. Laurie Gatlin**

T- Th 4-5 pm

FA2-201

[laurie.gatlin@csulb.edu](mailto:laurie.gatlin@csulb.edu)

office: (562) 985-4385

# STUDIO PROCESSES



We will examine a number of studio processes, finding a way to present fine art processes in a K-12 safe environment. The emphasis is rising above "school art" and creating high quality teacher samples.

## Expectations

My educational philosophy revolves around 3 words: respect, communication and performance. My goal is to create an environment of mutual respect, open communication and an expectation of the highest performance we can both attend, both in my teaching and in your educational growth. While understanding that we will have days that we fall short of our goals, each day starts anew with the possibility of doing our best.

### Here's what I expect from you:

- You will be in class on time, ready to work
- You will listen respectfully while others – including me – are speaking
- You will do the assigned readings and turn in work on time
- You will participate at least occasionally during class discussions
- You will strive for originality and excellence in the execution of your artwork

### Here's what you can expect from me:

- I will begin teaching promptly when class time begins and will be available until the end of the time period
- I will respectfully listen to your contributions with an open mind
- I will grade your assignments on a timely basis – within one week
- I will not ask you to do something I do not believe you are capable of doing, neither through time restraints or beyond your abilities
- I will constantly ask you to raise the quality of your work

### Basic housekeeping expectations

- Put all materials away at the end of the class
- Please put all food/drink wrappers away in proper receptacles
- Clean materials/tools in the proper fashion
- Keep cellphones on silent/vibrate



WEEK: DATES	TOPICS	ASSIGNMENTS <i>READINGS DUE ON THURSDAYS</i>
Week 1 - August 28, 30	The Creative Process: inspiration, experimentation, creation, reflection, sharing  TASK party, paste paper Materials in the K-12 classroom	1. link to NYT article: What makes a family of artists?  <u>personal history response</u>
Week 2 - Sept 4, 6	Studio Practice: bookbinding, sketchbooks  Assessment: silent feedback	1. Sketchbook 2. Creative process map 3. Reading: <i>Identifying exemplary criteria to evaluate studio prod.</i> by F. Robert Sabol <u>Handmade Thinking response</u>
Week 3 - Sept. 11, 13	Studio Practice: photo Assessment: question cards	1. Cyanotypes 2. Creating negatives 3. Transfers 4. Reading: <i>A toolbox approach</i> by Hanson & Hertz <u>Metaphor toy response, index card with 4 quotes</u>
Week 4 - Sept. 15, 17	Studio Practice: painting  Group projects/collaborative work	1. Mural/collaborative project 2. Reading: <i>Aesthetics of Collaboration</i> by Gude <u>Zine response</u>
Week 5 - Sept. 18, 20	Studio Practice: Ceramics whistle/bowl project Demonstrations Assessment: 2 stars, 1 wish	1. whistle, bowl 2. Reading: <i>Playing, Creativity, Possibility</i> by Olivia Gude <u>Cootie catcher response</u>
Week 6 - Sept. 25, 27	Studio Practice: Assemblage recycled materials budgets and materials management Assessment: rubrics	1. Cornell Box 2. resource handout
Week 7 - Oct. 2, 4	Studio Practice: paper mache classroom storage issues	1. bowl 1. Reading: <i>Reconceptualizing the Role of Creativity</i> by Zimmerman <u>skit response - script</u>
Week 8 - Oct. 9, 11	Completion: Paper mache, con't, Ceramics finishing Assessment: token response	1. Non-fired finishes 2. Reading: <i>Student engagement in art making</i> , Levine <u>Pin blank response</u>
Week 9 - Oct. 16, 18	studio Practice: mosaics	1. mosaic mirror or image
Week 10 - Oct. 23, 25	studio Practice: mosaics con't Assessment: process critique	1. grouting 2. Reading: <i>TED</i> <a href="http://www.ted.com/playlists/11/the_creative_spark">http:// www.ted.com/playlists/11/ the_creative_spark</a> <u>online discussion response</u>
Week 11 - Oct. 30, Nov. 1	Studio Practice: sewing	1. art dolls

Week 12 - Nov. 6, 8	Studio Practice: collage Assessment: self-reflection, gallery walk	1. postcard 2. poster 3. Reading: <i>When is Creativity?</i> - Jaquith <u>Critical Analysis worksheet</u>
Week 13 - Nov. 15	Studio Practice: jewelry Intro to final lesson plan	1. cast pewter 2. polymer clay
Thanksgiving Break - Nov. 20, 22	no classes	no classes
Week 14 - Nov. 27, 29	Studio Practice: Weaving	1. cell phone bag 2. Reading: Art, Artists & Pedagogy (TBD) <u>Game Card response</u>
Week 15 - Dec. 4, 6	Studio Practice: Printmaking	1. stamps 2. silkscreen 3. Gelli print
Week 16 - Dec 11	Studio Practice: catch up	1. Bring lesson plan copies - enough for class
<u>Final Exam day</u> Thursday Dec 13 (morning) Tuesday Dec 18 (afternoon)	Share lesson plans	potluck

## Grading Information

Each of the class sessions is important in the sequence of learning events. If an unavoidable absence occurs please notify the instructor as soon as possible. More than three unexcused absences will lower the student's grade one level. An excused absence relates to a serious situation beyond the ordinary personal, family or work events.

Attendance and promptness are also part of the Participation grade. University policy indicates that students should be expected to put in at least as much time outside of class as they do within the actual class meeting time. This is of course, for the benefit of the student's educational growth.

*Grades are determined by a number of factors. Each media has several small projects, and will be graded as a unit.*

Unit	% of grade
Sketchbook	10
Readings	10
Painting	5
Drawing	5
Printmaking	5
Ceramics	5
Assemblage	5
Paper Mache	5
Sewing	5
Mosaics	5
Photo	5
Jewelry	5
Fibers	5
Graphics	5
Final Lesson plan	10
Attendance/Participation	10

## Withdrawals

You are responsible to officially withdraw from this course if you choose to drop the class. Check the Spring schedule for time frames and procedures. The instructor will not automatically drop you from the course just because you don't continue to attend class.

## Questions?

- Your first resource is the class website.
- Your second resource will be your fellow students.
- Check your first two resources to see if your question is answered. If not, I am best reached via email:

**[laurie.gatlin@csulb.edu](mailto:laurie.gatlin@csulb.edu)**