

## Proposal to Modify the Major Requirements for the BAE Program The Department of Art Education, The Ohio State University

The following is a proposal to modify the major requirements for all Bachelor of Art Education (BAE) majors at The Ohio State University. We would like to implement these changes autumn quarter of 2008. The BAE is administered by the Department of Art Education within the College of the Arts.

The purpose of the proposed changes is to **a)** provide the BAE student with more flexibility in choosing art studio courses as part of the major area, **b)** to address ongoing self-study and assessment of program requirements in light of recent developments in art education theory and practice, and **c)** to comply with the new General Education curriculum requirements for the Bachelor of Arts (BA) that the McHale Report substantially endorsed and have been implemented by the College of Arts and Science (ASC). These last two areas will accommodate the reduction of the minimum hours required for the BAE degree from 191 to 181.

### **a) Art Studio Courses**

The current BAE degree plan provides students with few elective choices from a narrow range of art studio courses. The faculty feels that the BAE degree program will be enhanced by allowing the student more individual choice for art studio classes. The BAE degree is designed for a student who wants to become a teacher of art, PreK-12. Therefore, the student should have both a breadth and depth of knowledge and experience in the area of visual arts. In order to achieve breadth, the BAE student will still be required to complete a series of art studio courses at both the 200 (foundations) and 300 level (post-foundations). The depth will now be enhanced by the ability of students to choose any three appropriate art studio courses as additional electives post-foundations

Current post-foundations "art electives" for BAE

Art & Tech (Art 350 Digital Image Manipulation)
Art Elective (Art 370 Beginning Life Drawing)
Art Elective

Proposed post-foundations "art electives" for BAE

Art Elective
Art Elective
Art Elective

### **b) Major Course Requirements**

The current degree program requires all BAE students to take *Art Education 160, Art and Music since 1945*, as an Arts and Humanities course, and *Art Education 367.01, Ethnic Arts*, as the Second Level Writing course. The revised BAE program will add *Art Education 255, Engaging Visuality*, as a choice for an Arts and Humanities course, and *Art Education 367.03, Criticizing Television*, as a choice for the Second Level Writing. Both 255 and 367.03 are offered through the Department of Art Education, address the broader content of, and changes within the field of art education, permit the BAE student to have choices in Arts and Humanities and Second Level Writing, and are part of the new ASC Cluster, *Media and Representation*, beginning autumn 2008. Under the proposed curriculum, the current required courses (Art Education 160 and 367.01) will be available as choices for the BAE student. This change simply adds an additional

course to each category to help reflect the broadening of content knowledge and transdisciplinary practices necessary for contemporary art education.

Current Arts and Humanities for BAE students

**Arts and Humanities**

COURSE	CR
Literature	5
Art Ed. 160	5

Proposed Arts and Humanities for BAE students

**Arts and Humanities**

COURSE	CR
Literature	5
Art Ed. 160 or 255	5

Current Writing Skills for BAE students

**Writing and related Skills**

COURSE	CR
English 110	5
Art Ed. 367.01	5

Proposed Writing Skills for BAE students

**Writing and related Skills**

COURSE	CR
English 110	5
Art Ed. 367.01 or 367.03	5

In addition, based on internal program evaluation and self-assessment, the proposed changes in the major requirements would retire *Art Education 631, Assessment in Art Education*, change the title and reduce the number of credits from five (5) to three (3) for *Art Education 640, Critical Dialogue about Art and Aesthetics* (revised title: *Critical Dialogue about Art*) and revise the title of Art Education 601 from *Curriculum Design for Art History* to *Conceptual Processes for Visual Culture as Curricula*.

After careful consideration of student evaluations, faculty concerns, and program aims and goals, the Department of Art Education Undergraduate and Licensure Committee determined that the teaching of assessment as a separate and discrete course in the BAE program was unhelpful for students, and created an intellectual and pedagogical dissonance between curriculum development and planning, and assessment implementation. The committee agreed that teaching students about the multiple and complex facets of assessment in Pre-K-12 art educational settings requires connecting assessment to curriculum planning in specific ways, and in a particular course that address curriculum. Currently, the issue of assessment in pre-K-12 schools is addressed in a separate course than curriculum planning. The proposed change in the BAE program would fold in the content of assessment directly into the courses that address curriculum theory and development, specifically *Art Education 607, Concepts in Planning Art Education*.

In the proposed curricular changes *Art Education 640, Critical Dialogue about Art and Aesthetics* would have its title revised to *Critical Dialogue about Art*, and be reduced from five (5) credits to three (3) credits (see syllabi in appendix A). This change reflects changes in the Department Mission Statement and movements in the field of art education toward a more transdisciplinary notion of visual culture and art theory. In the past, Art Criticism and Aesthetics were considered two of the four “disciplines of art education.” This emphasis began over twenty (20) years ago and has since been modified, adapted, and transformed to embrace a more transdisciplinary approach to art theory, which extends well beyond “four domains.” The revision of *Art Education 640* reflects this change by focusing on art theory more generally, and its relationship to Pre-K-12 art education more specifically. The course would no longer need to focus on separate and often discreet “disciplines,” thus allowing a broader curricular

connection between and among the other BAE courses, as well as a more contemporary approach to understanding art and other forms of visual culture through its specific course content.

The last revision of requested in a major course is a change of course title for *Art Education 601*, from *Curriculum Design for Art History* to *Conceptual Process for Visual Culture as Curricula*. This revision reflects the change in discourse in the field, and a paradigmatic shift in pedagogy and instruction of, art education. The primary course content will not be affected by this course title change. The current manifestation of the course addresses phenomena and processes for the teaching of art history and visual culture in K-12 schools. The course content has continued, and will continue, to expand and reflect the current state of art education.

Current Art Education “Core” for BAE students      Proposed Art Education “Core” for BAE students

COURSE	CR
Art Education 601	3
Art Education 603	5
Art Education 604	5
Art Education 605	5
Art Education 607	5
Art Education 608	5
Art Education 631	3
Art Education 640	5

COURSE	CR
Art Education 601	3
Art Education 603	5
Art Education 604	5
Art Education 605	5
Art Education 607	5
Art Education 608	5
Art Education 640	3

### c) GEC Reduction

The changes outlined above (in area b) allow the BAE program to comply with the new General Education curriculum requirements for the Bachelor of Arts (BA) that the McHale Report substantially endorsed, and that have been implemented by the College of Arts and Science (ASC). The retirement of *Art Education 631* and the reduction of credits in *Art Education 640* accounts for a total of five (5) credit hours reduced in the major area of the BAE. This would reduce the overall number of credits required for the BAE to 186. To accommodate further the reduction of the minimum hours required for the BAE degree from 191 to 181, the Department of Art Education supports reducing the number of credits in the area of Social Science, from the current fifteen (15) credits to ten (10). This reduction reflects the new requirements of the BA curriculum, under Breadth Areas, where students must complete two (2) courses in the social sciences rather than three (3). In the view of the Department of Art Education, the proposed BAE curriculum in total, including the GEC and major course requirements, constitute curricular depth and breadth, balancing strength in general education and strength in major coursework and experiences. In the spirit of "McHale," this overall reduction of the BAE to 181 credits responds to the needs of the University, ASC, the College of the Arts, the Department of Art Education, and, most importantly, our students.

Below is a brief outline of the proposed changes to the BAE

- Remove restrictions on two “elective” art areas
- Add *Art Education 255* and *367.03* as choices for the GEC requirements
- Retire *Art Education 631*
- Reduce the credits from 5 to 3 in, and change title of *Art Education 640*
- Change title of *Art Education 601*
- Reduce the credits from 15 to 10 in Social Science

## Appendix A

Complete Proposed BAE Program (see attached separate digital document)

Complete Existing BAE Program (see attached separate digital document)

Course Change Request for Art Education 601

Course Change Request for Art Education 640

Current Course Syllabus for Art Education 640

Proposed Course Syllabus for Art Education 640

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

**Art Education**

Academic Unit

**Art Education**

**601**

Book 3 Listing (e.g., Portuguese)

Course Number

Summer

**Autumn**

Winter

Spring

Year **2008**

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Art Education
2. Number: 601
3. Full Title: *Curriculum Design for Art History*
4. 18-Char. Transcript Title: **CURIC DSGN ART HIS**
5. Level and Credit Hours U G 3
6. Description: Examination of art history concepts  
(25 words or less)  
and processes to plan K-12 school curricula
7. Qtrs. Offered : Spring
8. Distribution of Contact Time: 2 2-hr cl  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 60 or Arts Col 160, 488 or 607, and 10 cr hrs of hist art or permission of instructor
10. Exclusion: NA  
(Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience: NA
13. Cross-listed with: NA
14. Is this a GEC course? No
15. Grade option (circle): **Ltr** S/U  
P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  **N**   
Is an Embedded Honors version of this course available? Y  **N**
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE  
Changes Requested**

1. Please change course title to: **Conceptual Process for Visual Culture as Curricula**
2. Please change the 18-Char. Transcript Title:  
**CONC PROC VIS CULT**
3. Please change description to: **Examination of visual culture concepts and processes to plan K-12 school curricula**  
(25 words or less)
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? **Yes.**

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2. Does this course currently satisfy any GEC requirement, if so indicate which category? **No.**

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3. What other units require this course? Have these changes been discussed with those units? **None.**

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. **No. This is an art education Licensure course. It only pertains specifically to art education majors.**

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5. Is the request contingent upon other requests, if so, list the requests? **No.**

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**6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)**

The course currently addresses phenomena and process for the teaching of art history and visual culture in K-12 schools as expanded since the time the course was originally developed. The title change reflects recent changes in the field of art education, art history, curriculum studies, and visual studies. The general course content regarding curricular processes and development is not affected.

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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding: **NA.**

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
<b>SEE ORIGINAL</b>		
3. <b>ACADEMIC UNIT CHAIR/DIRECTOR</b>	Printed Name	Date
4. <b>After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a>. The ASC Curriculum Office will forward the request to the appropriate committee</b>		
5. <b>COLLEGE CURRICULUM COMMITTEE</b>	Printed Name	Date
6. <b>ARTS AND SCIENCES EXECUTIVE DEAN</b>	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. <b>ACADEMIC AFFAIRS</b>	Printed Name	Date

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

**Art Education**

Academic Unit

**Art Education**

**640**

Book 3 Listing (e.g., Portuguese)

Course Number

Summer

**Autumn**

Winter

Spring

Year **2008**

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Art Education
2. Number: 640
3. Full Title: *Critical Dialogue about Art and Aesthetics*
4. 18-Char. Transcript Title: **CRIT DIALG ART&AES**
5. Level and Credit Hours U G 5
6. Description: Theory and practice of engaging others in (25 words or less) informed discussion of works of art.
7. Qtrs. Offered : Spring
8. Distribution of Contact Time: 2 2-hr cl (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 603 or 635t or permission of instructor
10. Exclusion: NA (Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience: NA
13. Cross-listed with: NA
14. Is this a GEC course? No
15. Grade option (circle): **Ltr** S/U  
P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  **N**  
Is an Embedded Honors version of this course available? Y  **N**

17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

1. Please change course title to: **Critical Dialogue about Art**
2. Please change the 18-Char. Transcript Title: **CRIT DIALG ART**
3. Please change credit hours  
From 5 to 3
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? **Yes.**

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2. Does this course currently satisfy any GEC requirement, if so indicate which category? **No.**

---
3. What other units require this course? Have these changes been discussed with those units? **None.**

---
4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. **No. This is an art education Licensure course. It only pertains specifically to art education majors.**

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5. Is the request contingent upon other requests, if so, list the requests? **No.**

---

**6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)**

Revising *Art Education 640, Critical Dialogue about Art and Aesthetics* from five (5) credits to three (3) credits, revising its title to *Critical Dialogue about Art*, reflects the movements in the field of art education toward a more transdisciplinary notion of visual culture and art theory. In the past, Art Criticism and Aesthetics were considered two of the four "disciplines of art education." This emphasis began over twenty (20) years ago and has since been modified, adapted, and transformed to embrace a more transdisciplinary approach to art theory, which extends well beyond "four domains." The revision of *Art Education 640* reflects this change by focusing on art theory more generally, and its relationship to Pre-K-12 art education more specifically.

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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

---
8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding: **NA.**

---

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
<b>SEE ORIGINAL</b>		
3. <b>ACADEMIC UNIT CHAIR/DIRECTOR</b>	<b>Printed Name</b>	<b>Date</b>
5. <b>After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a>. The ASC Curriculum Office will forward the request to the appropriate committee</b>		
5. <b>COLLEGE CURRICULUM COMMITTEE</b>	<b>Printed Name</b>	<b>Date</b>
6. <b>ARTS AND SCIENCES EXECUTIVE DEAN</b>	<b>Printed Name</b>	<b>Date</b>
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. <b>ACADEMIC AFFAIRS</b>	<b>Printed Name</b>	<b>Date</b>

Colleges of the Arts and Sciences Curriculum Office. 10-02-06

Art Education 640  
5 credits  
Critical Dialogue about Art and Aesthetics  
**CURRENT**

**Dr. Terry Barrett, Professor**

253 Hopkins

Office hours: walk in anytime or call ahead for an appointment

Phone and voice mail: 292-4741

E-mail: barrett.8@osu.edu

Course site: <http://arted.osu.edu/640/>

This course is about teaching art criticism and aesthetics to learners of all ages. In the course we will read about criticism and aesthetics, and practice talking and writing critically and philosophically about art. Most importantly, we will learn to lead others in talking and writing about art and the philosophical questions it raises.

The course is supplemented by a website where you will post your writings for your classmates to read. In class, we will engage in discussions of art criticism and aesthetics. Out of class we will read, reflect, and write responses that we will post on the course web site.

**Required Books**

Terry Barrett. *Criticizing Art: Understanding the Contemporary*. Mayfield, 2000.

Terry Barrett. *Talking About Student Art*. Davis, 1997.

Terry Barrett, Editor. *Lessons for Teaching Art Criticism*. ERIC, 1995.

Marilyn Stewart. *Thinking Through Aesthetics*. Davis, 1997.

Phaidon Publishers, *The Art Book*, London: Phaidon, 1999.

**Recommended Books**

David Goldblatt and Lee Brown, Editors. *Aesthetics A Reader in Philosophy of the Arts*.  
Prentice-Hall, 1997.

Ray Linn. *A Teacher's Introduction to Postmodernism*. Urbana, IL: NCTE, 1996.

Margaret Battin, Fisher, Moore, & Silvers, *Puzzles about Art: An Aesthetics Casebook*.  
New York: St. Martin's, 1989.

Eaton, Marcia. *Basic Issues in Aesthetics*. Waveland Press, 1993.

**Assignments**

**Criticizing Art: Understanding the Contemporary**

- For each chapter (6) of *Criticizing Art*, write two separate paragraphs, edit them, and post them on the 640 website in the appropriate places.

The first paragraph should be an *accurate summary of what the chapter says*.

In the second paragraph, *quote one phrase or sentence from the chapter, and tell us how this idea might affect how and what you teach*. The statement you quote may be any statement in the chapter, that is, by the author, a critic, an artist or someone else quoted by the author.

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

- Lesson Plan

On the basis of the material in any one of the six (1 of 6) chapters in *Criticizing Art*, invent one Lesson Plan to use with a group of learners. Use these headings to describe your brief Lesson Plan:

- Lesson title
- Lesson idea
- The group of learners
- The setting
- What I want the participants to learn
- Estimated time of the lesson
- List of artworks I will use
- The activities
- How I will know what the participants have learned

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form next to the chapter to which you refer.

### **Talking about Student Art**

- For each of the five (5) chapters *select one idea in the chapter that you would like to try when you teach, and tell us why you want to try it.*

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

### **Thinking Through Aesthetics**

- For each of the seven (7) chapters in *Thinking Through Aesthetics*, pick "the best idea" in the chapter, state what the idea is, and tell us why you think it is a good idea. Do this in a word-processing program, edit your writing, and paste your comments in the 640 website form.

### Class Project

Select one of the three (1 of 3) assignments below, or do more than one and earn extra credit:

- Critical Discussion

Conduct a *critical* discussion outside of class with a group of six or more people of your choice, using art of your choosing. Report on the discussion using these headings:

- Discussion title
- Discussion idea
- The group of learners***
- The setting
- What I wanted the participants to learn

Time the lesson took  
List of artworks that I used  
The activity  
What the participants learned  
What I learned

Write your report, edit it, and paste it on the 640 website in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

*or*

- Philosophical Discussion

Conduct one *philosophical* discussion away from class about some aspect of art. Select six or more people of your choosing. Report on the discussion using these headings:

Discussion title  
The group of learners  
The setting  
What I wanted the participants to learn  
Time the lesson took  
List of artworks that I used  
The activities  
What the participants learned  
What I learned

Write your report, edit it, and paste it in the site in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

*or*

- Web-Page on art criticism or aesthetics

Construct on-line material for critical or philosophical inquiry for a specified group of learners of your choice.

### Grades

- 20% One Lesson Plan for teaching criticism or aesthetics (*Criticizing Art*)
- 20% Six summaries and responses to *Criticizing Art*
- 20% Five “ideas to try” in *Talking About Student Art*
- 20% Seven “best ideas” in *Thinking Through Aesthetics*
- 20% Critical Discussion and Report, or Philosophical Discussion and Report, or Web page design

Prompt and regular attendance is expected; “Incompletes” are discouraged; late assignments, unless excused, will be penalized by a full grade (from a B to a C, for example); all written assignments are to be edited before they are posted on the website.

If you lose interest in the class, or if you find what we are doing does not fit your needs, please come and see me and we will negotiate alternatives for you.

If you have learning disabilities or other challenges that might affect your performance in the course, please come and see me.

Art Education 640  
3 credits  
Teaching Critical Dialogue about Art  
**REVISED**

**Dr. Terry Barrett, Professor**

253 Hopkins

Office hours: walk in anytime or call ahead for an appointment

Phone and voice mail: 292-4741

E-mail: barrett.8@osu.edu

Course site: <http://arted.osu.edu/640/>

This course is about teaching art criticism to learners of all ages. In the course we will read about criticism, and practice talking and writing critically about art and artifacts from popular visual culture. Most importantly, we will learn to lead others in talking and writing about artifacts and the questions they raise.

The course is supplemented by a website where you will post your writings for your classmates to read. In class, we will engage in critical discussions about art, and teaching others to reflect on art. We will read, reflect, and write responses that we will post on the course web site. You will plan, teach, and report on a criticism lesson with a group of your choice and with art of your choosing.

**Required Books**

Terry Barrett. *Criticizing Art: Understanding the Contemporary*. Mayfield, 2000.

Terry Barrett. *Talking About Student Art*. Davis, 1997.

Terry Barrett, Editor. *Lessons for Teaching Art Criticism*. ERIC, 1995.

Phaidon Publishers, *The Art Book*, London: Phaidon, 1999.

**Assignments**

**Criticizing Art: Understanding the Contemporary**

- For each chapter (6) of *Criticizing Art*, write two separate paragraphs, edit them, and post them on the 640 website in the appropriate places.

The first paragraph should be an *accurate summary of what the chapter says*.

In the second paragraph, *quote one phrase or sentence from the chapter, and tell us how this idea might affect how and what you teach*. The statement you quote may be any statement in the chapter, that is, by the author, a critic, an artist or someone else quoted by the author.

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

- Lesson Plan

On the basis of the material in any one of the six (1 of 6) chapters in *Criticizing Art*, invent one Lesson Plan to use with a group of learners. Use these headings to describe

your brief Lesson Plan:

- Lesson title
- Lesson idea
- The group of learners
- The setting
- What I want the participants to learn
- Estimated time of the lesson
- List of artifacts I will use
- The activities
- How I will know what the participants have learned

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form next to the chapter to which you refer.

### **Talking about Student Art**

- For each of the five (5) chapters *select one idea in the chapter that you would like to try when you teach, and tell us why you want to try it.*

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

### Class Project

Select one of the three (1 of 3) assignments below, or do both and earn extra credit:

- Critical Discussion

Conduct a *critical* discussion outside of class with a group of six or more people of your choice, using artifacts of your choosing. Report on the discussion using these headings:

- Discussion title
- Discussion idea
- The group of learners***
- The setting
- What I wanted the participants to learn
- Time the lesson took
- List of artifacts that I used
- The activity
- What the participants learned
- What I learned

Write your report, edit it, and paste it on the 640 website in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

*or*

- Web-Page on Art Criticism

Construct on-line material for critical inquiry about artifacts for a specified group of learners of your choice.

### Grades

25% One Lesson Plan for teaching criticism or aesthetics (*Criticizing Art*)

25% Six summaries and responses to *Criticizing Art*

25% Five “ideas to try” in *Talking About Student Art*

25% Critical Discussion and Report, or Web page design

Prompt and regular attendance is expected; “Incompletes” are discouraged; late assignments, unless excused, will be penalized by a full grade (from a B to a C, for example); all written assignments are to be edited before they are posted on the website.

If you lose interest in the class, or if you find what we are doing does not fit your needs, please come and see me and we will negotiate alternatives for you.

If you have learning disabilities or other challenges that might affect your performance in the course, please come and see me.