MEMORANDUM

TO: Graduate Council
FROM: Robert Shay, Dean
College of Fine Arts

The College of Fine Arts recommends approval of the following proposals:

DEPARTMENT OF ART

Change in Existing Course -

A-E 577 Art in Secondary Schools (3)
(change in credit hours)

Change to:

A-E 577 Art in Secondary Schools (2)
This course provides students with an overview of the secondary school in American education and explores the history, theory, techniques and contemporary issues of teaching art in the secondary schools. Skills in the planning of multicultural activities and the teaching and evaluation of secondary art experiences are stressed. Full class instruction, video, micro-teaching, laboratory and studio experiences are incorporated into class design. Prereq: major in art education or consent of instructor.

A-E 578 Art in Elementary Schools (3)
(change in credit hours)

Change to:

A-E 578 Art in Elementary Schools (2)
Study of perceptual and aesthetic awareness in children. Field and practicum experiences with
methods and materials appropriate to the teaching of art in the elementary school. Multicultural activities stressed. Lesson planning, curriculum design, evaluation, teaching skills, classroom safety, multicultural activities included: lecture, demonstration, micro-teaching laboratory and studio experiences. Prereq: Major in art education, or consent of instructor.

**A-E 579 Seminar in Art Education (2)**
(change in title)

Change to:

**A-E 579 Arts and Humanities in Art Education (2)**
Inquiry into the relationship of current philosophies of art education and aesthetics; a consolidation of art education ideas with a formation of criteria for making value judgments; the development of a personal viewpoint consistent with education and art and humanistic endeavors. Prereq: major in art education, or consent of the instructor.

**New Course -**

**A-E 576 Art in Middle Schools (2)**
Study of perceptual and aesthetic awareness in Middle School level children/adolescents. Field and practicum experiences with methods and materials appropriate to the teaching of art in the middle school. Lesson planning, curriculum design, evaluation, teaching skills, classroom safety, and multicultural activities. Included: readings, lecture, discussion, demonstration, micro-teaching laboratory and studio experiences. Prereq: Major in art education, or consent of the instructor.

enclosures
At present, the Art education majors do not receive special training in teaching art on the middle school level. Future Art teachers in Kentucky and across the nation are accepting exciting and challenging positions in middle school art programs. This proposed new methods course, including a field experience component, focuses on middle school learners and their particular learning issues, developmental stages, and art expressions, as well as the particular genre of public middle schools in the United States. As the structure of American education has evolved, the Art Education program must change accordingly to meet the needs of future Art Educators.
9. a. By whom will the course be taught?  Art Education Area Faculty

b. Are facilities for teaching the course now available?  

If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated?  30-40 Art Education Majors

11. Will this course serve students in the Department primarily?  

Will it be of service to a significant number of students outside the Department?  

If so, explain.

12. Check the category most applicable to this course

X  traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established
	not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  

14. Is this course part of a proposed new program:  

If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  

If yes, explain the change(s) below

The need for a specific A-E methods course in ART FOR MIDDLE SCHOOLS, without requiring additional credit hours and to compliment the existing ART FOR ELEMENTARY SCHOOLS and ART FOR SECONDARY SCHOOLS motivated the development of this new course. Thus, each existing A-E methods course will be reduced from 3 credit hours to 2 credit hours to accommodate this new 2 credit hour course in ART FOR MIDDLE SCHOOLS. This will serve the need for students to study content and practice relative to Art Education on the Middle School level, as well as be reflected on their transcripts to indicate that they have had courses in all three P-12 levels to meet state teacher certification standards. Due to this new course and credit hour changes in existing Art Education methods courses, Art Education majors will be required to take three two-
hour methods courses instead of two three-hour methods courses.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?

Name          Dr. Nancye McCrary  Phone Extension  7-2291

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

ATTACHED RESPONSE TO QUESTION #16

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

MAJOR TEACHING OBJECTIVES A-E 576 ART IN MIDDLE SCHOOLS (2 credit hours)

1. Gaining an understanding of the special developmental needs and characteristics of children and adolescents at the middle school level, relative to learning in visual art.

2. Design and development of middle school level visual art curriculum that is integrated with the broader school curriculum for middle school level learners.

3. Design of and demonstrated ability to deliver visual art content relevant to middle school level students.

4. Understanding the particular genre of public middle schools in the United States and demonstrating ability to plan visual art learning experiences that seamlessly integrate art into the curriculum, and are tailored to the expectations of parents, colleagues, and administrators on that level.

5. Understanding inquiry-based art education at the middle school level and demonstrating ability to collect useful data, analyze it, and use findings in the design and revision of a quality Art Education Program.

6. Understanding theory and research in Art Education pertinent to middle school learners.

Sample References

Shafer, Jeffrey E.. Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90. Focus on F. B. Leon Guerrero Middle School. . 1990
Scope and Sequence: A Guide for Learning and Teaching in Art. . 1998
Stowell, Laura P.; And Others. Working with Middle School Students: Professional's Guide. . 1996
Hume, Helen D.. A Survival Kit for the Elementary/Middle School Art Teacher. . 2000
APPLICATION FOR NEW COURSE

Signatures of Approval:

Department Chair (Dean Shay)  
Date  

Dean of the College (Dean Shay)  
Date  

*Undergraduate Council  
Date  

*University Studies  
Date  

*Graduate Council  
Date  

*Academic Council for the Medical Center  
Date  

*Senate Council (Chair)  
Date of Notice to University Senate  

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 8/02
Course: A-E 576
Title: ART IN MIDDLE SCHOOLS
Call Number:
Credit Hours: 2
Where: FA 302 (Fine Arts Building)
Instructor: Nancye McCrary, Ed. D., Assistant Professor, Art Education
Office: 303A
Phone: (859) 257-2291
Office Hours:
Email: Nmccr@aol.com
Course ID: A-E 576
Section: 001
Prefix: A-E

Course Description
Study of perceptual and aesthetic awareness in Middle School level children/adolescents. Field and practicum experiences with methods and materials appropriate to the teaching of art in the middle school. Lesson planning, curriculum design, evaluation, teaching skills, classroom safety, and multicultural activities. Included: readings, lecture, discussion, demonstration, micro-teaching laboratory and studio experiences.

Learning Goals
- Understanding the unique learning issues of middle school level children.
- Demonstrated ability to articulate developmental issues relative to middle school age children, including intellectual, social, emotional, physiological, and behavioral.
- Gaining a broad understanding current research in Art Education for middle school level students.
- Ability to articulate appropriate instructional design for middle school level learners, including appropriate tools, materials, expectations for quality art making, and relative potential.
- Ability to plan an art program for middle school children that is integrated with the total middle school curriculum.
- Ability to articulate the role of aesthetics in the overall development of middle school level students.
- Ability to articulate appropriate learning goals for middle school Art Education.
- Understanding the role of Art making, Art History, sensory development, and participation in the Arts for middle school Art Education programs.
- Understanding the benefits of an inquiry-based Art education program on the middle school level.

Expectations
- On-time class attendance.
- Full participation in all class activities, including discussions, formulating and articulating questions, and studio experiences.
- Submission of all assignments on time and in presentation ready format.
- Cooperative collaboration with other students in the class.

Course Evaluation
- Attendance and Participation 20%
- Studio Effort and Quality of Work 20%
- Planning Journal 15%
- Note Cards 10%
- Student Led Discussions 15%
- Final Exam/Project 20%

Important Note on Evaluation
In general, you will be evaluated and assigned a course grade based on class attendance and participation, quality of assignments, and your efforts to synthesize the course content in a larger framework for teaching elementary children. What you learn and how you make use of it is your responsibility. That means you must seek connections and applications that work for you and your philosophy of teaching, as well as initiate class discussion on areas in which you need clarification.

Assignments
I. Note Cards for Each Reading
Bring note card with (2) main points and (1) question from each reading. Put your name on the card, AE-576/McCrery, the full citation for the reading, the date, and your (2) main points and (1) question. Use the note card for in-class discussion.
and turn them in at the end of each class. Over the semester, your questions and main points should become increasingly clear in reflecting your understanding of the course content. Emphasis should be on formulating useful and interesting questions that stimulate discussion and deeper thinking.

II. Written Assignment
Write a summary and critical review of the course reading that you sign-up to present as a class discussion, include a brief evaluation of the class discussion (approximately 3-5 pages).

- Summary - A brief overview of the main points of the reading as you understand them.
- Critical Review - Strengths and weaknesses of the article/chapter. Is it relevant, helpful, clear, important?
- Evaluation of Class Discussion - Were you able to facilitate maximum student participation, stimulate enthusiasm, and promote understanding?

III. In-Class Reading Summary and Class Discussion
Present the class with a summary and critical review and lead a class discussion of one of the assigned readings. Select/sign-up for a reading and date to present it to the class for a class discussion. A sign-up sheet will be provided in class.

One week following the class discussion, submit a write-up of your summary, critical review, and a very brief evaluation of the class discussion on the reading. Limit your in-class summary, critical review, and discussion to 15 min.

IV. Studio Projects
Expectations for studio projects are generally to complete all assigned projects with care, creativity, and aesthetic awareness. Each project will be discussed in more detail during the semester, including expectations, due dates, requirements, etc.

V. Planning Journal
Throughout the semester, you will create lessons that are suitable for a middle school art program. This is an exercise to allow you to concentrate on developing learning goals relative to aesthetic development, creative growth, visual perception, and art content. These plans will be outlined and discussed further in-class.

Primary Readings Sources
Shafer, Jeffrey E.. Evaluation of an Interdisciplinary Model of Middle School Organization: Its Impact on Student Self Esteem and Basic Skill Achievement, School Year 1989-90, Focus on F. B. Leon Guerrero Middle School. . 1990
Scope and Sequence: A Guide for Learning and Teaching in Art. . 1998
Stowell, Laura P.; And Others. Working with Middle School Students: Professional's Guide. . 1996
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