George Mason University: College of Visual and Performing Arts  
School of Art- Art Education  
AVT 494: Strategies in the Art Room-K-12  
Tuesday 4:30 -7:10 PM  Room 2001  3 Credits  
Spring 2016  
Instructor: Bethany Mallino  bmallino@gmu.edu  Contact: E-mail Only

I. Course Description
The study of various media, skills and concepts adapted for K-12 curriculum. Course includes instructor demonstrations, prototypes, class presentations, and practicum. Participants will learn appropriate instructional strategies for implementation.

The handbook, *Teaching Strategies in the Art Room* will be made available to each student as well as *smART stART: Kicking off a Great Year in an Elementary Art Room* by Bethany Mallino.

II. Course Intent
Students, entering a master level art education program such as the MAT, come with a BFA or BA concentrating in a specific media area. Their courses work is geared towards the practice of developing an art student as a fine or commercial artist. Students who enter the art education field need further training not covered in undergraduate art degree. Knowing how to paint does not guarantee having the ability to teach painting or any other media, especially to the elementary and middle school age children. There is also media, specific to the expectations of a Program of Studies (POS) in art education that students have little to no experience such as in the area of the fiber arts (weaving & stitchery) or the use of digital media as a teaching and learning tool. The intent of this course to fill in many the ‘learning gaps’ to ensure that art education students having a extensive repertoire as well as the means to effectively teach the media for the optimum learning experience to be fully prepared art teachers.

III. Course Goals and Outcomes

*Goals*

As a result of participating in this course, students will:

- develop a strong knowledge base for both 2D & 3D art making procedures in elementary, middle school, and high school.
- practice effective teaching strategies to supporting the varying grade levels to ensure student comprehension
- gain an understanding and skill through direct practice of the wide range of media used from K-12th grades.
- expand ones basic exposure to the materials not normally encourtered in order to have a breadth of experience.
- learn teaching approaches for differeniated learning in order meet the demand of the special needs and abilities of students including those at-risk, culturally different, disabled, challenged, and gifted.
- obtain the experience and practice to develop the skills for the use of a wide range of technologies in the art room.
Outcomes

Upon completion of this course students will be able to:

• Successfully implement various techniques and strategies for teaching drawing, painting, printmaking, collage, ceramics, sculpture, stitchery, computers in art, photography, and mixed media.
• Design a classroom layout to create an organized space conducive to implementing lessons for student success.
• Make decisions about supplies and quantities needed for various media execution.
• Produce a process journal as a record of their planning process, with both visual and written means.
• Present a lesson of an unfamiliar media with successful execution.

IV. Course Overview
This course provides in-class and on-site hands-on experience to through mentoring, demonstration, and practice to develop the proficiency to perform an expansive range of artistic endeavors in preparation not only for a successful teaching internship but as future art teachers. Students will obtain an extensive repertoire in elementary, middle school, and high school classroom strategies for art programs. The purpose of this course is to help students become familiar with a wide breath of art media and teaching methodologies to enhance instructional practices.

V. Course Content
The course is concerned with developing awareness of the multifaceted nature of teaching and learning and to assess a wide range of teaching variables that are part of the instructional process. These include, but are not limited to:

2-D Media
Drawing
Collage
Painting
Printmaking
Clay relief

Techniques
Skill building
Fiber Arts
Weaving
Stitchery

3-D Media
Paper Sculpture
Paris Craft/paper-Mache
Clay-figures/animals/structures

New Media
Flex Cam
Smart Board

Drawing
Media: Ink pens/oil and chalk & oil pastel/craypas

Subject Matter
Figure
Landscape
Abstractions
Other

- learning styles
- teaching styles
- motivation techniques
- learning environment
- interdisciplinary approaches
- selection and use of resource materials
- art exemplars
- media demonstrations
- the maintenance, organization, and distribution of art materials
- discussions and critiques
- evaluation of student learning and teacher instruction

VI. Course Structure

This course will consist of 15 specific presentation prototype assignments along with readings and research that support the execution of strategies in the art room. Each class will start with presentations by the instructor which address various media. The first five weeks of the course will cover elementary art, second five middle school, and final five weeks will cover high school and final presentations. There is a required site visit to a school to analyze classroom set ups, challenges, and presentations. The class meets from 4:30pm to 7:10pm with a 10-minute break at 5:30pm. Class will stop at 7 to clean and put artwork away. Homework will consist of readings, research, journal entries, and artful activities.

- The process journal is to be brought to every class to record class notes and preliminary ‘idea’ sketches.

VII. Course Content with Point Distribution

**Process Journal (30%)**

This journal is a visual and written record of a semester-long course experience. Students will be expected to record each media approach with planning ideas and ‘idea’ sketches as evidence of your thinking and learning process. Ideas for adaptations of each problem for future lessons to be used in K-12 teaching lessons are to be included along with notes on class lectures, discussions, and readings. The cover may be designed from imagery found from your drawings and sketches, in the form of photos, actual drawing or image transfers, as a visual portrait of you as an artist /teacher. *The journal is to be present at each class so learning process can be noted.*

**Portfolio (40%)**

This portfolio is to contain fifteen well-crafted teacher prototypes which explain procedures for art making. Five will be created for each level: Elementary, Middle, and High School. They will serve as a display of understanding as well as use in your future classroom experiences. Guidelines and criteria for each assignment will be provided at the beginning of each project. Any work that does not meet the expectations of the assignment at the time of critique is to be resolved.

**Final Presentation (20%)**

You will present a 15-minute PowerPoint (or other presentation method) demonstrating your understanding of the media and teacher execution to the appropriate grade level. It is to include PPT, worksheets, demonstration, and supporting exemplars.

**Class Participation (10%)**

Participation in the class discussions on assignments such as the readings and lesson strategy development is an integral part of your learning experience which reflects your commitment as
an artist and teacher. By contributing your ideas, thoughts, and opinions, it demonstrates your dedication to pursue further knowledge that will enhance your growth as an artist/teacher. **Each student is required to fully participate.**

**VIII. Course Schedule: NOTE: To be distributed the first day of class.**

**IX. Site Visit**
You are expected to perform one site visit from a list of participating teachers/schools. Assignment at that site visit will enhance your understanding of classroom dynamics, set up, and presentations. A more detailed explanation of assignment will be distributed prior to site visits.

**X. Materials Supply List**
You will be expected to provide a majority of the basic supplies that art students already have. Special supplies will be covered. A detailed list will be provided.

**XI. Required Text**
This course will require readings to enhance visual thinking skills that supplement the course activities and offer a repertoire of problem-solving ideas for your future teaching.


**XII. Bibliography**

**Recommended Texts and Links**

**XIII. Course Expectations**

**General Criteria**
- Preparation for class i.e., has completed assignments, read the material, and has thought about it, is present and ready to talk about it. *Missing assignments or not being prepared for the class will lower your grade.*
- Grasp of content and quality of thought evident in visual and written assignments as well as class participation, i.e., the capacity to make connections and to exercise critical/analytical skills.
- A sense of craft as evident in all assignments, reflected by organization of material, fullness of information, accuracy, and resourcefulness. Overall quality of work.
- Students are expected to attend each class session and participate fully in all aspects of the class. Serious engagement is expected. *Missed class and lateness will lower your grade.*

**Grading Scale for Graduate Courses (GSGC)**
- A+, A, A -recognizes consistently high performance and growth
- B+, B, B -recognizes good quality work but room for growth, consistency, and depth
- C  -recognizes unsatisfactory process and product -passing
- F  - recognizes unsatisfactory process and product-failure

Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
University and School of Art Policies
In accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity
This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design
As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours
SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

ArtsBus - Dates for Spring 2016
February 20
March 19
April 9

ArtsBus Credit
* Each student must have up to 5 AVT 300/Artsbus credits before graduation. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment.
* If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300. Please go to the ArtsBus website: http://artsbus.gmu.edu "Student Information" for additional, very important information regarding ArtsBus policy.
* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Visual Voices Lecture Series Spring 2016
Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater: http://soa.gmu.edu/visualvoices/
Important Deadlines:

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<tr>
<th>January 1 Day of Week</th>
<th>Friday</th>
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<tr>
<td>Martin Luther King Day (no classes)</td>
<td>Mon Jan 18</td>
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<td>First day of classes: last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed</td>
<td>Tue Jan 19</td>
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<td>Summer 2016 Graduation Intent Available via Patriot Web</td>
<td>Mon Jan 25</td>
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<td>Last day to add classes—all individualized section forms due</td>
<td>Tues Jan 26</td>
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<td>Last day to drop with no tuition penalty</td>
<td>Tues Feb 2</td>
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<td>Final Drop Deadline (67% tuition penalty)</td>
<td>Fri Feb 19</td>
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<tr>
<td>Last day to file your Spring 2016 Graduation Intent</td>
<td>Fri Feb 19</td>
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<td>Immunization Record Deadline</td>
<td>Tue Mar 1</td>
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<td>Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web</td>
<td>Mon Feb 15 – Fri Mar 18</td>
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<td>Selective Withdrawal Period (undergraduate students only)</td>
<td>Mon Feb 22 – Fri Mar 25</td>
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<td>Spring Break</td>
<td>Mon Mar 7 – Sun Mar 13</td>
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<td>Incomplete work from Fall 2015 due to Instructor</td>
<td>Fri Mar 25</td>
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<td>Incomplete grade changes from Fall 2015 due to Registrar</td>
<td>Fri Apr 1</td>
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<td>Dissertation/Thesis Deadline</td>
<td>Fri Apr 29</td>
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<td>Last day of classes</td>
<td>Mon May 2</td>
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<td>Reading Days</td>
<td>Tue May 3</td>
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Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.

| Exam Period (beginning at 7:30 a.m.) | Wed May 4 – Wed May 11 |
| Commencement and Degree Conferral Date | May 14 |

Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late. Requests for late adds (up until the last day of classes) must be made by the student in the SOA office (or the office of the department offering the course), and generally are only approved in the case of a documented university error (such as a problem with financial aid being processed), LATE ADD fee will apply. Requests for non-selective withdrawals and retroactive adds (adds after the last day of classes) must be approved by the academic dean of the college in which the student’s major is located. For AVT majors, that is the CVPA Office of Academic Affairs, Performing Arts Building A407.

Students with Disabilities and Learning Differences
If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Official Communications via GMU E-Mail
Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.
Attendance Policies
Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

Honor Code
Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously. No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else’s words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, A Writer’s Reference.) The exception to this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Writing Center
Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.