

### Course Outline

**COURSE:** CD 25A                      **DIVISION:** 50                      **ALSO LISTED AS:** ART 25A

**TERM EFFECTIVE:** Fall 2016                      **CURRICULUM APPROVAL DATE:** 03/14/2016

**SHORT TITLE:** ART METHODS

**LONG TITLE:** Art Methods

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	2	36
		Lab:	4	72
		Other:	0	0
		Total:	6	108

**COURSE DESCRIPTION:**

Art methods and learning theory for those planning to work with preschool, elementary and secondary students. Includes art therapy as well as gifted and special learner projects. Two dimensional work in printing, painting, drawing, collage. Also listed as ART 25A.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 05 - Hybrid

**STUDENT LEARNING OUTCOMES:**

1. Create crafts and artworks utilizing art elements and design principles such as: line, shape, space, texture, value, color, balance, emphasis, unity, movement, variety, repetition, contrast.

Measure: projects, exercises, performance, demonstration, homework,

labwork, critique and presentation

PLO:

ILO: 1,7,5,2,3,6,4

GE-LO: C1,C5

Year assessed or anticipated year of assessment: 2011

2. Create a visual design utilizing the schemes and harmonies of color.

Measure: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

PLO:

ILO: 1,7,5,2,3,6,4

GE-LO: C1

Year assessed or anticipated year of assessment: 2011

3. Create art lesson plans, art lesson observations, and art project presentations using the California State visual art standards.

Measure: observation field work reports, projects, performance, demonstration, papers, critique and presentation

PLO:

ILO: ,7,5,2,3,6,4

GE-LO: A3-A9

Year assessed or anticipated year of assessment: 2011

4. Create a cumulative artwork portfolio.

Measure: lab studio exercises, artworks, performance, demonstration, homework, written reports, critique and presentation

PLO:

ILO: 1,7,5,2,3,6,4

GE-LO: C1

Year assessed or anticipated year of assessment: 2011

5. Analyze and discuss learning theories and write essays based on child development theory.

Measure: essays, homework and exams

PLO:

ILO: 7,1,5,3

GE-LO: C1,C2,C6,A3,A5.A6,A7

Year assessed or anticipated year of assessment: 2011

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/14/2016

WEEK 1/6 hours

LECTURE: Introduction to Art Methods. Introduction to Learning Theory and Learning Modalities, art elements and principles of design. Getting started in the creative process. Introduction to 2-D design tools and materials. Description and demonstration of line, depth, repetition, variety, balance, unity, rhythm, texture, space, and form. How to convey ideas through art and craft. LAB: Exercises utilizing two dimensional design tools and materials. Exercises creating designs that explore line, depth, repetition, variety, balance, unity, rhythm, texture, space, form and visual ideas. OUT OF CLASS ASSIGNMENTS: Create a design project that incorporates the use of line, depth, repetition, variety, balance, unity, rhythm, texture, space, form and visual ideas. Reading from textbooks about art and child development and learning

theory. STUDENT PERFORMANCE OBJECTIVES: Students analyze the design elements and apply them to create a design project exploring line, depth, repetition, variety, balance, unity, rhythm, texture, space, form and visual ideas. Students research and express a theme within their design project. Students develop and implement a visual message into design project. Students can define and identify learning modalities.

WEEK 2/6 hours

LECTURE: Describe and demonstrate the values scales, color theory, color wheels and color schemes and harmonies. Describe the learning theories of the Monart Method. Describe and demonstrate the creation of an art methods portfolio. Describe the color wheel and color schemes and harmonies project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that utilize color schemes and harmonies. Demonstrate the use of design tools and materials that are useful in creating a color wheel design. Describe particular problems associated with color. Demonstrate ways to correct for color application problems. LAB: Work on color creation and color matching exercises and art project utilizing the color wheel and color schemes and harmonies. Begin designs for art methods portfolio. Critique and discussion of student artworks. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches and paint mixing practices for color wheel, and color schemes and harmonies project. Continue working on a color wheel and color schemes and harmonies project, and art methods portfolio. Reading assignment from textbook and/or handouts that addresses color theory, and learning theories of the Monart Method. STUDENT PERFORMANCE OBJECTIVES: Students analyze color design and color use by creating and using a color wheel and creating color schemes and harmonies. Students analyze and apply color to design a color wheel project. Students learn to use art tools and materials that are appropriate for creating a color wheel and making color schemes and harmonies. Students define the Monart Method. Students organize and create an art methods portfolio.

WEEK 3/6 hours

LECTURE: Describe and demonstrate the art methods lesson plan. Describe and demonstrate how to use the California State standards for visual art in a lesson plan. Describe, show and demonstrate drawing materials, carriers, styles and exercises. Describe the drawing projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of drawing tools to achieve different techniques. Describe particular problems associated with drawing. Demonstrate ways to correct for drawing problems. Describe and define learning theories and eight intelligences by Howard Gardner. Explain Art Methods Research Project and Paper. LAB: Work on drawing exercises and drawing projects. Work on lesson plans. Critique and discussion of student drawings. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for drawing projects. Work on lesson plans. Work on research project and paper. Reading assignment from textbook and/or handouts on drawing and Howard Gardner's learning theories and eight intelligences. STUDENT PERFORMANCE OBJECTIVES: Students analyze and define drawing tools, materials, and styles. Students apply drawing skills utilizing a variety of tools and materials. Students learn to draw using different styles and techniques. Students can define Howard Gardner's eight intelligences.

WEEK 4/6 HOURS

LECTURE: Describe how to observe and write about an art classroom or art lesson for the Art Classroom Observation Paper. Describe, show and demonstrate painting materials, carriers, styles and exercises. Describe the painting projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of painting tools to achieve different techniques. Describe particular problems associated with painting. Demonstrate ways to correct for painting problems. Describe and define Bloom's Taxonomy. LAB: Work on painting exercises and painting projects. Work on Art Classroom Observation Paper. Critique and discussion of student paintings. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for painting projects. Work on Art Classroom Observation Paper. Reading assignment from textbook and/or handouts on painting and Bloom's Taxonomy. STUDENT PERFORMANCE OBJECTIVES: Students analyze and define painting tools, materials, and styles. Students apply painting skills utilizing a variety of tools and materials. Students learn to paint using different styles and techniques. Students can apply observational skills to the classroom. Students can define Bloom's Taxonomy.

WEEK 5/6 hours

LECTURE: Describe how to observe and write about a children's television program for the Children's Television Program Observation Paper. Describe, show and demonstrate printmaking materials, carriers, styles and exercises. Describe the printmaking projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of printmaking equipment and tools to achieve different techniques. Describe particular problems associated with printmaking. Demonstrate ways to correct for printmaking problems. Describe and define the learning theories of Lowenfeld. LAB: Work on printmaking exercises and printmaking projects. Work on Children's Television Program Observation Paper. Critique

and discussion of student prints. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for printmaking projects. Work on Children's Television Program Observation Paper. Reading assignment from textbook and/or handouts on printmaking and the learning theories of Lowenfeld. STUDENT PERFORMANCE OBJECTIVES: Students analyze and define printmaking tools, materials, and styles. Students apply printing skills utilizing a variety of tools and materials. Students learn to printmaking using different styles and techniques. Students can apply observational skills to children's television programs. Students can define the basic learning theories of Lowenfeld.

WEEK 6/6 hours

LECTURE: Describe, show and demonstrate collage materials, carriers, styles and exercises. Describe the collage projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of collaging equipment and tools to achieve different techniques. Describe particular problems associated with collage. Demonstrate ways to correct for collage problems. Describe and define the learning theories of Rhoda Kellogg. LAB: Work on collage exercises and collage projects. Critique and discussion of student prints. OUT OF CLASS ASSIGNMENT: Work on preliminary sketches for collage projects. Reading assignment from textbook and/or handouts on collage and the learning theories of Kellogg. STUDENT PERFORMANCE OBJECTIVES: :Students analyze and define collaging tools, materials, and styles. Students apply collaging skills utilizing a variety of tools and materials. Students learn to collage using different styles and techniques. Students can define the basic learning theories of Kellogg.

WEEK 7/6 hours

LECTURE: Describe, show and demonstrate stenciling and silk screen materials, carriers, styles and exercises. Describe the stencil and silk screen projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of stencil and silk screen equipment and tools to achieve different techniques. Describe particular problems associated with stencil and silk screen. Demonstrate ways to correct for stencil and silk screen problems. Describe and define the basic learning theories of Piaget. LAB: Work on stencil and silk screen exercises and stencil and silkscreen projects. Critique and discussion of student prints. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for stencil and silk screen projects. Reading assignment from textbook and/or handouts on stencil and silk screen and the basic learning theories of Piaget. STUDENT PERFORMANCE OBJECTIVES: Students analyze and define stencil and silkscreen tools, materials, and styles. Students apply stencil and silkscreen skills utilizing a variety of tools and materials. Students learn to stencil and silk screen using different styles and techniques. Students can define the basic learning theories of Piaget.

WEEK 8/6 hours

LECTURE: Describe, show and demonstrate 2-D and relief paper craft materials, carriers, styles and exercises. Describe the 2-D and relief paper craft projects. Show examples of student work, and from CD/DVD images, video, slides, and textbook. Demonstrate the use of 2-D and relief paper craft equipment and tools to achieve different techniques. Describe particular problems associated with 2-D and relief paper craft. Demonstrate ways to correct for 2-D and relief paper craft problems. Describe and define the basic learning theories of Montessori. LAB: Work on 2-D and relief paper craft exercises and 2-D and relief paper craft projects. Critique and discussion of student prints. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for the 2-D and relief paper craft projects. Reading assignment from textbook and/or handouts on 2-D and relief paper craft and the basic learning theories of Montessori. STUDENT PERFORMANCE OBJECTIVES: Students analyze and define 2-D and relief paper craft tools, materials, and styles. Students apply 2-D and relief paper craft skills utilizing a variety of tools and materials. Students learn to cut, tear and fold 2-D and relief paper craft using different styles and techniques. Students can define the basic learning theories of Montessori.

WEEK 9/6 hours

LECTURE: Midterm examination on art and learning theory. Describe and define the basic learning theories of B.F. Skinner. LAB: Work on art and craft projects. Critique and discussion of student prints. OUT OF CLASS ASSIGNMENTS: Work on unfinished projects and papers. Reading assignment from textbook on the basic learning theories of B.F.Skinner. STUDENT PERFORMANCE OBJECTIVES: Students analyze, define, and use drawing, painting, collaging, printmaking, stencil and silk screen and paper craft art tools, materials and styles. Students can identify and define basic learning theories by Gardner, Bloom, Lowenfeld, Kellogg, Piaget, Montessori and B.F.Skinner.

WEEK 10/6 hours

LECTURE: Describe and demonstrate sculpting tools, materials, styles and exercises for paper mache'. Describe and demonstrate paper mache'. Describe, show, and demonstrate masks and mask making. Describe the mask project. Show examples of student work, CD/DVD images, video, slides, textbook, about masks and mask making. Demonstrate the use of paper mache' tools and materials that are useful in

creating a mask. Describe particular problems associated with paper mache'. Demonstrate ways to correct for paper mache' problems. Describe and define the learning theories of Pavlov. LAB: Work on exercises and mask project utilizing paper mache'. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for mask project. Continue working on a mask project that incorporates the use of paper mache'. Reading assignment from textbook and/or handouts that addresses masks, mask making, paper mache' and the basic learning theories of Pavlov. STUDENT PERFORMANCE OBJECTIVES: Students analyze the sculpting styles and techniques. Students apply three dimensional design to create a mask project that explores the use of paper mache'. Students learn to use sculpting tools and manipulate the sculpting material paper mache'. Students can define and describe the basic learning theories of Pavlov.

WEEK 11/6 hours

LECTURE: Describe and demonstrate low relief sculpting tools, materials, styles and exercises for plaster. Describe and demonstrate how to sculpt, cast, make molds, and build three dimensional designs with plaster. Describe, show, and demonstrate mold making. Describe the plaster project. Show examples of student work, CD/DVD images, video, slides, textbook, plaster sculpting. Demonstrate the use of plaster tools and materials that are useful in creating a plaster sculpture. Describe particular problems associated with plaster. Demonstrate ways to correct for plaster problems. Define and describe the basic learning theories of Boyer. LAB: Work on sculpting exercises and plaster project. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for plaster project. Continue working on a plaster project. Reading assignment from textbook and/or handouts that addresses mold making, casting, plaster sculpting and the basic learning theories of Boyer. STUDENT PERFORMANCE OBJECTIVES: Students analyze plaster sculpting styles and techniques. Students apply three dimensional design to create a plaster project that explores the use of paper plaster. Students learn to use sculpting tools and manipulate the sculpting material plaster. Students can define and describe the basic learning theories of Pavlov.

WEEK 12/6 hours

LECTURE: Describe and demonstrate low relief sculpting tools, materials, styles and exercises for cardboard and paper. Describe and demonstrate how to sculpt using cardboard and paper. Describe, show and demonstrate cardboard and paper sculpting techniques. Describe the cardboard and paper project. Show examples of student work, CD/DVD images, video, slides, textbook, about cardboard and paper sculpting. Demonstrate the use of cardboard and paper tools and materials that are useful in creating a cardboard and paper sculpture. Describe particular problems associated with cardboard and paper. Demonstrate ways to correct for cardboard and paper problems. Define and describe the basic learning theories of Learning Challenges. LAB: Work on sculpting exercises and cardboard and paper project. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for cardboard and paper project. Continue working on a cardboard and paper project. Reading assignment from textbook and/or handouts that addresses cardboard and paper sculpting and the basic learning theories of Learning Challenges. STUDENT PERFORMANCE OBJECTIVES: Students analyze cardboard and paper sculpting styles and techniques. Students apply three dimensional design to create a cardboard and paper project that explores the use of cardboard and paper. Students learn to use sculpting tools and manipulate the sculpting materials cardboard and paper. Students can define and describe the basic learning theories of Learning Challenges.

WEEK 13/6 hours

LECTURE: Describe and demonstrate low relief sculpting tools, materials, styles and exercises for clay and plastic media. Describe and demonstrate how to sculpt using clay and plastic media. Describe, show, and demonstrate clay and plastic media sculpting techniques. Describe the clay and plastic media project. Show examples of student work, CD/DVD images, video, slides, textbook, about clay and plastic media sculpting. Demonstrate the use of clay and plastic media tools and materials that are useful in creating a clay and plastic media sculpture. Describe particular problems associated with clay and plastic media. Demonstrate ways to correct for clay and plastic media problems. Define and describe the basic learning theories about gifted children. LAB: Work on sculpting exercises and clay and plastic media project. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for clay and plastic media project. Continue working on a clay and plastic media project. Reading assignment from textbook and/or handouts that addresses clay and plastic media sculpting and the basic learning theories about gifted children. STUDENT PERFORMANCE OBJECTIVES: Students analyze clay and plastic media sculpting styles and techniques. Students apply three dimensional design to create a clay and plastic media project that explores the use of clay and plastic media. Students learn to use sculpting tools and manipulate the sculpting materials clay and plastic media. Students can define and describe the basic learning theories about gifted children.

#### WEEK 14/6 hours

**LECTURE:** Describe and demonstrate low relief sculpting tools, materials, styles and exercises for creating puppets and marionettes. Describe and demonstrate how to sculpt parts for puppets and marionettes. Describe, show, and demonstrate puppet and marionette sculpting techniques. Describe the puppets and marionettes project. Show examples of student work, CD/DVD images, video, slides, textbook, about puppets and marionettes. Demonstrate the use of tools and materials that are useful in creating puppets and marionettes. Describe particular problems associated with creating puppets and marionettes. Demonstrate ways to correct for problems in creating puppets and marionettes. Define and describe gender issues in the classroom or child care facility. **LAB:** Work on sculpting exercises and puppets and marionettes project. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for puppets and marionettes project. Continue working on puppets and marionettes project. Reading assignment from textbook and/or handouts that addresses puppets and marionettes and gender issues in the classroom and or care facility. **STUDENT PERFORMANCE OBJECTIVES:** Students analyze sculpting styles and techniques for creating puppets and marionettes. Students apply three dimensional design to create a puppets and marionettes project that explores the use of various three dimensional materials. Students learn to use sculpting tools and manipulate the sculpting materials used to create puppets and marionettes. Students can define and describe gender issues in the classroom and or child care facility.

#### WEEK 15/6 hours

**LECTURE:** Describe and demonstrate low relief sculpting tools, materials, styles and exercises for wood, soap, and other materials that can be carved. Describe and demonstrate how to sculpt using wood, soap and other materials that can be carved. Describe, show, and demonstrate wood and soap carving techniques. Describe the carving project. Show examples of student work, CD/DVD images, video, slides, textbook, about carving. Demonstrate the use of tools and materials that are useful in carving projects. Describe particular problems associated with carving. Demonstrate ways to correct for problems in carving. Define and describe multiculturalism. **LAB:** Work on sculpting exercises and the carving project. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for carving project. Continue working on carving project. Reading assignment from textbook and/or handouts that addresses puppets and marionettes and gender issues in the classroom and or care facility. **STUDENT PERFORMANCE OBJECTIVES:** Students analyze sculpting styles and techniques for creating puppets and marionettes. Students apply three dimensional design to create a puppets and marionettes project that explores the use of various three dimensional materials. Students learn to use sculpting tools and manipulate the sculpting materials used to create puppets and marionettes. Students can define and describe gender issues in the classroom and or child care facility.

#### WEEK 16/6 hours

**LECTURE:** Describe and demonstrate lettering and typography. Describe the lettering and typography design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have lettering and typography. Demonstrate the use of design tools and materials that are useful in creating a lettering and typography design. Describe particular design problems associated with lettering and typography. Demonstrate ways to correct for lettering and typography design problems. **LAB:** Work on exercises and design project utilizing lettering and typography. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for lettering and typography design project. Continue working on a design project that incorporates the use of lettering and typography. Reading assignment from textbook and/or handouts that addresses lettering and typography. **STUDENT PERFORMANCE OBJECTIVES:** Students analyze the lettering and typography design. Students apply lettering and typography to create a graphic design project. Students learn to use design tools and materials in a way that demonstrates lettering and typography.

#### WEEK 17/6 hours

**LECTURE:** Describe and demonstrate non-traditional experimental design. Describe the experimental design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that are experimental. Demonstrate the use of design tools and materials that are useful in creating an experimental design. Describe particular design problems associated with experimentation. Demonstrate ways to correct for experimental design problems. **LAB:** Work on exercises and design project utilizing experimentation. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for experimental design project. Continue working on a design project that incorporates the use of experimentation. Reading assignment from textbook and/or handouts that addresses experimental design. **STUDENT PERFORMANCE OBJECTIVES:** Students analyze experimental design. Students apply experimentation to create a design project. Students learn to use design tools and materials in a way that demonstrates experimentation.

WEEK 18/2 hours

Final Written Exam and Final Portfolio Review.

**METHODS OF INSTRUCTION:**

Lecture, video, cd/dvd, computer presentations, internet, examples, demonstrations, lab, critiques, exercises and projects.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 30 %

Written Homework

Term or Other Papers

Category 2 - The problem-solving assignments required:

Percent range of total grade: 40 % to 50 %

Exams

Other: design problem solving

Category 3 – The types of skill demonstrations required:

Percent range of total grade: 15 % to 20 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 15 %

Multiple Choice

Completion

Category 5 - Any other methods of evaluation:

Percent range of total grade: 5 % to 25 %

finished cumulative portfolio of projects

**REPRESENTATIVE TEXTBOOKS:**

Recommended:

Jill Englebright Fox, Robert Schimarcher. Art and Creative Development for Young Children, eighth edition. Wadsworth Publishing; 2014. Or other appropriate college level text.

ISBN: ISBN-13: 978-1-285-43238-0

ISBN-10: 1-285-4328x

Reading level of text, Grade: Verified by:

Other textbooks or materials to be purchased by the student: Theories of Childhood, second edition

An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky (Redleaf Professional Library)

Carol Garhart Mooney

Redleaf Press, Second Edition (February 19, 2013)

ISBN-10: 1605541389

ISBN-13: 978-1605541389

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 200470  
CSU GE:  
CSU C1, effective 200470  
IGETC:  
CSU TRANSFER:  
Transferable CSU, effective 200470  
UC TRANSFER:  
Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N  
Classification: Y  
Noncredit Category: Y  
Cooperative Education:  
Program Status: 1 Program Applicable  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: CD  
CSU Crosswalk Course Number: 25A  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: C  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000195266  
Sports/Physical Education Course: N  
Taxonomy of Program: 130500