

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Art and Design

METHODS AND MATERIALS IN ART

CI 161
3 Units

Prerequisites Admission to KSOEHD

Office: Phone:

Office Hours:

Website: <http://blackboard@csufresno.edu>

Semester: Fall 2010

email:

Letter Grading: (A, B, C, D, F)

COURSE DESCRIPTION AND OVERVIEW:

A methods course in secondary art. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques. (3 units; lecture and lab combined).

CI 161: METHODS AND MATERIALS IN ART

COURSE GOAL

The primary goal of this course is to help you develop into a confident, sensitive, self-reflective Art teacher with the necessary attitudes and abilities to provide a quality program that will have a positive impact on how young people create and respond to art.

ARTISTIC PERCEPTION

Perceptual and analytical skills in the elements of art, principles of design

CREATIVE EXPRESSION

Broadened experiences in creating original art (2-D, 3-D, Media Art and New and Emerging Art Forms

HISTORICAL AND CULTURAL CONTEXT OF THE VISUAL ARTS

Exploration of the role of the visual arts in society and the world at large

AESTHETIC VALUING

Competency in deriving meaning and making informed judgments about art

CONNECTIONS, RELATIONSHIPS & APPLICATIONS:

Between & among the visual arts and other arts disciplines, other core academic disciplines, and the world at large

Visual literacy skills

Knowledge of art careers & career-related skills

HISTORY AND THEORIES OF LEARNING IN ART

- current theory, historical perspectives, philosophical orientations, practices and trends in the field of art education
- issues in adolescent social, psychological, and aesthetic development affecting the role of artistic expression and response in human development.
- instructional procedures, assessment and evaluation techniques used in planning and executing sound and effective art programs.
- assessment and use of resources and materials for teaching, such as reproductions, transparencies, slides, audio and video tapes, films, video and digital cameras, computers and scanners.
- classroom organization and management.
- personal self-reflection and philosophies of teaching and teaching styles inherent in various approaches and practices.

COURSE GOAL:

The primary goal of this course is to help you develop into a confident, sensitive, self-reflective Art teacher with the necessary attitudes and abilities to provide a quality program that will have a positive impact on how young people create and respond to art.

LEARNING OUTCOMES

The following learning outcomes have been developed to provide a guideline for understanding the emphasis of this course:

Student enrolled in CI 161 will:

1. Demonstrate an understanding of the relationship between the history, rationales, and traditions in the field and current curricular practices by actively participating in class discussions. (CTC 13, 23, 31)
2. Reflect on the significance of human development, linguistic and other cultural factors, and developmental stage theory for the adolescent art student by analyzing the drawings of youngsters at various ages. (CTC 14, 15)
3. Recognize the importance of socio-cultural and linguistic factors in creating and responding to art by incorporating and adapting a variety of visual resources, assessment techniques, and instructional strategies in lesson planning and classroom practices for all students. (CTC 12, 24, 27, 29, 30)
4. Present a curriculum unit for a nine week school term that reflects good instructional planning skills, the needs of a diversity of students, and a balanced approach to the California Framework for Visual and Performing Arts. (CTC 23, 24, 25, 26)
5. Develop and practice a variety of teaching techniques, models, motivational strategies, activities, and evaluation techniques in curriculum design that meet the needs of a diversity of students and promote equal access to the art curriculum. (CTC 12, 15, 25)
6. Identify and assess the appropriateness of the audio-visual resources and materials available on the campus, in the district, and in the community for enhancing the instructional environment by completing and presenting the results of a library-resource search. (CTC 26)
7. Demonstrate the ability to diagnose prior learning and establish relevant criteria for assessment by using various types of portfolios, tests, and observations as diagnostic and achievement measures. (CTC 27, 28)
8. Recognize the importance of using a variety of assessment strategies to allow diverse learners to demonstrate that they have achieved desired outcomes in art. (CTC 28)
9. Recognize the role of mutual respect and effective communication in developing student rapport and a positive learning environment through classroom observations, interviews with local secondary school art teachers, and active participation in class discussions. (CTC 16, 22)

10. Identify effective methods of classroom organization and management through classroom observations, analysis of case studies, and peer evaluation. (CTC 27, 31)
11. Reflect on the multiple perspectives and theoretical orientations of professional practitioners in the field to develop a personal philosophy of education. (CTC 13)
12. Demonstrate the ability to effectively teach students with special needs and/or gifted and talented students in the art classroom. (PTPP Standard 14)
13. Demonstrate knowledge and understanding of the appropriate uses of computer-based technology to facilitate the teaching and learning process. (PTPP Standard 9; CTC 20.5)

COURSE CONTENT AND TENTATIVE SCHEDULE

WEEK 1 -

STUDIO: "Ice Breakers"/ **INTRODUCTORY STUDIO EXERCISES.** Participant introductions. Course introduction. Overview of course requirements. CALIFORNIA VISUAL & PERFORMING ARTS FRAMEWORK & STANDARDS. Student Health and Safety Declaration. Graphic Organizers/cognitive mapping/mind maps. Overview of the CURRICULUM UNIT Assignment: "The Blue Plate Special". Preparing the WEEK-TO-WEEK UNIT OVERVIEW. Discussion of CAEA STATE CONFERENCE / CENTRAL SECTION CONFERENCE. **PRELIMINARY COURSE CONTRACT DUE on WEDNESDAY.**

ASSIGNMENT FOR WEEK 2 –

ASSIGNMENT for MONDAY of WEEK 2:

(1) Read "Foreword" and Introduction. Chapters 1 -3 of the California Framework of Visual and Performing Arts. Synthesize the ideas into a concept map (or graphic organizer). Be prepared to share your thoughts in class. [NOTE: FOR CHAPTER 3, you only need to show a detailed graphic organizer for VISUAL ART: 6th – 8th grade, and 9th – 12th grade proficient and advanced. You do not need to include Theatre, Music or Dance in the graphic organizer for Chapter 3];

(2) READ the "Preface" and "Introduction" to the Anderson and Milbrandt text. Synthesize the ideas into a concept map (or graphic organizer). Be prepared to share your thoughts in class.

WEEK 2 –

MONDAY (August 30, 2010)

STUDIO: DESIGN FEATURES. Discussion of Anderson and Milbrandt reading assignment. California Framework and Content Standards – sharing graphic organizers by assigned topic (from 6th grade to advanced proficiency). **Preliminary WEEK-TO-WEEK UNIT OVERVIEW due.**

WEDNESDAY, SEPT. 1, 2010 – SPECIAL EVENT: K-12 ART TEACHERS' MEETING regarding CENTER for CREATIVITY and the ARTS

ASSIGNMENT for WEDNESDAY of WEEK 3: Read Posnick-Goodwin's article – "Distress Signals ... How to recognize troubled students and help them cope" (No graphic organizer)

WEEK 3 –

NO class on LABOR DAY.

WEDNESDAY, SEPT. 6

STUDIO: DESIGN FEATURES. Discussion of California Framework and Content Standards and sharing of graphic organizers. Discussion of CCA event.

CLASSROOM MANAGEMENT (Basic Survival Strategies) for first weeks of school: ROUTINES AND PROTOCOLS." Discussion of **CLASS'S COMPOSITE TOPICS for CURRICULUM UNITS.**

FINAL COURSE CONTRACT DUE. Introduction to Child and Adolescent development in art; Distress signals.

ASSIGNMENT for MONDAY of WEEK 4: Read Chapter 4 of Anderson and Milbrandt' text- "Individual Expression and Creativity" and create a graphic organizer as assigned].
READ pp. 148 – 153 from Chapter 8 of Anderson and Milbrandt' text – "**Making Art**".
Respond to question # 9 and other "Questions for Study and Discussion as assigned]

WEEK 4 -

Continuation: Child and Adolescent development in art; Creativity.

STUDIO: DESIGN FEATURES. Evaluating art by youngsters. **CLASSROOM MANAGEMENT** (Review of Basic Survival Strategies for Your Art Classroom" - (Hume [No graphic organizer]) : **ROUTINES AND PROTOCOLS. Demographic Considerations: STUDENTS-in-CONTEXT.**

ASSIGNMENT FOR WEDNESDAY OF WEEK 5

Read article by Clements and Clements on working with "Exceptional Students in the Art Classroom".

WEEK 5 -

CLASSROOM MANAGEMENT: Working with challenging, exceptional, gifted and talented, and special needs youngsters. Role playing and "Case Studies

WEDNESDAY - STUDIO: DESIGN FEATURES. Continuation of previous session on working with students who have special needs.

Review of "**BLUE PLATE SPECIAL**": Writing the **WEEKLY OVERVIEW.** **FREE-STANDING LESSON PLANNING.** **DEMOGRAPHIC CONSIDERATIONS.** – "Q and A"

WEEK 6 -

COMPLETE DEMOGRAPHIC CONSIDERATIONS

WEDNESDAY -DEMOGRAPHIC CONSIDERATIONS DUE

UNIT and LESSON PLANNING – CONTENT OUTLINE and APPROACHES from the CVPAF (FRAMEWORK). WRITING OBJECTIVES and EVALUATIONS; CLASSROOM ENVIRONMENTS. HEALTH AND SAFETY ISSUES. MOTIVATIONS. PROCEDURES,

WEEK 7 -

Continuation: UNIT and LESSON PLANNING – CLEANING –UP; SUMMARIZING AND CONCLUDING THE LESSON.

OVERVIEW of RESOURCE ASSIGNMENT-

ASSIGNMENT FOR WEDNESDAY:

First WEEKLY OVERVIEW due.

**WEDNESDAY: STUDENT CONFERENCES (during class time) regarding UNIT Plan project. VISITS TO CURRICULUM & JUVENILE LIBRARY
ELECTRONIC & ART REFERENCE LIBRARY EXPLORATION**

WEEK 8 –

STUDIO: MEDIA FEATURES. STUDENT CONFERENCES regarding UNIT Plan project. VISITS TO CURRICULUM & JUVENILE LIBRARY. ELECTRONIC & ART REFERENCE LIBRARY

WEDNESDAY - PRELIMINARY VERSION OF FIRST LESSON PLAN DUE.

ASSIGNMENT FOR WEEK 9:

Read “**Art Criticism**” (Anderson and Milbrandt in Art for Life: Authentic Instruction in Art).
(NO GRAPHIC ORGANIZER)

WEEK 9 -

Discussion of copying and copyrights in the classroom. Discussion of ART CRITICISM TECHNIQUES. GALLERY EXERCISES.

WEDNESDAY - TENTATIVE: FRESNO ART MUSEUM. Visit to SELECTED GALLERIES. ART CRITICISM EXERCISES. Linguistic and cultural diversity and differences.

ASSIGNMENT FOR MONDAY OF WEEK 10:

Read House’s article, “Critiques in the K -12 Classroom” and the essay, “Spiritual Refugee” by artist, Junko Chodos. (No graphic organizers)

WEEK 10

Continuation: Linguistic and cultural diversity and differences.

ASSIGNMENT FOR MONDAY OF WEEK 11:

Review the handouts on Efland’s “Models of Teaching and Philosophies of Art Education”.

**WEDNESDAY – RESOURCE ASSIGNMENT DUE:
STUDIO EXPERIENCES**

WEEK 11 –

Models of Teaching. HISTORICAL PERSPECTIVES; PHILOSOPHIES OF ART AND ART EDUCATION. Selecting Art Experiences. WRITING A PERSONAL PHILOSOPHY OF ART EDUCATION. STUDIO EXPERIENCES BASED ON ASSESSMENTS and SURVEY.

ASSIGNMENT FOR MONDAY of WEEK 12:

Review the articles on assessment of (AP) Portfolios at <http://www.collegeboard.com/apstudents>. Be prepared to share your thoughts in class. (No graphic organizer). Read Chapter 4 of CVPAF (Framework). (Create a Graphic Organizer)

WEEK 12 –

MONDAY - ASSESSMENT IN ART. PORTFOLIO ASSESSMENT. STUDIO EXPERIENCES BASED ON ASSESSMENTS and SURVEY. USING TECHNOLOGY IN THE ART CLASSROOM.

WEDNESDAY - ASSESSMENT IN ART. Oral reports on the ART TEACHER INTERVIEW (Due today). STUDIO EXPERIENCES. CREATING VISUAL PRESENTATIONS.

WEEK 13 –

MONDAY – STUDIO EXPERIENCES. Discussion of PORTFOLIOS. GATHERING RESOURCES FOR UNIT PRESENTATIONS. PHOTOGRAPHING & SCANNING ART. Curriculum Plan Conferences.

WEEK 14 –

**MONDAY - – STUDIO: MEDIA EXPERIENCES.
WEDNESDAY – (NO CLASS DUE TO THANKSGIVING HOLIDAY)**

WEEK 15 – Nov. 30th

**OPEN STUDIO and Conferences.
Completion of STUDIO EXPERIENCES.**

WEEK 16 -

**CURRICULUM UNIT PRESENTATIONS.
STUDIO EXPERIENCES.**

VISUAL JOURNAL LOGS DUE. COURSE EVALUATION & WRAP-UP.

FINAL EXAM MEETING TIME - STUDIO PORTFOLIO ASSESSMENT DUE.

REVIEW and "Q AND A" about SCHOOL OF EDUCATION AND DEPARTMENTAL POLICIES FOR FINAL STUDENT TEACHING.

COURSE EVALUATION PROCEDURES

Several factors are considered in the evaluation of students who take this course. These include classroom attendance and participation, written and oral in-class presentations, and out-of-class and web-based assignments relating to a variety of competencies in the field of art education. Students are evaluated on the level of involvement during class discussions, studio and laboratory experiences, as well as the quality of the completed work.

Because of the nature of the course, attendance is required for all classes.

When an absence is unavoidable (serious illness, death in the family, school-wide OPEN HOUSES, SCHOOL-BASED IN-SERVICES, travel time from school site to class, etc.), it is the STUDENT'S RESPONSIBILITY to make up any missed material or obtain pertinent information. Students may earn up to three points of extra credit. More than 3 unexcused

absences will reduce your grade by 1 point per day. Three unexcused tardies or **early departures** will be counted as ONE ABSENCE. Failure to make your presentations at the appointed time will reduce your overall point score by **one letter grade**. Students who have MORE THAN THREE UNEXCUSED ABSENCES (or the equivalent) are NOT eligible for EXTRA CREDIT POINTS.

Work turned in later than the announced due date will have its value reduced by **one letter grade per day that it is late**.

Suspected cases of cheating or plagiarism will be dealt with according to written university policy. (See below)

COURSE GRADING:

***Students are graded on the basis of two types of assignments: (1) One STUDENT-SELECTED CHOICES that is chosen by students from a list of four possibilities; and (2) REQUIRED ASSIGNMENTS that each student must complete.**

LIST of STUDENT-SELECTED CHOICES20%

- CHOICE # 1 - INTERVIEW with A High School Art Teacher)
- CHOICE # 2 - PROFESSIONAL CAREER PORTFOLIO
- CHOICE # 3 - CONTENT ANALYSIS AND LEARNING OBJECTIVES
- CHOICE #4 – DESIGN FOR INSTRUCTION

(Please note that any **one** of the above is worth 20 points each)

LIST of REQUIRED ASSIGNMENTS 80%:

- VISUAL JOURNAL LOG..... 5 pts
- STUDIO PORTFOLIO ASSESSMENT 5 pts
- **RESOURCE Assignment for Curriculum Unit Plan 10 pts**
- **CURRICULUM UNIT PLAN..... 60 pts**

STUDENT-SELECTED CHOICE ASSIGNMENTS...20 POINTS

Students should give careful thought to their own professional development needs, their progress through the Art credential program, and their time management concerns in selecting one of the following experiences to complete course requirements:

CHOICE #1 - INTERVIEW with A High School Art Teacher...(20 POINTS)

DUE: DURING WEEK 12

All students are expected to interview one high school art teacher who is currently teaching in a Fresno Unified, Clovis Unified, or proposed student teaching school district. (Please do **not** interview the MASTER TEACHER you are currently assigned to for EHD 155A, unless you plan to obtain special permission to student teach at that school). These interviews should be conducted at the **CONVENIENCE OF THE TEACHERS**, and preferably involve some actual observation in their classroom. You will be asked to select from a list of up to three potential interviewees, and suggested interview topics and questions, as well as sample interview reports will be provided to assist you. A typed report should be turned in and an oral report will be given in class.

CHOICE # 2 - PROFESSIONAL PORTFOLIO Project.....(20 points)

DUE: DURING WEEK 14

Students should prepare a professional career portfolio that includes an updated resume, statement of their personal philosophy of art education, and a brief biographical sketch.

CHOICE # 3 -CONTENT ANALYSIS and LEARNING OBJECTIVES..(20 points)
DUE: With UNIT PRESENTATION (See Student Teaching Handbook)

CHOICE #4 – DESIGN FOR INSTRUCTION(20 points)
DUE: With UNIT PRESENTATION (See Student Teaching Handbook)

DESCRIPTION of REQUIRED ASSIGNMENTS:

• **VISUAL JOURNAL LOG..... 5%**
DUE: LOG is due ON THE LAST DAY OF FORMAL CLASS. The ACTUAL VISUAL JOURNAL need only be presented to document class participation in the event of excessive absences. The Visual Journal and its LOG provide documentation of the student's class participation and interaction with course content in weekly entries reflecting on selected class discussions, studio experiences, in-class assignments, graphic organizers, and class exercises/activities.
Each entry MUST be dated and in a chronological order.

STUDIO PORTFOLIO ASSESSMENT5%
DUE: At the FINAL EXAM time
Students must show evidence of **satisfactory progress** on the FINAL PORTFOLIO ASSESSMENT (including one major work completed in the studio portion of this class). A written statement from one of the Art Credential advisors is sufficient.

• **RESOURCE Assignment for UNIT PLAN..... 10%**
DUE: DURING WEEK 10 or subsequent ANNOUNCED DUE DATE
-Students will complete the **WRITTEN RESOURCE ASSIGNMENT WORKSHEET** exploring specific art content on topics that interests them **and** relate to their FINAL CURRICULUM UNIT. These resources include (but are not limited to) the CSUF Libraries; the CSUF Art Department audio-visual collection (ONLY DURING DESIGNATED CLASS SESSIONS); CSUF Instructional Media Center (IMC); CSUF Instructional Television Center (ITC); Fresno and Clovis Unified School districts*; the Fresno County Free Library; and slides and transparencies that you create yourselves. [*PLEASE NOTE THAT **ONLY STUDENTS ENROLLED IN 155A OR 155B ARE ABLE TO HAVE ACCESS TO THE MATERIALS BELONGING TO THE SCHOOL DISTRICTS.**] [5 pts. of the 10%]

-Students will also make an **ORAL PRESENTATION TO THE CLASS, bringing the different categories of resources** available (Art books and articles; posters, charts, and reproductions; films, videos, filmstrips, transparencies; games, actual works of art; **and/or** visual instructional materials that you have prepared yourself using the above resources and technological resources available in the classroom computer lab) [5 pts of the 10%]

(Please note that this project MAY be completed with a partner or team; however, the specific contribution of EACH TEAM MEMBER must be clearly documented).

CURRICULUM UNIT PLAN..... 60%

DUE: WEEKS 14-17 (Dates of Final Curriculum Unit Presentations are based on a random assignment process)

Each student is expected to plan and present a nine-week art program for a 45-day school term for a specific class at the middle school or high school level. **Two typewritten copies** of this Curriculum Unit Plan should be handed in **at the assigned time of the class presentation**. (One of these copies may be on a computer disk. This disk will not be returned, so it should only include the Curriculum Unit Plan). **THE CURRICULUM UNIT PLAN IS NOT GRADED UNLESS IT IS TYPED AND FINISHED!!** Each student will be randomly assigned a class period near the end of the semester for his/her Curriculum Unit presentation to the class. Students may **not** trade dates with another student **without the instructor's permission**. Once the trade is made, **both** students are **bound by the new dates**.

The completed Curriculum Unit Plan should include the Week-to-Week OVERVIEWS (*the "NINE"*), a SUMMARY of the DEMOGRAPHIC CONSIDERATIONS based on the "STUDENTS-IN-CONTEXT" worksheets, and nine weeks of art activities for a specific public school setting - including a DETAILED UNIT OF INSTRUCTION of at least two CONTINUOUS weeks of art activities. Several interim due dates for this assignment are embedded in this project:

1. **Week-to-Week OUTLINE (*the "NINE"*) (Preliminary and Final OUTLINE)** of the nine weeks of the curriculum unit plan for the specific school setting that you have selected must be completed. A copy of the **final** week-to-week outline should be provided to all students during your presentation of the CURRICULUM UNIT PLAN
(5 for each = 10 pts)

DUE: Preliminary OUTLINE is due at WEEK 2 and a final version is due at the FINAL CURRICULUM UNIT PLAN PRESENTATION (outlines may be modified & changed as long as they do not include new content material that has already been chosen by another student)

2. **DEMOGRAPHIC CONSIDERATIONS (10 points)**

DUE: WEEK 6

DEMOGRAPHIC CONSIDERATIONS, a written narrative about the proposed class based on a STUDENTS-IN-CONTEXT Worksheet, identifying the two most important factors that could influence teaching your unit to the proposed students in a hypothetical or actual classroom. YOU MAY WORK on the WORKSHEET and NARRATIVE WITH A PARTNER OR TEAM (UP TO FIVE STUDENTS).

3. **ONE Individual, Detailed FREE-STANDING Daily Lesson Plan _____**
(10 points)

DUE: WEEK 8 (REVISABLE once - through WEEK 12)

This **INDIVIDUAL, DETAILED, FREE-STANDING DAILY LESSON PLAN is NOT RELATED** to your **UNIT OF INSTRUCTION, and MUST come from ONE of the**

following categories that Art Teachers usually are required to address as stand-alone lessons (Pick JUST ONE of these):

- a) a lesson for the beginning week of the school term
- b) a lesson for the ending week of the school term
- c) a basic design **(2-D or 3-D) principle**

4. One **Major Unit of Instruction** _____ **(20 points)**

DUE: Weeks 14 - 17

A Unit of Instruction is a series of art lessons that are related through a central theme. This detailed Unit of Instruction should span at least **two** consecutive weeks, and include at least **one individual, detailed daily lesson plan for every day the students attend class during that two week period**.

Embedded within the detailed daily lesson plans for your unit should be one **BASIC DESIGN lesson (2-D or 3-D)** and a **TRANSITIONAL lesson** that is a transition between the major **Detailed Unit of Instruction** and the lesson before **OR** after it.

To receive the maximum points, the presentation of the detailed Unit of Instruction could include (1) a **Background research paper or PowerPoint presentation** on a specific topic or artist; (2) a **bibliography outlining proposed resources [for this two week unit only]**; (3) at least **one visual instructional resource** (that you would give directly to your STUDENTS) that you have prepared yourself (such as a handout for students, a survey or quiz, an assignment/worksheet; (4) **audio-visual aids** in the form of slides, transparencies, videos, reproductions, actual art works, etc.; (the PowerPoint presentation could “double count” to satisfy this requirement – see Background paper in item #1 above); (5) **oversized actual examples of art work at each stage** in the artistic process (beginning, middle, and end product); (6) **completed samples** of at least **two approaches** to the art product **that you have completed yourself using the actual materials that the students will use**.

Students may enter this Unit of Instruction into TASKSTREAM if they are enrolled in EHD 155A or CI 159, and/or anticipate enrolling in EHD 155B next semester.

5. **Highlights** in the **form of Weekly Overviews** of lessons for the remaining days within the 45- day school term **(10 points)**

DUE: DURING FINAL PRESENTATION - WEEKS 14-17

The presentation format for the written and oral portions of this assignment will be provided as part of the content of this course.

EXTRA CREDIT –{3 points each-Maximum 6 }
(Available ONLY if your absences have NOT BEEN excessive):

- 1. **DUE: At the LAST CLASS meeting. The actual completed VISUAL JOURNAL (not just the required LOG) may be presented for Extra Credit.** Students’ visual journals presented for EXTRA CREDIT must be organized with tabs

and in a logical fashion, identifying in-class assignments, an annotated reading log, graphic organizers, studio experiments, and/or class exercises to document their class participation.

2. Participation in Partners-in-Art projects at the secondary level

COURSE TEXTS AND MATERIALS:

REQUIRED TEXTS: ART FOR LIFE. Anderson and Milbrandt. San Francisco: McGraw-Hill, 2005.

•Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12. (Current Edition: January 2004). Sacramento: California State Department of Education.

REQUIRED READINGS: Some of the required readings and course materials will be provided for you in class. Other readings and course materials are located at the course web site on the campus web server at **<<http://blackboard.csufresno.edu>>**.

REQUIRED MATERIALS:

This course carries a \$10.00 fee to cover the cost of a minimal amount of art supplies and materials. Students must pay the fee within the specified dates when billed. Failure to pay the fee in a timely manner will result in a "**HOLD**" being placed on your records, registration, transcripts, graduation, library privileges, and/or parking privileges during the semester. Students are also expected to keep a visual journal with in-class assignments, an annotated reading log, graphic organizers, studio experiments, and/or class exercises to document their class participation. Students **may** be asked to produce the visual journal as evidence of class participation should the need arise.

SUPPLEMENTARY READINGS, MATERIALS, AND WEBSITES:

•H. Hume. **Survival Kit for the Elementary and Secondary Art Teacher.** San Francisco: Jossey-Bass/John Wiley & Sons, Inc., 2000

• **National Art Education Association** web site and its links:

<http://www.naea-reston.org/>

• **The National Standards for Arts Education:** "What Every Young American Should Know and Be Able to Do in the Arts". (ONLY AVAILABLE ON-LINE):

http://artsedge.kennedycenter.org/professional_resources/standards/natstandards/index.html

• **California Learning Resource Network (CLRN).**
(AVAILABLE ONLY ONLINE at <http://clrn.org>)

• **THE COLLEGE BOARD** website has information on Advanced Placement classes, as well as the SCORING GUIDELINES that can be adapted for your own Assessment plans in writing the lessons for you Curriculum Unit Plan:

http://www.collegeboard.com/student/testing/ap/sub_studioart.html?studioart
and http://www.collegeboard.com/prod_downloads/ap/students/studioart/ap04_sg_studioart.pdf

• State adopted art textbooks are on **closed reserve** in the Curriculum/Juvenile Collection of the Henry Madden Library (available by request only on Library web page).

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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Last modified: December 6, 2006

NAME: _____ **DATE:** _____

**CURRICULUM
UNIT PLAN**



60% _____

**FINAL COURSE
EVALUATION -**

VISUAL JOURNAL



5% _____

**Week-to-Week
OUTLINE**

Prelim-(5 pts)

Final -(5 pts)

**STUDIO PORTFOLIO
ASSESSMENT- (5 pts)**

Advisor:

Assessment Results:

**HOMEWORK
ASSIGNMENTS:**

(EACH 20 PTS)

**CHOICE #1:
ART TEACHER
INTERVIEW**

**DEMOGRAPHIC
CONSIDERATIONS**

(10 pts)

**READINGS
& Graphic
organizers**

**CHOICE #2
PROFESSIONAL
CAREER
PORTFOLIO**

*CLASS
DISCUSSIONS*

**STUDIO
EXPERIENCES**

**CHOICE #3
CONTENT
ANALYSIS &
LEARNING
OUTCOMES**

**IN-CLASS
ASSIGNMENTS
& EXERCISES**

**Free Standing
Lesson Plan
(10 pts)**

**MAJOR STUDIO ART
WORK from this class:**
(Draw thumbnail sketch above)

**RESOURCE
ASSIGNMENT
FOR
CURRICULUM
UNIT PLAN**

**CHOICE #4
DESIGN FOR
INSTRUCTION**

**Unit of Instruction
(20 pts)**

PORTFOLIO:

Notes:

**9 WEEKS OF
HIGHLIGHTS AND
UNIT OVERVIEW**

(10 PTS)			
NOTES/# Absences:	MEDIUM:	Notes:	SUBTOTAL:
	EXTRA CREDIT:	:	GRAND TOTAL: _____ (100%)

CI 161 - CURRICULUM UNIT (FINAL WEEK-TO-WEEK OUTLINE)

NAME: _____ DATE: _____
TITLE _____ **MEDIA:** _____ **PRODUCT:** _____ **STANDARDS**
and/or TOPIC(S): _____ **Strands-**
#1- #2-

WEEK 1 _____
WEEK 2 _____
WEEK 3 _____
WEEK 4 _____
WEEK 5 _____
WEEK 6 _____
WEEK 7 _____
WEEK 8 _____
WEEK 9 _____

(PLEASE NOTE THAT THE FOLLOWING LESSON AND YOUR TWO-WEEK UNIT OF INSTRUCTION ARE EMBEDDED IN THE ABOVE NINE-WEEKS of the CURRICULUM PLAN)

SINGLE /FREE-STANDING / DAILY LESSON PLAN (UNRELATED):

TITLE/ TOPIC: _____ MEDIA: _____ WITHIN WEEK: _____

(CIRCLE: Beginning; Ending; OR Basic Design ELEMENT Lesson: _____)

UNIT OF INSTRUCTION/TEACHING UNIT - (2 CONTINUOUS WEEKS MINIMUM)-

(ALL LESSONS RELATED BY CONTENT FEATURE(S))

OCCURRING WITHIN WHICH WEEKS?: ___ - ___

THEMATIC TITLE/TOPIC: _____

MEDIA: _____

TITLE/TOPIC for UNIT'S LESSON ON BASIC DESIGN PRINCIPLE:

WITHIN WEEK: _____ MEDIA: _____

TITLE/TOPIC for TRANSITIONAL LESSON: _____

WITHIN WEEK: _____ MEDIA: _____

	<u>EVALUATION</u>	<u>OF</u>	<u>UNIT OF</u>	<u>INSTRUCTION</u>		
A-ORGANIZATION 1. DEMOGRAPHIC CONSIDERATIONS	<u>EXCELLENT (5)</u> Students in Context worksheet is referenced as basis for statements made in this section; Adequate description given of the students; Relevant prior art experiences are noted based on framework and reasonable expectations; Appropriate instructional implications are delineated.	<u>GOOD (4.0)</u> Students in Context worksheet is mentioned for this section; Many descriptive details given for the students; Specific prior art experiences are mentioned and most are reasonable; Some instructional implications mentioned.	<u>AVERAGE (3.5)</u> Students in Context worksheet is mentioned for this section; Some descriptive details given for the students; Prior art experiences are GENERAL OR NOT reasonable; Instructional implications NOT mentioned	<u>FAIR (3.0)</u> Students in Context worksheet is NOT mentioned for this section OR descriptive details NOT given for the students; OR, Prior art experiences are NOT mentioned OR NOT reasonable; OR Instructional implications NOT mentioned	<u>LACKING (0)</u> <u>Info missing/not presented</u>	<u>SCORE</u>

2. OVERALL PLANNING (INCLUDING FINAL WEEK-TO-WEEK OVERVIEW)	Excellent (13) Selection -Unique & original idea; Fits in a total 9 wk scheme designed to broaden & deepen student experiences; Summary gives detailed description of activities; Scope & Sequence –All relevant topics identified & appropriate; Progression – Natural movement thru beginning, middle & end	Good (11.4) Selection -Original presentation/re-combination of traditional ideas; Placement of topics w/in 9 wks is good; Summary generally gives a brief description of activities; Scope & Sequence –Most topics relevant, but one topic missing or inappropriate; Progression – Not smooth; Missing or skipped steps. A few lesson plans missing.	Average (10.6) Selection -Traditional topics; Placement of topics w/in 9 wks does not facilitate student growth; Summary does not provide enough details; Scope & Sequence –Some relevant topics identified, but 2-3 topics not addressed or inappropriate; Progression – Not smooth or inappropriate practices; 2-3 steps skipped. Some lesson plans missing.	Fair (9.8) Selection - Topics inappropriate for student level; Placement of topics w/in 9 wks inappropriate; Summary not descriptive or missing; Scope & Sequence –Some relevant topics identified, but 2-3 topics not addressed or inappropriate; Progression – Not smooth or inappropriate practices; 2-3 steps skipped. Many less plns missing	LACKING (0) Info missing/not presented	SCORE
3. THEMATIC UNITY	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	
	The lessons hold together as a unit	MOST lessons hold together as a unit, but one lesson seems not to flow	SOME lessons hold together as a unit, but two lesson seem not to flow or fit	MOST lessons DO NOT hold together as a unit	Info missing/not presented	
4. EXPANSIVENESS OF GOALS	EXCELLENT (1) The goals span 4 out of 5 areas and have a balance of expression and response activities	GOOD (.80) The goals span 3 out of 5 areas and have both expression and response activities	AVERAGE (.70) The goals span 2 out of 5 areas and have at least one expression and one response activity	FAIR (.60) The goals only reflect one of 5 areas and have only expression OR response activities	LACKING (0) Info missing/not presented	

5. OBJECTIVES	Excellent (1) Objectives reflect clear focus of Content features and Component; STRANDS quoted accurately	Good (.80) Most Objectives reflect clear focus of Content features and Component, but one is omitted or inappropriate; STRANDS quoted accurately; and/or Objectives not stated in behavioral form	Average (.70) Some Objectives reflect clear focus of Content features and Component, but two are omitted or inappropriate; STRANDS not quoted, inaccurately stated, or inappropriate; and/or Objectives not stated in behavioral form	Fair (.60) Most Objectives do not reflect clear focus of Content features and Component; STRANDS omitted or not quoted, inaccurately stated, or inappropriate; and/or Objectives not stated in behavioral form	Lacking (0) <u>Info missing/ not presented</u>	SCORE
6. EVALUATIONS	Excellent (1) Specific Evaluation methods and assessments adequately address daily objectives; reflect content & approaches; include rubrics & assign meaningful percentages	Good (.80) Specific Evaluation methods & assessments address most daily objectives; reflect most content & approaches; include rubrics &/or assign meaningful percentages	Average (.70) Evaluation methods & assessments address some daily objectives; reflect some content & approaches; include too few rubrics or assigned percentages	Fair (.60) Evaluation methods & assessments too general to address daily objectives; missing major content or approaches; no rubrics or assigned percentages	Lacking (0) <u>Info missing/ not presented</u>	
7. WRITTEN FORMAT	EXCELLENT (1) Written form for unit plan followed; proper format followed; UNIT TYPED & PRINTED on white or light paper.	GOOD (.80) MOST aspects of Written form for unit plan included; Most aspects of format followed. UNIT TYPED & PRINTED on medium-toned OR deep-colored paper.	AVERAGE (.70) SOME aspects of Written form for unit plan included; Some aspects of format followed, but some aspects of unit missing. UNIT TYPED & PRINTED on medium-toned OR deep-colored paper.	FAIR (.60) TWO or more sections of Written form for unit plan missing or incorrect; OR, Many aspects of format NOT followed or missing. UNIT TYPED & PRINTED on medium-toned OR deep-colored paper.	LACKING (0) <u>Info missing/ not presented</u>	

8. PRESENTATION/ PREPARATION OF WRITTEN CURRICULUM UNIT PLAN	EXCELLENT (6) TWO COPIES of Written unit plan presented at scheduled time; all sections complete and correct	GOOD (3.20) TWO COPIES of Written unit plan NOT presented at scheduled time, but were presented at the ASSIGNED later date ; OR, a section was missing or incorrect	AVERAGE (2.80) TWO COPIES of Written unit plan NOT presented at scheduled time, and NOT presented at the assigned later date; Or presented with missing or incorrect sections	FAIR (2.40) ONLY ONE COPY presented at scheduled time; or Unit plan NOT presented at scheduled time; OR UNIT plan presented with missing or incorrect sections	LACKING (0) <u>Info missing/not presented</u>	SCORE
B.RESOURCES 1. BACKGROUND RESEARCH ON TOPICS	EXCELLENT (2) Original research PAPER well documented with references properly cited; AND adequate coverage of topics; AND research on ALL Content and Components included	GOOD (1.60) ADEQUATE original research with references documented properly; AND Coverage of MOST topics; AND research on MOST Content and Components	AVERAGE (1.40) Basic research with references NOT documented properly; OR, INADEQUATE Coverage of topics; AND/OR Research on ALL Content and Components NOT included. NOT in FORM of research paper	FAIR (1.20) INADEQUATE research, NO PAPER, references NOT documented properly; OR INADEQUATE Coverage of topics; OR Research on Content and Components NOT included. LIBRARY ASSMNT only.	LACKING (0) <u>Info missing/not presented</u>	
2. BIBLIOGRAPHY	EXCELLENT (1) References were properly cited; a variety of sources cited (5 different types)	GOOD (.80) MOST references were properly cited; SOME variety in sources cited	AVERAGE (.70) SOME References were properly cited; LIMITED variety of sources cited	FAIR (.60) FEW References were properly cited; NO variety of sources cited	LACKING (0) <u>Info missing/not presented</u>	
3. Supplies & Materials	<u>Excellent (1)</u> Complete listing of all appropriate Supplies & Materials; Listing of art media under Content outline	<u>Good (.80)</u> Listing of most appropriate Supplies & Materials; Listing of art media under Content outline	<u>Average (.70)</u> Listing of some appropriate Supplies & Materials, but misidentifications or omissions; Listing of art media under Content outline	<u>Fair (.60)</u> Misidentification or omission of three or more items needed as Supplies & Materials; and/or Listing of art media under this heading instead of with Content Outline	<u>Lacking (0)</u> <u>Info missing/not presented</u>	SCORE

4. Classroom Environment	Excellent (1) Detailed sketch appropriate to the activities showing all significant features; reference made to the sketch in lesson plan	Good (.80) Sketch provided, but not showing significant features; reference made to the sketch in lesson plan	Average (.70) No Sketch provided showing significant features; reference made to the sketch in lesson plan	Fair (.60) No Sketch provided showing significant features; No reference made to the sketch in lesson plan	Lacking (0) <u>Info missing/not presented</u>	SCORE
5. Motivation	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Variety of appropriate motivational devices used; where appropriate, questioning strategy sufficiently described	Appropriate motivational devices used; where appropriate, questioning strategy not sufficiently described	Inappropriate motivational devices used; Or, where appropriate, questioning strategy not sufficiently described	Inappropriate motivational devices used; And, where appropriate, questioning strategy not sufficiently described	<u>Info missing/not presented</u>	
6. Procedures	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Activities are appropriate to the teaching situation; Detailed, clear, step-by-step outline listing the day's activities; non-narrative writing style; Adequate supporting materials included with lesson	Activities are questionable for the teaching situation; Or, Detailed step-by-step outline listing the day's activities unclear; Or narrative writing style used; Or inadequate supporting materials included with lesson	Activities are inadequately stated for the teaching situation; and/or Detailed step-by-step outline listing the day's activities not provided; And/or narrative writing style used; And/or inadequate, inaccurate or incomplete supporting materials included with lesson	Activities are inappropriate for the teaching situation; or Detailed step-by-step outline listing the day's activities not provided; And/or narrative writing style used; And/or supporting materials not included with lesson	<u>Info missing/not presented</u>	SCORE

7. Accommodations	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Use of specific strategies that are consistent with the demographic considerations; Realistic assessment of needs based on demographic considerations; accommodations are sufficient and appropriate for the population	Realistic assessment of needs based on demographic considerations; accommodations are insufficient or inappropriate for the population	Unrealistic assessment of needs based on demographic considerations; accommodations are insufficient and inappropriate for the population	Unrealistic assessment of needs based on demographic considerations; accommodations are insufficient and inappropriate for the population	<u>Info missing/not presented</u>	
VISUAL PRESENTATION	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
1. Visual Instructional materials	A variety of three or more different types of quality visuals aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least two different quality visual aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least two quality visual aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least one less than quality visual aid (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	NOT presented at all	
2. In-class Demo	EXCELLENT (2)	GOOD (1.60)	AVERAGE (1.40)	FAIR (1.20)	LACKING (0)	SCORE
	In-class set-up & Demo of Procedures, processes using student media. Samples of beginning, middle, and end of process. Two samples showing different approaches to the final art product	In-class set-up & Demo of Procedures, processes NOT using student media; OR, NO Samples of beginning, middle, and end of process. OR, ONLY ONE sample of final art product	NO In-class set-up & Demo of Procedures, processes using student media; AND/OR, NO Samples of beginning, middle, and end of process. AND/OR, ONLY ONE sample of final art product	NO In-class set-up & Demo of Procedures, processes using student media; AND, NO Samples of beginning, middle, and end of process. AND ONLY ONE sample of final art product (IF AT ALL)	NOT presented at all	

3. Supplement-ary Audio-Visual	EXCELLENT (3)	GOOD (2.40)	AVERAGE (2.10)	FAIR (1.80)	LACKING (0)	SCORE
	Exemplary variety of appropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	Appropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	Insufficient or inappropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	NOT presented at scheduled time	NOT presented at all	
4. IN-CLASS PRESENTATION	EXCELLENT (6)	GOOD (3.20)	AVERAGE (2.80)	FAIR (2.40)	LACKING (0)	SCORE
	Curriculum Unit complete; Enthusiastic presentation; Confident delivery; Appropriate volume; Clearly knowledgeable in all aspects	Curriculum Unit complete; Presentation, delivery & volume sufficient for audience comprehension; Knowledgeable about most aspects	Some parts of Curriculum Unit incomplete; or Presentation, delivery and/or volume barely sufficient for audience comprehension; Limited Knowledge about some aspects	NOT presented at scheduled time	NOT presented to class at all	

Name: _____ Date: _____ Class: _____ Total Points: .

Evaluation of Final Individual Unit Plans

_____ (Unit Title)

A. ORGANIZATION

1. Adequacy of assumptions - (Has an adequate description been given of the students?)

Excellent	Good	Average	Fair	Lacking
1	.80	.70	.60	0

2. Overall planning - Creativity, expressiveness and originality?

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

3. Thematic Unity - (Do the separate lessons hold together well as a total Unit of Instruction?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

4. Expansiveness of Goals - (Do the goals span at least 2/4 areas, and have a balance of expression and response activities?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

5. Relationship of Features of Content and Components to Daily Activities - (Do the Objectives reflect the clear focus of the features of content and components?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

6. Adequacy of Evaluations - (Do the methods of evaluation adequately address the objectives for these youngsters on each day? Do they reflect the content and approaches?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

7. Adequacy of the written form of the unit plan - (Was the proper format followed?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

Preparation/Presentation of Written form of unit plan (Were two copies of the completed unit presented at the time scheduled?)

Excellent	Good	Average	Fair	Lacking
.80	.70	.60	0	1

Name: _____ Date: _____ Class: _____

Total Points: _____

Unit Title: _____

B. RESOURCES

1. Background - (Originality and adequacy of research and information on the major Features of Content and Components?)

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

2. Bibliography - (Were references properly cited? Were a variety of reference sources cited?)

Excellent	Good	Average	Fair	
Lacking 1	.80	.70	.60	0

3. Proper identification of Materials - (Properly identified)

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

4. Definition of Appropriate Classroom Environment

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

5. Motivation - (Questioning strategy; motivational materials)

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

6. Procedures

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

C. VISUAL PRESENTATION

1. Visual Instructional materials (Handouts, review sheet, displays, transparencies, etc.)

Excellent	Good	Average	Fair	
Lacking 1	.80	.70	.60	0

2. In-class demonstration of Procedures, Processes, etc.

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

3. Audio-visuals, slides, Reproductions; Samples of stages

Excellent	Good	Average	Fair	Lacking 1
.80	.70	.60	0	

4. In-class Presentation at Scheduled Day and Time

Excellent	Good	Average	Fair	Lacking
1	.80	.70	.60	0 Extra

Credit - (3 points)

1. Involving the entire class in a brief Art activity (looking, talking, or doing).
2. Teaching a lesson (s) to youngsters similar to those described in your "Assumptions"

	<u>EVALUATION</u>	<u>OF</u>	<u>WEEKLY</u>	<u>OVERVIEWS</u>			
A- ORGA NIZATI ON	Excellent (5) Selection- Unique & original idea; Fits in a total 9 wk scheme designed to broaden & deepen student experiences; Summary gives detailed description of activities; Scope & Sequence – All relevant topics identified & appropriate; Progression – Natural movement thru beginning, middle & end; No insertion of hand-written notes	Good (4) Selection- Original presentation/re-combination of traditional ideas; Placement of topics w/in 9 wks is good; Summary generally gives a brief description of activities; Scope & Sequence – Most topics relevant, but one topic missing or inappropriate; Progression – Not smooth; Missing or skipped steps	Average (3) Selection- Traditional ideas presented in typical way; Typical placement of topics w/in 9 wks; Summary does not provide enough details; Scope & Sequence – Some relevant topics identified, but 2-3 topics not addressed or inappropriate; Progression – Not smooth or inappropriate practices; 2-3 steps skipped	Fair (2) Selection- Traditional topics; Placement of topics w/in 9 wks does not facilitate student growth; Summary does not provide enough details; Scope & Sequence – Some relevant topics identified, but 2-3 topics not addressed or inappropriate; Progression – Not smooth or inappropriate practices; 2-3 steps skipped	Poor (1) Selection- Topics inappropriate for student level; Placement of topics w/in 9 wks inappropriate; Summary not descriptive or missing; Scope & Sequence – Some relevant topics identified, but 2-3 topics not addressed or inappropriate; Progression – Not smooth or inappropriate practices; 2-3 steps skipped	Lacking (0) Info missing/not presented	SCORE
	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	LACKING	SCORE
2. Creativity & Originality of Weekly Lessons/ ART Encounters	Creative & original lesson that presents a unique approach in two or more content features; Summary provides descriptive details	Creative transformation of a traditional lesson in at least one content feature; Summary provides most details	Traditional lesson in all content features; Activities involve copying and minimal individual creativity in students; Summary not providing enough details	Traditional lesson in all content features; Activities involve copying and do not develop or inspire individual creativity in students; Summary not providing enough details	Traditional lesson in all content features; Activities involve copying solely; Summary not providing enough details	Info missing/not presented	
3. MEDIA	Materials, tools & processes identified &	Materials identified, but tools or	One key materials, tool, and/or process	Missing, incorrect, or inappropriate	Missing, incorrect, or inappropriate	Info missing/not	

	appropriate	processes missing, incorrect, misidentified or inappropriate	missing, incorrect, misidentified or inappropriate	identification of two or more materials, tools or processes	identification of three or more Materials, tools or processes	<u>presente</u> <u>d</u>	
4. PRODUCTS	Appropriate Products for all ability levels; sufficient summary; <u>Timing –</u> appropriate & realistic completion time; <u>Expectations –</u> Number and size of products appropriate to facilitate growth/skills	Appropriate Products for most ability levels; Insufficient summary; <u>Timing –</u> appropriate & realistic completion time, but “sponges” inappropriate; <u>Expectations –</u> Number or size of one product inappropriate to facilitate growth/skills	Inappropriate Products for some ability levels; Insufficient summary; <u>Timing –</u> inappropriate & unrealistic completion time; <u>Expectations –</u> Number and size of many products inappropriate or redundant	Inappropriate Products for most ability levels; Inadequate summary; <u>Timing –</u> Unrealistic completion time or does not fit effectively within the 9 weeks; <u>Expectations –</u> Number and size of most products unrealistic	Inappropriate Products for all ability levels; Inadequate summary; <u>Timing –</u> Completely unrealistic completion time or does not fit effectively within the 9 weeks; <u>Expectations –</u> Number and size of all products unrealistic	<u>Info</u> <u>missing/</u> <u>not</u> <u>presente</u> <u>d</u>	
	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	LACKIN G	SCORE
5. CONTENT/ CONCEPTS	Complete listing of all appropriate Content & Concepts	Listing of most appropriate Content & Concepts	Listing of some appropriate Content & Concepts, but misidentifications or omissions	Misidentification or omission of at least three Content features & Concepts	Misidentification or omission of most key Content features & Concepts	<u>Info</u> <u>missing/</u> <u>not</u> <u>presente</u> <u>d</u>	
6. VPA COMPONENTS	Complete listing of all appropriate Framework components and strands quoted; At least two standards addressed.	Listing of most appropriate Framework components; or strands not quoted. Only one standard addressed.	Listing of some appropriate Framework components, but misidentifications or omissions; or strands not quoted	Misidentification or omission of at least three Framework components or strands not quoted	Misidentification or omission of most Framework components or strands not quoted	<u>Info</u> <u>missing/</u> <u>not</u> <u>presente</u> <u>d</u>	
B. VISUAL PRESENT.	A variety of three or more different types of quality visuals aids, audio visuals, samples, and/or stages	At least two different quality visual aids, audio visuals, samples, or stages	At least two quality visual aids, audio visuals, samples, and/or stages	At least one less than quality visual aid, audio visual, sample, or stage	At least one poor quality visual aid, audio visual, sample, or stage	<u>Info</u> <u>missing/</u> <u>not</u> <u>presente</u> <u>d</u>	

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	LACKING	SCORE
C. ORAL and WRITTEN IN-CLASS PRESENTATION	Curriculum Unit complete; Enthusiastic presentation; Confident delivery; Appropriate volume; Clearly knowledgeable in all aspects	Curriculum Unit GENERALLY complete, but a few parts missing, incomplete, or handwritten. Presentation, delivery & volume sufficient for audience comprehension; Knowledgeable about most aspects	Some parts of Curriculum Unit incomplete with some parts missing, incomplete, and/or handwritten. Or Presentation, delivery and/or volume barely sufficient for audience comprehension ; Limited Knowledge about some aspects of the Curriculum Unit	Much of Curriculum Unit incomplete with many parts missing, incomplete, and/or handwritten.; And/Or Presentation, delivery and/or volume insufficient for audience comprehension; Not Knowledgeable about most aspects of the Curriculum Unit	Most of Curriculum Unit incomplete; Presentation, delivery, or volume inadequate; NOT presented when scheduled	NOT presented	

	<u>EVALUATION</u>	<u>OF</u>	<u>DAILY</u>	<u>LESSON</u>	<u>PLANS</u>	
A. ORGANIZATION 1. OBJECTIVES	Excellent (1) Both Expressive & Response Objectives reflect clear focus of Content features and Component; STRANDS quoted accurately	Good (.80) Most Objectives reflect clear focus of Content features and Component, but one is omitted or inappropriate; STRANDS quoted accurately; and/or Objectives not stated in behavioral form; Only an Expression OR a response objective listed	Average (.70) Some Objectives reflect clear focus of Content features and Component, but two are omitted or inappropriate; STRANDS not quoted, inaccurately stated, or inappropriate; and/or Objectives not stated in behavioral form	Fair (.60) Most Objectives do not reflect clear focus of Content features and Component; STRANDS omitted or not quoted, inaccurately stated, or inappropriate; and/or Objectives not stated in behavioral form	Lacking (0) Info missing/not presented	SCORE
2. EVALUATIONS	Excellent (1) Specific Evaluation methods and assessments adequately address daily objectives; reflect content & approaches; include rubrics & assign meaningful percentages	Good (.80) Specific Evaluation methods & assessments address most daily objectives; reflect most content & approaches; include rubrics &/or assign meaningful percentages	Average (.70) Evaluation methods & assessments address some daily objectives; reflect some content & approaches; include too few rubrics or assigned percentages	Fair (.60) Evaluation methods & assessments too general to address daily objectives; missing major content or approaches; no rubrics or assigned percentages	Lacking (0) Info missing/not presented	
3. PRESENTATION & ADEQUACY OF WRITTEN PLAN	Excellent (6) Proper format followed. Two COMPLETED typed copies (one on disk or CD is acceptable) presented when scheduled. Presentation made when scheduled	Good (3.20) Proper format NOT followed. OR, two COMPLETED typed copies (one on disk or CD is acceptable) NOT presented when scheduled. OR, Presentation NOT made when scheduled	Average (2.80) Proper format NOT followed. AND/OR, two typed copies (one on disk or CD is acceptable) NOT presented when scheduled. AND/OR, Presentation NOT made when scheduled	Fair (2.40) Proper format NOT followed. AND, two typed copies (one on disk or CD is acceptable) NOT presented when scheduled. AND, Presentation NOT made when scheduled	Lacking (0) Info missing/not presented	
B. RESOURCES						
4. Supplies & Materials	Excellent (1) Complete listing of all appropriate Supplies & Materials; Listing of art media under Content outline	Good (.80) Listing of most appropriate Supplies & Materials; Listing of art media under Content outline; Listing of Supplies & Materials with MEDIA	Average (.70) Listing of some appropriate Supplies & Materials, but misidentifications or omissions; Listing of art media under Content outline; Listing Supplies &	Fair (.60) Misidentification or omission of three or more items needed as Supplies & Materials; and/or Listing of art media with Content Outline; Listing Supplies &	Lacking (0) Info missing/not presented	SCORE
4. Supplies & Materials	Excellent (1) Complete listing of all appropriate	Good (.80) Listing of most appropriate	Average (.70) Listing of some appropriate Supplies &	Fair (.60) Misidentification or omission of three or	Lacking (0) Info missing/not presented	SCORE

5. Classroom Environment	Excellent (1) Detailed sketch appropriate to the activities showing all significant features; reference made to the sketch in lesson plan (including pencil sharpener, etc.)	Good (.80) Sketch provided, but not showing significant features; reference made to the sketch in lesson plan	Average (.70) No Sketch provided showing significant features; reference made to the sketch in lesson plan	Fair (.60) No Sketch provided showing significant features; No reference made to the sketch in lesson plan	Lacking (0) <u>Info missing/not presented</u>	SCORE
6. Motivation	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Variety of appropriate motivational devices used; where appropriate, questioning strategy sufficiently described	Appropriate motivational devices used; where appropriate, questioning strategy not sufficiently described or relevant	Inappropriate motivational devices used; Or, where appropriate, questioning strategy not sufficiently described or relevant	Inappropriate motivational devices used; And, where appropriate, questioning strategy not sufficiently described or relevant	<u>Info missing/not presented</u>	
7. Procedures	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Activities are appropriate to the teaching situation; Detailed, clear, step-by-step outline listing the day's activities; non-narrative writing style; Adequate supporting materials included with lesson	Activities are questionable for the teaching situation; Or, Detailed step-by-step outline listing the day's activities unclear; Or narrative writing style used; Or inadequate supporting materials included with lesson	Activities are inadequately stated for the teaching situation; and/or Detailed step-by-step outline listing the day's activities not provided; And/or narrative writing style used; And/or inadequate, inaccurate or incomplete supporting materials included with lesson	Activities are inappropriate for the teaching situation; or Detailed step-by-step outline listing the day's activities not provided; And/or narrative writing style used; And/or supporting materials not included with lesson	<u>Info missing/not presented</u>	SCORE
8. Accommodations	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	Realistic assessment of needs based on demographic considerations; accommodations are sufficient and appropriate for three different types of populations	GENERIC statements as assessment of needs for demographic considerations; Most accommodations sufficient & appropriate for three different populations	Mixed assessment of needs based on some demographic considerations; some accommodations are sufficient and some are inappropriate for the populations	Missing or Unrealistic assessment of needs based on demographic considerations; accommodations are insufficient or inappropriate for the populations	<u>Info missing/not presented</u>	
C. VISUAL PRESENTATION						

1. Visual Instructional materials	EXCELLENT (1)	GOOD (.80)	AVERAGE (.70)	FAIR (.60)	LACKING (0)	SCORE
	A variety of three or more different types of quality visuals aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least two different quality visual aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least two quality visual aids (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	At least one less than quality visual aid (Handouts, review sheets, assessments, displays, transparencies, rubrics, etc)	NOT presented at all	
2. In-class Demo	EXCELLENT (2)	GOOD (1.60)	AVERAGE (1.40)	FAIR (1.20)	LACKING (0)	SCORE
	In-class set-up & Demo of Procedures, processes using student media. Samples of beginning, middle, and end of process. Two samples showing different approaches to the final art product	In-class set-up & Demo of Procedures, processes NOT using student media; OR, NO Samples of beginning, middle, and end of process. OR, ONLY ONE sample of final art product; or samples of lesser quality/ too small	NO In-class set-up & Demo of Procedures, processes using student media; AND/OR, NO Samples of beginning, middle, and end of process. AND/OR, ONLY ONE sample of final art product; or lesser quality	NO In-class set-up & Demo of Procedures, processes using student media; AND, NO Samples of beginning, middle, and end of process. AND ONLY ONE sample of final art product (IF AT ALL)	NOT presented at all	
4. Supplement ary Audio-Visuals	EXCELLENT (3)	GOOD (2.40)	AVERAGE (2.10)	FAIR (1.80)	LACKING (0)	SCORE
	Exemplary variety of appropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	Appropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	Insufficient or inappropriate slides, reproductions, audio tapes or CD's, DVD's, Videos, films, websites, powerpoint presentations, etc.	NOT presented at scheduled time	NOT presented at all	
4. IN-CLASS PRESENTATION	EXCELLENT (6)	GOOD (3.20)	AVERAGE (2.80)	FAIR (2.40)	LACKING (0)	SCORE
	Curriculum Unit complete; 2 copies; Enthusiastic presentation; Confident delivery; Appropriate volume; Clearly knowledgeable in all aspects	Curriculum Unit complete; 1 copy @presentation, 2 nd copy emailed or @ agreed upon time. Presentation, delivery & volume sufficient for audience comprehension; Knowledgeable about most aspects	Some parts of Curriculum Unit incomplete; Only 1 copy presented. OR Presentation, delivery and/or volume barely sufficient for audience comprehension; Limited Knowledge	NOT presented at scheduled time	NOT presented at all	

	Curriculum Unit complete; 2 copies; Enthusiastic presentation; Confident delivery; Appropriate volume; Clearly knowledgeable in all aspects	Curriculum Unit complete; 1 copy @presentation, 2 nd copy emailed or @ agreed upon time. Presentation, delivery & volume sufficient for audience comprehension; Knowledgeable about most aspects	Some parts of Curriculum Unit incomplete; Only 1 copy presented. OR Presentation, delivery and/or volume barely sufficient for audience comprehension; Limited Knowledge about some aspects	NOT presented at scheduled time	NOT presented at all	
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EVALUATION OF CURRICULUM UNIT OUTLINE (9WEEK OUTLINE)

Name: _____ Date: _____ Week: _____

ORGANIZATION

1. Overall Planning - (Selection, Scope & Sequence, Progression of Topics)

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

2. Creativity & Originality of Weekly Lessons/Art Encounters

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

3. Clear, Concise Identification of FREE-STANDING Lesson

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

4. Appropriateness of Proposed Art Products (Timing; Expectations)

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

5. ART PRODUCTS

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

6. Adequacy of the TRANSITION LESSON IDENTIFIED

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

7. Expansiveness of Approaches as Identified from Components of California Framework:

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

8. MEDIA

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

9. DESIGN PRINCIPLE EMBEDDED WITHIN THE UNIT _____

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

10. _ WRITTEN FORM

Excellent	Good	Average	Fair	Poor		Lacking
5	4	3	2	1	0	

MY COPY / DR. FLEMING'S COPY (Circle ONE)
NAME: _____ SEMESTER/YEAR _____

MID – TERM ASSESSMENT / FINAL ASSESSMENT (Please circle ONE)
STUDENT-SELECTED OPTION20%

CHOICE # 2 - PROFESSIONAL CAREER PORTFOLIO

DUE: DURING WEEK 14

- Updated resume - _____ (5 pts)
- Personal philosophy of art education - _____ (10 pts)
- Brief biographical sketch - _____ (5 pts)

CHOICE #4 – DESIGN FOR INSTRUCTION (See Student Teaching Handbook)

DUE: With UNIT PRESENTATION

- Summary of Pre-Assessment Results - _____ (5 pts)
- Unit Overview – (TSP –not CI 161) _____ (5 pts)
- Highlights of Unit (CI 161 Unit/Inst) _____ (5 pts)
- Rationale for Unit - _____ (5 pts)
- Use of Technology - _____ (5 pts)

COMPULSORY ASSIGNMENTS80%:

VISUAL JOURNAL LOG _____ (5 points)

DUE: LOG is due ON THE LAST DAY OF FORMAL CLASS

- Chronology reflecting Class Participation _____ [2]
(Final VJ Check-sheet, Handouts, Organization)
- Studio experiences _____ [1]
- In-class assignments, class exercises/activities _____ [1]
- Graphic organizers _____ [1]

STUDIO PORTFOLIO ASSESSMENT _____ (5 points)

DUE: At the FINAL EXAM time

- Satisfactory progress**/FINAL PORTFOLIO ASSESSMENT _____ [2]
- One major work completed in the studio portion of this class _____ [2]
- Written statement from one of the Art Credential advisor _____ [1]

RESOURCE Assignment for Curriculum Unit Plan _____ (10 points)

WRITTEN RESOURCE ASSIGNMENT WORKSHEET _____ [5]

ORAL PRESENTATION TO THE CLASS _____ [5]

- Art books and articles _____ {1}
- Posters, charts, and reproductions _____ {1}
- Films, videos, filmstrips, transparencies _____ {1}
- Games, actual works of art _____ {1}
- Self-prepared visuals _____ {1}

CURRICULUM UNIT PLAN (60%)

WEEK-TO-WEEK OVERVIEWS (Preliminary _____ [5 pts] and

Final _____ [5 pts])

DUE: Preliminary due WEEK 2; Final due at UNIT PLAN

PRESENTATION

DEMOGRAPHIC CONSIDERATIONS (10 points)

DUE: WEEK 6

STUDENTS-IN-CONTEXT Worksheet _____ [5]

Written narrative _____ [5]

(Based on a STUDENTS-IN-CONTEXT Worksheet)

ONE INDIVIDUAL DETAILED DAILY LESSON PLAN ... (10 points)

DUE: WEEK 8 (REVISABLE once - through WEEK 12) _____ [10]

ONE MAJOR UNIT OF INSTRUCTION (20 points)

Overall assessment of unit

Background paper with Reference List _____

Bibliography outlining proposed resources _____

Visual instructional resources (for students) _____

Audio-visual aids (for the lesson) _____

Oversized actual examples of art work at each stage _____

Self-prepared Completed samples (actual materials) _____

WEEKLY OVERVIEWS - Remaining LESSONS (for 45- days) ... (10 points)
DUE: DURING FINAL PRESENTATION - WEEKS 14-17

EXTRA CREDIT – {3 points each-Maximum 6 }

(Available ONLY if your absences have NOT BEEN excessive):

DUE: At the LAST CLASS meeting

•Actual completed VISUAL JOURNAL (not just the required LOG) _____ (3)

Organization with tabs and in a logical fashion _____ :

Identifying in-class assignments _____ Graphic organizers _____

Annotated reading log/notes from class on assigned readings _____

Studio experiments _____ Class exercises _____

•Participation in CAEA Conference _____ (3)

DUE: AS NEEDED FOR CAEA CONFERENCE EVENTS

Appropriate documentation _____ Oral report presented to class _____

- LIBRARY SURVEY for RESOURCES ASSIGNMENT -

NAME: _____

GROUP: _____

Please circle your level of familiarity with the Library Resources below:
(0= NOT FAMILIAR AT ALL; 1=SOMEWHAT FAMILIAR; 2=VERY FAMILIAR)

GROUP MEMBER ASSIGNED:

PART I –WEB QUEST

(1) The Internet - 0 1 2 _____

Knowing how to assess the VALIDITY of sources

(2) The Internet - 0 1 2 _____

Knowing how to assess, access and download info & images

PART II – CURRICULUM / JUVENILE LIBRARY RESOURCES

(A) State-adopted textbooks

 0 1 2 _____

(B) OTHER Curricular materials –

 0 1 2 _____

(C) Children's literature available through CURRICULUM/JUVENILE COLLECTION

 0 1 2 _____

(D) Audio-visual materials from CURRICULUM COLLECTION

 0 1 2 _____

PART III – MADDEN MAIN LIBRARY RESOURCES

(E) MILLINEUM 0 1 2 _____

(F) ART REFERENCE TEXTS AND BIOGRAPHICAL DICTIONARIES

 0 1 2 _____

(G) ARTICLE INDEXES AND DATA BASES (ELECTRONIC: ACADEMIC JOURNALS)

Information available through searches of electronic databases (INFO RTAK:

 0 1 2 _____

(H) VIDEOTAPES, VIDEODISCS, LASER DISCS, AUDIO RESOURCES

 0 1 2 _____

(I) ERIC 0 1 2 _____

(J) NATIONAL NEWSPAPERS ON LEXIS/NEXIS

 0 1 2 _____

(K) ARTstor 0 1 2 _____

LIBRARY RESOURCES ASSIGNMENT – CI 161

Name: _____ ...DUE DATE:

CI 161.....

PROF. FLEMING

The LIBRARY/RESOURCES assignment and the UNIT and LESSON PLANNING assignment are designed to coordinate together and "go hand-in-hand." You will explore the Henry Madden Library and its holding (both real and virtual) to enhance your ability to plan art lessons and units. The resources will explore include (1) the internet; (2) state-adopted textbooks and other curricular materials; (3) children's literature available through the CURRICULUM/JUVENILE COLLECTION; (4) audio-visual materials; (5) information available through searches of electronic databases (MILLINEUM, INFOTRAC, ERIC, ART INDEX, etc.); and traditional library resources such as national newspaper indices, art reference texts, and biographical dictionaries.

PLEASE CONSIDER THESE PAGES TO BE YOUR WORKSHEET FOR THIS ASSIGNMENT. The purpose of this assignment is to INCREASE your familiarity with as many resources as possible for planning and presenting art activities. ENTRIES CITED MUST BE IN ENGLISH AND AVAILABLE THROUGH THE MADDEN LIBRARY. If you cannot find a resource using one topic, SWITCH TO ANOTHER ONE OF YOUR TOPICS!! This project has a two-fold purpose: 1) to get you started on your background research; AND, 2) to insure that you become familiar with all categories of library resources.

(PLEASE DO NOT USE ANY ABBREVIATIONS – YOU WILL LOSE POINTS)

BACKGROUND ART RESEARCH TOPICS:

(Please list the TOPICS that you will do research on to increase your background and knowledge in these areas. These topics should include those that are directly related to your Two- Week Intensive UNIT OF INSTRUCTION; the topics that was least familiar to you (but you would at least like to try it); and any other topics that you would find helpful.

PART I

1 _____ Art Product

2 _____ Art Media

3 _____ Art Element/Principle

4 _____ (Unfamiliar Art Topic)

Please check the other SUBJECT HEADINGS you encounter to see if there are other terms, related terms, or broader terms for your topics:

5 _____

6 _____

7 _____

CONDUCT A WEB QUEST using one of the above topics as your search term. Consult at least three sources, and write a SUMMARY of NEW INFORMATION that you uncover. Write the URLs below your summary.

<http://> _____ (try a general web site)

<http://> _____ (try an image search)

<http://> _____ (try a video search)

PART II

A. REQUEST AND EXAMINE THE CURRENT TEXTBOOKS AND MATERIALS THAT HAVE BEEN ADOPTED BY THE STATE OF CALIFORNIA FOR THE GRADE LEVEL THAT YOU SELECTED (or the closest grade).

(Check the INDEX and TABLE OF CONTENTS to see if a lesson on your topic is included).

YOUR MAIN LESSON TOPIC: _____

Secondary Topic _____

TITLE of the STATE-ADOPTED TEXT: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

Call No. _____

NOTE:

(Bibliographic references include the author, title, publication place, publisher, year or publication, (volume or issue number for encyclopedias or magazines), and page numbers for periodicals and for direct quotes).

How does the author introduce an art lesson or activity on the topic you have selected?

B. REQUEST AND LIST AT LEAST ONE OTHER BOOK THAT DISCUSSES YOUR TOPIC IN THE CURRICULUM COLLECTION of the TEACHER RESOURCE CENTER:
(Check the INDEX and TABLE OF CONTENTS to see if a lesson on your topic is included).

YOUR MAIN LESSON TOPIC: _____

Secondary Topic _____

TITLE of the NON-STATE-ADOPTED TEXT: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION:

CALL NO. _____

How does the author introduce an art lesson or activity on the topic you have selected?

C. REQUEST AND LIST AT LEAST ONE JUVENILE OR CHILDREN'S BOOK THAT COULD BE USED IN CONJUNCTION WITH YOUR UNIT/LESSON:

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. _____

Write a synopsis of this book:

How could this book relate to your lesson?

**D. REQUEST AND LIST AT LEAST ONE AUDIO-VISUAL RESOURCE THAT IS AVAILABLE FOR YOUR TOPIC(S) FROM THE TEACHER RESOURCE CENTER:
TITLE of reproduction or transparency series or kit; Film, filmstrip, slide series, tape, etc.:**

BIBLIOGRAPHIC INFORMATION: _____

Call No. _____

How do you gain access to this resource if you'd like to use it in the classroom or for a presentation?:

PART III - THE MAIN LIBRARY COLLECTION

E. Use the On-Line Public Library Catalogue to see if you can find at least two books on your topic(s) from the open stacks of the general library holdings - BUT NOT THE TEACHER RESOURCE CENTER. REQUEST THESE BOOKS. WRITE an annotated reference for BOTH of the books.

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. _____

What is the STATUS/Is the book in Library (Available), recalled, missing, checked out? _____

ANNOTATION:

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. _____

What is the STATUS/Is the book in Library (Available), recalled, missing, checked out? _____

ANNOTATION:

Locate **one** visually exciting image in each book. (This could include a photograph of an art work, an explanatory handout, a diagram, chart, or other instructional aide). Please label them on the back as you would a bibliographic reference.

F. Locate an Art encyclopedia, Artist's Biography reference, or Art dictionary that includes ONE of your art movements or artists. Read an entry that relates to your topic. Ask the reference librarian for help if you need assistance in locating the reference text(s) that you need. Write a short summary of the entry.

TOPIC: _____

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. (if not available ON-LINE) _____

G. Using *Academic Search Premier* from the electronic DATABASES available, find a least two articles listed that relate to your topic(s):

TOPIC: _____

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. (if not available ON-LINE) _____

TOPIC: _____

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. (if not available ON-LINE) _____

Write a brief synopsis of each article, indicating how this might be useful in planning your art Unit/Lesson.

H. Using the ON-LINE version of the ART INDEX or ART FULL TEXT, find an article that relates to ONE of your topics:

TOPIC: _____

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

Write a brief synopsis of each article, indicating how this might be useful in planning your art Unit/Lesson.

I. Using the library's on-line cataloging system, find out if there is a videotape or videodisc available for viewing in the Music Library that relates to one of your topics?

TOPIC: _____

TITLE: _____

AUTHORS: _____

BIBLIOGRAPHIC INFORMATION: _____

CALL NO. _____

J. USE THE E.R.I.C. or OTHER ELECTRONIC EDUCATION DATABASE TO LOCATE AN ARTICLE FROM THE FIELD OF EDUCATION THAT RELATES TO ONE OF YOUR TOPICS. PLEASE ASK THE REFERENCE LIBRARIANS FOR HELP WITH ERIC SEARCHES IF YOU NEED IT.

TOPIC: _____

TITLE: _____

JOURNAL Title OR E.R.I.C. Document No.

BIBLIOGRAPHIC INFORMATION: _____

Write a brief synopsis of the article.

K. LexisNexis NEWSPAPER SEARCH:

LOCATE A NEWSPAPER ARTICLE ON YOUR TOPICS OR SUB-HEADING:

TOPIC OR SUBHEADING: _____

TITLE: _____

AUTHOR: _____

OTHER BIBLIOGRAPHIC INFORMATION: _____

URL: _____

WRITE A BRIEF SYNOPSIS OF THE ARTICLE.

DETAILED DIRECTIONS ON ACCESSING LexisNEXIS:

1. Go to the Library Homepage.
2. Click on "ARTICLE INDEXES AND DATABASES".
3. CLICK ON "ART & DESIGN".
4. CLICK ON "LexisNexis ACADEMIC".

L. ARTstor - Click on ARTICLE INDEXES AND DATA BASES; then click on ART & DESIGN; next scroll down to ARTstor and click on it.

CREATE an ARTstor account, and locate topics in your Unit of Instruction for which you will need images to support your instruction. Conduct a search using your descriptors (topics) related to your Unit of Instruction (i.e. art movements, artists' names, art products, elements/principles, and/or media).

Find at least 10 images and note them with a detailed bibliographic reference.

(REMINDER: THE REFERENCE LIBRARIAN AT THE DESK CAN HELP!!)

K. LexisNexis NEWSPAPER SEARCH:

1. Go to the Library Homepage.
2. Click on "ARTICLE INDEXES AND DATABASES".
3. CLICK ON "ART & DESIGN".
4. CLICK ON "LexisNexis ACADEMIC".
5. SELECT THE GREY TAB TO THE RIGHT, "GUIDED NEWS SEARCH".

-STEP ONE: Select a NEWS CATEGORY: (Eg. ARTS AND SPORTS NEWS or US NEWS)

-STEP TWO: SELECT A NEWS SOURCE (Eg. ENTERTAINMENT NEWS)

- STEP THREE: ENTER YOUR SEARCH TERMS (Eg. TYPE YOUR ARTIST'S NAME HERE, YOUR ART MOVEMENT, AND ARTIST'S MEDIA)

STEP FOUR: From the drop down menu, "NARROW TO A SPECIFIC DATE RANGE", select "ALL AVAILABLE DATES"

STEP FIVE: "Search this publication title(s) -- Optional"
YOU HAVE THE OPTION HERE OF SELECTING A SPECIFIC NEWSPAPER (Eg. NEW YORK TIMES, CHICAGO TRIBUTE, BOSTON GLOBE, etc), OR LETTING THE DATABASE BRING UP A NATIONAL NEWSPAPER ARTICLE(S)

STEP SIX: CLICK ON THE RED "SEARCH" button to view the article.

STEP SEVEN: Read the actual article under the heading "BODY" (meaning "body of the text") and write your citation.

CI 161 STUDIO PORTFOLIO ASSESSMENT

(5%)

DUE: AT THE FINAL EXAM MEETING TIME

NAME: _____

ART CREDENTIAL ADVISOR: _____ D. NADANER _____ P. FLEMING

(Advisor: Please initial the appropriate response and date the form)

_____ **This student has completed the Initial Portfolio Review with the following result:**

_____ **SATISFACTORY PROGRESS** **DATE:** _____

AREAS TARGETED FOR IMPROVEMENT:

_____ **PROGRESS IS NOT SATISFACTORY** **DATE:** _____

AREAS TARGETED FOR IMPROVEMENT:

_____ **STUDENT HAS NOT COMPLETED THE REVIEW
(PRIOR TO THE LAST WEEK OF CLASS)** **DATE:** _____

AREAS TARGETED FOR IMPROVEMENT:

_____ **This student has completed the FINAL Portfolio Review with the following result:**

_____ **SATISFACTORY PROGRESS** **DATE:**

AREAS TARGETED FOR IMPROVEMENT:

_____ **PROGRESS IS NOT SATISFACTORY** **DATE:**

AREAS TARGETED FOR IMPROVEMENT:

_____ **STUDENT HAS NOT COMPLETED THE REVIEW
(PRIOR TO THE LAST WEEK OF CLASS) DATE:**

AREAS TARGETED FOR IMPROVEMENT:

MAJOR ART WORK(S) COMPLETED IN CLASS: