

# ART & DESIGN/EDUCATION (ARED)

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## **ARED 301 Foundations of Methods and Curriculum in Art Education I: P-12 (3 credits)**

Prerequisite(s): SASE 210 or READ 210 or EDFD 210; EDFD 220 and 221; EDFD 200 or PSYC 200. Philosophical and theoretical basis of fine arts education; the sources of creativity, concepts of visual literacy and the role of art in individual human experience and in society; organization and presentation of experience, curriculum construction and application of theory to the school, museum, community center, adult education and other teaching situations. For fine arts education majors in the Teacher Education Program.

## **ARED 361 The Urban Art Teacher (3 credits)**

Prerequisite(s): ARED 301. Restriction(s): Fine Arts Education majors only and permission of the instructor. The role of the art teacher in a public school setting, urban and inner city. Environment, facilities, equipment, supplies and professional interaction.

## **ARED 401 Foundations of Methods and Curriculum in Art Education II: P-12 (3 credits)**

Prerequisite(s): ARED 301. Restriction(s): Fine Arts Education majors only; permission of instructor. Organization and presentation of art experiences for a wide variety of teaching situations, including K-12, adult classes, museum settings and community centers. Exploration of media, understanding their expressive range, proficiency in their use, and adaptation to various teaching goals. Integration of theory and media.

## **ARED 463 Art in the Community (3 credits)**

Prerequisite(s): ARED 301. Restriction(s): Fine Arts Education majors only and permission of the instructor. From a community based classroom, work is done on specific problems in cultural development. Emphasis on the immediate locality and on questions of integration and communication with the residents and the evolution of a relevant community esthetic.

## **ARED 501 Contemporary Viewpoints in Art Education (3 credits)**

A study of literature that influences art educators and the communities of learners they serve. Readings will be in papers and books selected from art, philosophy, sociology, psychology and education that deal primarily with various issues within the disciplines such as diversity, critical inquiry, democratic behavior, technology, assessment, integrated learning, creativity and special needs populations.

## **ARED 502 Advanced Curriculum Construction in Art Education (3 credits)**

Overview of contemporary concerns in curriculum construction for visual arts teaching and learning. Philosophical nature and construction of a comprehensive and democratic visual arts curriculum for elementary and secondary schools.

## **ARED 511 Foundations of Methods and Curriculum in Art Education I: P-12 (3 credits)**

Prerequisite(s): PSYC 560. Restriction(s): Art and Teaching students only. Philosophical, theoretical, research and policy basis of fine arts education, the sources of creativity, conceptions of visual literacy and the role of art in individual human experience and in democratic society; organization and presentation of aesthetic experiences, curriculum construction and application of theory, best pedagogical practices and assessment in the visual arts in school, out of school, museum, community center, adult education and teaching situations.

## **ARED 512 Foundations of Methods and Curriculum in Art Education II: P-12 (3 credits)**

Prerequisite(s): ARED 511. Restriction(s): Majors only. Organization and presentation of art experiences for a wide variety of teaching situations, including P-12, adult classes, museum settings and community centers. Exploration of media, understanding their expressive range, proficiency in their use, and adaption to various teaching goals. Integration of theory and visual arts media.

## **ARED 525 Art and Special Education (3 credits)**

Restriction(s): General Psychology, Educational Psychology and Psychology of Exceptional Children and Youth. Using a variety of approaches, including seminar, art making, and fieldwork, graduate students will enhance their understanding of how students with special needs learn in the art classroom; and how the visual arts may be used to enhance the learning experiences of special needs students in elementary and secondary schools. Least restrictive learning environment and best practices for insuring the success of students with exceptional educational needs are explored. Following a non-categorical approach, the course includes consideration of the social, psychological, and aesthetic needs of students with mild to moderate intellectual, social, emotional and physical disabilities. This course is intended for teachers, museum staff and other education professionals who wish to increase their knowledge, effectiveness and management of art and special education learning and teaching experiences.

## **ARED 550 Independent Study: Art Education (3 credits)**

Prerequisite(s): ARED 501, EDFD 503, ARHT 600, departmental approval. Building upon their knowledge of applied classroom art education issues and concerns, students select an area of art teaching and learning and, with advisement, study the literature in the field, conduct in-depth observations of related programs and activities in schools, museums, and other centers of culture, conduct directed inquiry and write reports on findings in preparation for the Master's Thesis or the Seminar in Art II paper. Emphasis is placed upon systematically compiling and analyzing data from intra-, inter-, cross- and mixed cultural art education norms and interdisciplinary arts practices. Regular conferences with instructor for guidance and evaluation. May be repeated once for a maximum of 6 credits.