

Art Department UW-River Falls

<p>All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.</p>	
<p><b>In this column, list the Wisconsin Content Standards that are included in this course. The Standards for each content area are found in the Wisconsin Content Standards document.</b></p>	<p><b>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</b></p>
<p><b>UWRF Art Course 131 Drawing</b></p>	
<p><b>1. The program shall develop and assess the prospective teacher's knowledge and skills pertaining to the content of the visual arts and design disciplines and the following:</b></p>	
<p><b>1(a)</b> Basic concepts and skills of studio art foundation involving a balance of two-dimensional, three-dimensional, and time-based creative problem solving skills including drawing, painting, printmaking, ceramics, sculpture, craft design, photography, film, video, and related media and processes.</p>	<p>The students create a visual portfolio of examples of introductory drawing projects involving the exploration of objective drawing skills and media exploration of pencil, charcoal, ink, color pencil/pastels. A selection of in-class examples, as well as out-of-class assignments, comprise this portfolio.</p> <p>Two portfolio assessments are made through a student group oral critique /evaluation and through a written teacher evaluation of individual drawing projects. Assessment covers the principles of two-dimensional design, creative explorations, technical and craftsmanship abilities and the ability to communicate ideas verbally and within the visual context of the individual project.</p> <p>A final written teacher summation at the end of all the portfolios is made examining and evaluating the student's progress on both visual and verbal skills.</p>
<p><b>1(b)</b> Basic concepts and skills of design arts foundations involving a balance of two-dimensional, three-dimensional, and time-based creative problem solving skills including architecture, urban and environment design, product and industrial design, information and communication graphic design, digital photography, film, video, computer imaging, and related media and processes.</p>	
<p><b>1(c)</b> Basic knowledge and understanding of art and design history, aesthetic theory, and art and design criticism, involving study of the development of past and contemporary art and design forms, contending theories of art and design, and critical methodologies of art and design in Wisconsin, the United States, and the world.</p>	

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<p><b>1(d)</b> Advanced knowledge and skills in selected studio and design areas and in selected art and design history or theory areas including visual production, communication, thinking, understanding, and creating.</p>	<p>The principles of drawing and design are stressed, as well as, communication, problem solving, inventive thinking while creating and completing and evaluating drawings. Portfolio assessments provide a measurement of advanced knowledge and skills.</p>
<p><b>1(e)</b> Knowledge and appreciation of at least one discipline related to the visual arts and design including music, drama, dance, or literature.</p>	
<p><b>2. The program shall develop and assess the prospective teacher's knowledge and skills pertaining to humanistic and behavioral studies relating to art and design including:</b></p>	
<p><b>2(a)</b> Sociological, anthropological, and cultural bases of the aesthetic, artistic and design expressions in various cultures and subcultures in Wisconsin, the United States and the world.</p>	
<p><b>2(b)</b> Psychological and cognitive science bases involving an understanding of individual development and the manner in which aesthetic experience can affect the development of the human personality including application to gifted students and to students with exceptional needs.</p>	
<p><b>2(c)</b> Philosophical bases related to the human potential for creative expression through art and design.</p>	
<p><b>3. The program shall develop and assess the prospective teacher's knowledge and skills pertaining to scientific and technological studies relating to art and design including:</b></p>	
<p><b>3(a)</b> Physical and natural science bases involving an understanding of the manner in which physical and natural forces can affect aesthetic, artistic, and design development.</p>	
<p><b>3(b)</b> Technological bases involving an understanding of the manner in which new technologies can affect aesthetic, artistic, and design development.</p>	
<p><b>3(c)</b> Mathematical bases involving an understanding of the manner in which mathematical thinking can affect aesthetic, artistic, and design development.</p>	
<p><b>4. The program shall develop and assess the prospective teacher's knowledge of the fields of art and design education including:</b></p>	
<p><b>4(a)</b> Basic knowledge and understanding of</p>	

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state and national standards, curricula, and assessments in art and design education.	
<b>4(b)</b> Basic knowledge and understanding of state and national professional organizations, publications and other resources in art and design education.	
<b>(c)</b> Basic knowledge and understanding of state and national policies, guidelines and laws relating to art and design education.	