

## Art Department UW-River Falls

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.	
<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>	<b>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</b>
<b>UWRF Art Course 250 Child Art</b>	
<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>	
<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.	The students create a visual portfolio of examples of studio projects including: drawings, painting, oil pastel, printmaking, modeling, paper sculpture and mask casting, which is assessed through individual project evaluations and a final summative self-evaluation and teacher evaluation rubric. Three-dimensional projects and collaborative projects are documented through electronic portfolio using digital photography.
<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.	Students create a set of Instructional Design Posters for use in the elementary classroom which is evaluated by effective format, communication of the design concepts, use of good design layout, and use of media.
<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.	Students lead a class discussion on a set of artworks using steps of art criticism to scan the artwork and, methods of art historical inquiry to learn about the context of the artwork and aesthetic theory to develop questions on the artworks' role in the culture of origin as a class exercise.
<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.	
<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.	

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<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>	
<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.	Students learn that to study the context of artworks viewed from a culture other than their own is important to their understanding of the artwork. Students develop a mask incorporating symbolic and metaphoric forms to communicate values, which is evaluated through a reflective essay on the meaning and process and a criteria check sheet.
<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.	Students do a research project collecting children's drawings and analyzing the child's possible stage of artistic development applying graphic development stage theory (Lansing and Lowenfeld) to the evidence collected through observation of the process and the product. This is evaluated for the quality of data and the accuracy of applied evidence to their conclusions.
<b>2(c)</b> Philosophical bases related to the human potential for creative expression through art and design.	
<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>	
<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.	Students develop lesson plans for the elementary classroom, which integrate art learning objectives with social studies, science, language arts and mathematical objectives from the grade level curriculum. This is one aspect of the art lesson evaluated in a summary evaluation of their lesson in writing and a mini -lesson (oral presentation).
<b>3(b)</b> Technological bases involving an understanding of the manner in which new technologies can affect aesthetic, artistic, and design development.	
<b>3(c)</b> Mathematical bases involving an understanding of the manner in which mathematical thinking can affect aesthetic, artistic, and design development.	(See 3A)
<b>4. The program shall develop and assess the prospective teacher's knowledge of the fields of art and design education including:</b>	
<b>4(a)</b> Basic knowledge and understanding of state and national standards, curricula, and assessments in art and design education.	Students write an original lesson plan based on state and national visual art standards for the educational level of the lesson and develop appropriate assessments for the lesson.
<b>4(b)</b> Basic knowledge and understanding of	Students develop a Teaching Resource Guide,

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state and national professional organizations, publications and other resources in art and design education.	which demonstrate their understanding of resources in art education for teaching and learning.
<b>(c)</b> Basic knowledge and understanding of state and national policies, guidelines and laws relating to art and design education.	