

## 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 326 Studio Fibers</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.	Students create a visual portfolio of studio projects in both 2 and 3 dimensional media including: silk screening, shibori, surface design, on and off-loom weaving, spinning, felting, expertise in a broad range of dyeing technologies, stitching, garment design, sculptural forms, and outdoor installations.
<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 use computer graphics in the creation of silkscreen images, compositional plans for textiles and graphic design for marketing materials. Students also keep a visual journal of examples of inspirational textile work of other artists, historical eras and cultural locations.
<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 interact in discussions of textile history and diversity in textile production. Via slides and hands-on demos the students learn about different forms of fiber works being created in both industrial and third world countries. Via field trips to urban centers the students witness contemporary design and production of textiles as art.
<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.	Students are challenged to critique both their own studio work as well as their peers. Areas of composition, craftsmanship and creativity are stressed, as well as appropriateness of the design and final product. Students enter into discussions about the merit of various art works whether historic or contemporary.
<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 study a wide range of fibers techniques used today and historically in other cultures and geographic regions. For example they work extensively in Japanese shibori (shaped resist techniques used to dye and pattern cloth). They also print with cassava paste resist which is a practice used heavily in West Africa. Along with other ethnographic textile approaches the students learn about the cultural traditions that accompany these techniques.
<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.	
<b>2(c)</b> Philosophical bases related to the human potential for creative expression through art and design.	The students are continuously challenged to defend their art work. Does it have merit? Does it have a "place" in the world. What is its purpose? Is it necessary? Is it worth doing? Is it resolved?
<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 work extensively with dye chemistry in almost every project they work on. They begin with only white fibers so all colors are carefully calculated according to a range of synthetic and natural dyes requirements.
<b>3(b)</b> Technological bases involving an understanding of the manner in which new technologies can affect aesthetic, artistic, and design development.	New technologies involved in fabric production and manipulation are a constant part of the curriculum. Students are challenged to work with both ancient techniques/materials as well as modern, innovative, new ones.
<b>3(c)</b> Mathematical bases involving an understanding of the manner in which mathematical thinking can affect aesthetic, artistic, and design development.	In weaving in particular as well as in dye preparation students work with mathematical calculations to obtain particular aesthetic results. Students create dye notebooks with color and calculations researched in an attempt to create specific color schemes.
<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.	
<b>4(b)</b> Basic knowledge and understanding of	Via field trips, guest artists, exhibitions and

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<p>state and national professional organizations, publications and other resources in art and design education.</p>	<p>lectures students are introduced to art museums, state arts organizations, professional publications, galleries and design markets. Students are required to do research projects using professional publications alone.</p>
<p><b>(c)</b> Basic knowledge and understanding of state and national policies, guidelines and laws relating to art and design education.</p>	