

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>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.</p>	<p>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</p>
<p>UWRF Art Course 336 Studio Graphics</p>	
<p>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:</p>	
<p>1(a) 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 advanced studio projects in the discipline of fine-art printmaking which include the use of the following processes: Relief, Intaglio, Lithography. Students are also encouraged to use these techniques in combination with other processes such as: Monotype, Photo-sensitive Intaglio and Lithography, Chine' colle'.</p> <p>Students demonstrate their skills in the use of black and white two-dimensional principles in one of the studio projects (lithography) and in the use of color theory in two projects (intaglio and relief).</p> <p>Three-dimensional principles are stressed in one project: participation in an Outdoor Sculptural Installation Project.</p> <p>Project assessment is made through a student group oral critique /evaluation and through a written teacher evaluation of individual projects. Assessment covers the principles of design, creative problem solving abilities, technical and craftsmanship abilities, and the ability to communicate ideas verbally and within the visual context of the individual project.</p> <p>An individual exit interview is given at the end of all the projects which is an evaluation of the student's progress on both visual and verbal skills. At this time students evaluate their progress also with a written form reflective of their strengths, weaknesses and goals for future artistic growth.</p>
<p>1(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</p>	<p>Students create three individual two-dimensional printmaking projects which are evaluated for the use of effective design concepts, use of good design layouts and effective use of process.</p> <p>Three-dimensional principles are stressed in a</p>

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<p>photography, film, video, computer imaging, and related media and processes.</p>	<p>student team effort in building a temporary outdoor sculptural installation which takes into consideration sensitivity to the site (environment) and design components.</p>
<p>1(c) 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>	
<p>1(d) 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>Besides a final group oral evaluation, an oral work in process critique is given with each studio print project. Students are involved in a group discussion which strongly encourages creative thinking, problem solving, long range goal development and communication skills.</p> <p>Students participate in a team building activity involved in the creation of a collaborative outdoor sculptural installation. Areas of communication, problem solving, inventive thinking and the use of effective design principles are used to create a collaborative outdoor sculptural artwork.</p>
<p>1(e) Knowledge and appreciation of at least one discipline related to the visual arts and design including music, drama, dance, or literature.</p>	
<p>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:</p>	
<p>2(a) 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>2(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>2(c) Philosophical bases related to the human potential for creative expression through art and design.</p>	<p>Discussions are encouraged while examples of artworks created through various time periods and by different cultures are shown.</p>

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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:	
3(a) Physical and natural science bases involving an understanding of the manner in which physical and natural forces can affect aesthetic, artistic, and design development.	
3(b) Technological bases involving an understanding of the manner in which new technologies can affect aesthetic, artistic, and design development.	
3(c) Mathematical bases involving an understanding of the manner in which mathematical thinking can affect aesthetic, artistic, and design development.	
4. The program shall develop and assess the prospective teacher's knowledge of the fields of art and design education including:	
4(a) Basic knowledge and understanding of state and national standards, curricula, and assessments in art and design education.	
4(b) Basic knowledge and understanding of state and national professional organizations, publications and other resources in art and design education.	
(c) Basic knowledge and understanding of state and national policies, guidelines and laws relating to art and design education.	Students are given oral presentations and written support information concerning the health and safety of the printmaking materials and printmaking equipment used in the above listed studio projects. They are asked to demonstrate knowledge of appropriate use of classroom equipment and materials prior use.