

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.	
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.	In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.
UWRF Art Course 228 Introduction to Metals	
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:	
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.	The students create a minimum of 3 projects based on techniques taught including soldering, casting, enameling and textural roller printing, which is assessed through group critiques as well as individual project written evaluations. Verbal self-evaluation and problem solving skills are emphasized.
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 photography, film, video, computer imaging, and related media and processes.	Students create a series of metal projects which involve 2 dimensional sketches and planning before the design is completed in 3 D. Appropriate examples are analyzed as well as the possible design and structural approach.
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.	
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.	Assignments require the creation of projects that communicate a particular concept. After discussion of the content the technical problem solving is approached.
1(e) 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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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:	
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.	
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.	
2(c) Philosophical bases related to the human potential for creative expression through art and design.	
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.	Students develop projects that represent a continuous development in the metal material. The approach is systematic and involves a hierarchy of technical aptitude. The evaluation culminates in an oral presentation.
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.	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. Websites listing the standards are used to identify standards taught in their lesson.
4(b) Basic knowledge and understanding of state and national professional organizations, publications and other resources in art and design education.	

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(c) Basic knowledge and understanding of state and national policies, guidelines and laws relating to art and design education.	Students are tested in the final exam on the appropriate process and approach to teaching metals in the public schools.

Wisconsin Content Standards

Appendix C

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.