

MART101 Critical Contexts in Art Education

ECTS Value: 6 ECTS
Self-Study Hours: 72

Contact Hours: 30
Assessment Hours: 48

Overall Objectives and Outcomes

This module introduces learners to critical contexts in art education. It aims to offer an expansive field for research to enrich a prospective art teacher's understanding of the origins as well as on-going developments through western and non-western influences.

By the end of this module, the learner will be able to:

Competences:

- a) Develop a philosophy and an approach towards Art education that demonstrates consistency across a given curriculum;
- b) Generate and formulate innovative ideas through an art-based research approach on given tasks related to Art teaching and learning;
- c) Use self-directed learning to actively reflect 21st century pedagogical practices in the art room;
- d) Develop lessons for different audiences using critical thinking and reflective skills;
- e) Prepare schemes of work and lesson plans whilst combining art theory and practice;
- f) Create lessons which apply basic elements of the art curriculum such as intent, content, organisation/planning, time management and expectations;
- g) Create appropriate resources for lessons according to student level and learning environment.

Knowledge:

- a) Reflect on new knowledge acquired from contemporary literature about art education in both theory and practice;
- b) Identify the importance of blooms taxonomy in all teaching and learning approaches in art education;
- c) Describe various theories of learning and conceptions of knowledge, and how they relate to curricular development in art;
- d) Identify and discuss events, and issues that shaped the field of art education over the years.

Skills:

- a) Use the Blooms Taxonomy approach in the various stages of planning;
- b) Demonstrate ability to contextualise works of art in view of their historical and social background while also considering art in an educational context;
- c) Develop knowledge and understanding of the art teacher's professional responsibilities;
- d) Demonstrate a good grasp of the relevant curriculum at required levels;
- e) Demonstrate understanding of learning standards according to level;

- f) Develop an art-based approach towards research and project development.

Assessment Methods

This module will be assessed through: Presentations, Group Discussions and Written Assignment

Suggested Readings

Core Reading List:

1. Barney, D.T. (2019) "A/r/tography as a Pedagogical Strategy: Entering Somewhere in the Middle of Becoming Artist", *International Journal of Art & Design Education*, vol. 38, no. 3, pp. 618-626.
2. Eisner Elliot W. & Day Michael D. eds. (2004). *Handbook of Research and Policy in Art Education*. Published by Lawrence Erlbaum Associates.
3. Hall J. (2010). *Making Art, Teaching Art, Learning Art: Exploring the Concept of the Artist Teacher*. *International Journal of Art & Design Education*, 29: 103110.
4. Hickman R. (2007). *Visual Art as a Vehicle for Educational Research*. Blackwell Publishing LTD.
5. Hickman R. (2010). *Why we make Art and Why it is Taught*. Intellect Ltd. 2nd edition.
6. Hume Helen D. (2014). *The Art Teacher's Survival Guide for Secondary Schools*. John Wiley & Sons Inc.
7. Marschalek, D. (2004). *Four Learning Environments for the Contemporary Art Education Classroom: Studio, Information, Planning, and Electronic*. *Art Education*, 57(3), 33-41. Retrieved September 15, 2020, from <http://www.jstor.org/stable/3194092>

Supplementary Reading List:

1. Boyd W, Cutcher L., (2015). Learning from Early Childhood Philosophy, Theory and Pedagogy: Inspiring Effective Art Education. *Australasian Journal of Early Childhood* ;40(1):91-98.
2. Jagodzinski J. ed. (2017). *What Is Art Education? After Deleuze and Guattari*. *Department of Secondary Education University of Alberta Edmonton, Alberta, Canada*. Palgrave macmillan
3. Ruscoe Amelia, (2008). *Classroom Art (Lower Primary): Drawing, Painting, Printmaking: Ages 5-7*. RIC Publications Pty Ltd.
4. Ruscoe Amelia, (2008). *Classroom Art (Middle Primary): Drawing, Painting, Printmaking: Ages 8-10*. RIC Publications Pty Ltd
5. Ruscoe Amelia, (2008). *Classroom Art (Upper Primary): Drawing, Painting, Printmaking: Ages 11+*. RIC Publications Pty Ltd