

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 4/13/2021 Date revised \_\_\_\_\_

4. Department/discipline: Education

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Arts Methods  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: EDU 8. Course Level: 3124

9. Number of Credits: Lecture 2 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course covers basic theories and practices of the visual arts education for K-6 learners. Through learning art processes and school art procedures, prospective elementary teachers develop artistic intelligence and pedagogical methods necessary for teaching the subject of art and integrating art concepts and activities in teaching other basic subjects including reading and writing. (Prerequisite: ART/MUSC 1250).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ART/MUSC 1250 Foundations of Anishinaabe & American Arts.  
Students must be admitted to Teacher Education Program in order to register. Grade only.  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

The Art Teacher's Book of Lists, 2nd Edition (J-B Ed: Book of Lists) by Helen D. Hume  
Art from Many Hands: Multicultural Art Projects for Home and School (A Spectrum Book)  
Book by Jo Miles Schuman

14. **Course Content** (Provide an outline of major topics covered in course)

1. Introduction to the discipline of art: media, purposes, styles, elements, principles, and cultural arts
2. Experience/experiment with the media and tools used in elementary art
3. Completion of lesson plans and a unit plan
4. Development of a teaching file/portfolio

- 5. Role of visual and performing arts in culture
- 6. Basic structural elements, principles, and vocabulary of the visual and performing art

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Create an online portfolio of lesson plans that includes two- and three-dimensional classroom projects for grades K-6.	B, D	1
Connect art strategies, vocabulary, technology, methods, processes, subject matter, motivations, subject area to materials appropriate to an elementary classroom.	B, D	7
Role play opportunity for peer teaching and assessment.	B, D	
Create lesson plans that are developmentally appropriate for each grade level and two additional peer-taught lessons.	A, D	1
Complete lesson plan outlines for at least 2 studio projects.	A, D	5
Indigenize 2 art lessons. (take regular art lesson and recreate/add or associate to Indigenous art/culture).	A, D	5
Perform and create using the basic elements and processes of visual and performing arts.	C, D	7

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;

- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children's development stages in the visual and performing arts.

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