



ART EDUCATION CONCENTRATION FORM

Student Name: _____ G# _____

Concentration: _____ Degree Program: _____ Cohort: _____

E mail: _____ Phone: _____ Advisor: _____

Note: As part of your ASTL application for the Art Education Concentration, a visual arts portfolio must be submitted. At the Admissions Session, all Art Education applicants are asked to provide a CD portfolio (or link to an online portfolio ready for viewing.) This portfolio should include student work accomplished under your direction, as well as a selection of your own in your area of expertise and concentration, along with an artist's statement about your work.

*The 18 credit Art Education Concentration is designed for art teachers with current licensure in Art PK-12. It consists of 6 **required** courses that address contemporary professional development content areas in art education.*

	Sem. Offered	Completed Sem./Year
<p>1) AVT 605 Issues and Research in Art Education (3 credits) Readings and projects explore historical and contemporary ideas, issues, philosophies, pedagogy, and research in art education. The course investigates art teachers' use of research-oriented questions and data to explore classroom issues.</p>		
<p>2) EDEP 601 Creativity and Cognition in the Arts and Media (3 credits) This course focuses on research on cognition, development, learning, and creativity in the visual arts and media in formal and informal educational settings.</p>		
<p>3) AVT 694 Advanced Studies in Teaching Critical Response to Art, PK-12 (3 credits) This course develops visual literacy and critical thinking skills by examining diverse theoretical models and applying strategies to expand knowledge about art and artifacts in the PK-12 classroom and museum.</p>		
<p>4) AVT 615 Technology for Art Teachers (3 credits) This course addresses the uses of technology in PK-12 art classroom. It focuses on research, presentation and instruction, and image creation. Students develop technology-enhanced teaching units for different grade levels, and explore related issues including copyright, plagiarism, and appropriation. Note: AVT 615 is considered a 3 credit studio course. Qualified students who test out of AVT 615 will elect two 4-credit studio courses (below) for a total of 8 studio credits instead of 7.</p>		
<p>5) AVT 667, AVT 668, or AVT 669 (4 credits) <u>Select one studio course from below.</u> AVT 667: Two Dimensional Artmaking: Form, Theme, and Context Through studio work and research on basic and innovative drawing strategies, students explore expressive visual qualities, composition and color. Students develop professional portfolios that incorporate meaningful themes and contests for developing visual literacy in PK-12. AVT 668: Three-Dimensional Artmaking Across Cultures This course explores the diversity of art forms in world cultures, and work of traditional and contemporary artists. Students learn basic 3D art-making techniques, including ceramics and fibers, and learn to design 3D art instruction for PK-12 levels.</p>		

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AVT 669: 4-Dimensional Artmaking: Technology and New Media This course develops teacher skills for the application of advanced technology for the PK-12 art program and examines the changing nature and uses of technology for expanding visual literacy through pedagogical strategies.		
6) Seminar: AVT 697: Advanced Strategies and Curricular Innovations in the Visual Arts (2 credits) Pre-requisite: Completion of all Art Education Concentration courses This seminar synthesizes the knowledge and understandings gained from the ASTL program. It focuses on creating innovative curriculum design, mastering effective instructional strategies, and developing leadership potential for the field of visual art education.		

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Second Component for Degree Students--Core Courses – 12 credits <i>Required for all ASTL M.Ed. students</i>	<i>Sem. Hrs.</i>	<i>Completed Sem./Year</i>
EDUC 612 Inquiry into Practice Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through critical writing, action and research. Emphasizes cultural diversity and gender issues in research.	2	
EDUC 613 How Students Learn Advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems, and understanding each learner in the context of the learning process itself.	3	
EDUC 614 Designing and Assessing Teaching and Learning Explores design and development of curricular, pedagogical, and assessment strategies responsive to the needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	2	
EDUC 606 Education and Culture Practitioners use the <i>Cultural Inquiry Process</i> (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; learn skills in analyzing educational settings; and expand strategies to address puzzlements in their own practice.	3	
EDUC 615 Educational Change Explores influences on educational change at the classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors and involves students in reflecting on their own experiences.	2	