The University of British Columbia  
Faculty of Education, Department of Curriculum and Pedagogy  

EDCP 301  
Art Education: Curriculum and Pedagogy, Elementary Level

Course Description  
This course is designed to introduce teacher candidates to art education curriculum and pedagogical practices for the elementary level. It seeks to create a space where thinking about art and education are brought together to consider questions of art teaching and learning. Instruction is informed by the following three principles, which are elaborated in the course aims below: art and education theory, practice and application. Underpinning this course is a commitment to the following principles: inquiry, social justice and diversity; aboriginality; and new technologies.

Course Aims and Objectives  
This course aims to:

• Develop teacher candidates’ capacities to design, implement, and evaluate art learning and teaching opportunities at the elementary level.
• Develop teacher candidates’ understandings of, and abilities in art making processes.\(^1\)
• Engage students in thinking pedagogically in and through art.\(^2\)
• Introduce teachers candidates to different models and philosophies of art teaching and learning, while paying attention to the implications of each approach for what gets taught in schools, when, where and by whom.
• Develop capacities to think of art practice as a form of inquiry.
• Enlarge teacher candidates’ understanding of art, where it happens, how it is enabled and what it does.

Course Requirements:  
Teacher candidates participate in studio sessions, pedagogical workshops and seminars. The seminar component of the class will involve a discussion of the assigned reading/s for that class. Linking seminar topics with studio art making practices is a core principle of this course. Teacher candidates are expected to attend all classes, read all assigned reading (which involves taking notes that will enable participation in class), and participate in studio workshops, class discussion, debates, and visual inquiry projects.

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\(^1\) This involves developing particular skills and understandings in working with materials and working through different processes and in different art forms. In art education, these skills, competencies and ways of knowing are best learnt through doing.

\(^2\) To engage pedagogically in and through art requires an understanding of how learning happens in art; when it happens; and where it happens best. To plan, implement and evaluate art experiences, teachers need to have some understanding of learning. A portion of the EDCP 301 course will be devoted to thinking about art learning, and by extension students will be given an opportunity to engage in lesson planning and evaluation as well as being challenged to think about assessment.
**Readings and Textbook**

The textbook for this course is:


In addition to the textbook, other readings will be assigned. All readings are available through the UBC Library.

**Assessment and Assignments**

For this course, teacher candidates are required to keep a journal. The journal ought to be viewed as a teaching resource. The following ought to be included in the journal:

- Sketches, plans, drawings, paintings and photos that provide a visual record of studio work, notes about materials, techniques and processes, as well as, personal reflections about the experience of making art.
- Summary notes of weekly readings. Comments and questions from the assigned readings should be noted in the journal.
- Questions, reflections, ideas of issues covered in class discussions about the practice of art education.
- Written responses (500 words) to three readings. Summarize key ideas and discuss how these ideas will influence your practice as an art educator.

**Plagiarism**

Please consult UBC’s Regulation on Plagiarism at http://www.vpacademic.ubc.ca/integrity/policies.htm. As presented in the UBC Calendar, plagiarism is a serious “form of academic misconduct in which an individual submits or presents the work of another person as his or her own”. Plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. You need to become familiar with the different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see www.library.ubc.ca/home/plagiarism/for-students.doc. Whether intentional or not, plagiarism is a form of cheating that can lead to a failing grade for the course and to suspension from the University. Acknowledge your sources, including the Internet, using APA Style (American Psychological Association).

**Students with Disabilities**

Please consult UBC’s Academic Policy for Students with Disabilities at http://www.universitycounsel.ubc.ca/policies/policy73.pdf. Please let us know (or have the UBC Disability Resource Center let us know) if you have a disability documented with the UBC Disability Resource Centre and/or if you need any special accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate. We will respect the confidentiality of any information you share and support you so that your learning needs are met.
**UNIT 1**

<table>
<thead>
<tr>
<th>Topic</th>
<th>‘Visions and Versions of Art Education’</th>
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</thead>
<tbody>
<tr>
<td>Guiding Question</td>
<td>What currently constitutes art knowledge in art education curriculum, and what practices best promote the development and growth of such knowledge?</td>
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- British Columbia K-7 Fine Arts. Curriculum Guide |

**UNIT 2**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Art as Inquiry: 2-Dimensional Studio Practice</th>
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<tbody>
<tr>
<td>Guiding Question</td>
<td>What types of knowledge and practices of knowing are developed in, with, and through the production of 2-Dimensional art forms including drawing, painting, graphic and textile design?</td>
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<td>Readings</td>
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**UNIT 3**

**Topic**

*Art as Inquiry: 3-Dimensional Studio Practice*

**Guiding Questions**

*What types of knowledge and practices of knowing are developed in, with, and through the production of 3-Dimensional art forms including sculpture, ceramics, product design?*

**Readings**

UNIT 4

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<thead>
<tr>
<th>Topic</th>
<th>Art as Inquiry: Time-Based and Situational Studio Practice</th>
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<tbody>
<tr>
<td>Guiding Question</td>
<td>What types of knowledge and practices of knowing are developed in, with, and through time based and situation art forms art including video art, installation art, happenings, and relational practices?</td>
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</tbody>
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UNIT 5

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<tr>
<th>Topic</th>
<th>Social, Cultural and Contemporary Foundations of Art Education Curricular and Pedagogical Practices?</th>
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<tbody>
<tr>
<td>Guiding Question</td>
<td>What opportunities for growth and change are presented when art curriculum is considered in relation to contemporary art practice and current art theory?</td>
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<tr>
<td>Promoting Education Over Conservatism. In K. Grauer, R. Irwin, and M. Emme (Eds.), <em>StARTing With . . .</em>, Third Edition, Toronto, Ontario: Canadian Society for Education</td>
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<tr>
<td>- Wilson, B (2008) Contemporary Art, the &quot;Best of Art&quot;, and Third-site Pedagogy. <em>Art Education</em> 61 (2), 6-9</td>
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