



# ART EDUCATION

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**MASTERS OF ART IN TEACHING COURSES**

#### **AETE 540 ART & HUMAN DEVELOPMENT**

An exploration of cognitive and psycho-social development of learners Pre-K to 16 years through psychological, sociological, and anthropological theories. Theories of development and the nature of art-making are the focus of the course.

#### **AETE 541 SEMINAR III: ISSUES AND THE INDIVIDUAL LEARNER**

An opportunity for students to explore skillful communication, particularly as it relates to expectations, beliefs, relationships, and management with children and youth. Also, an examination of contemporary readings and models that link diversity and art education. Fieldwork with a variety of learners Pre-K to 12th grade is a significant component of the course.

#### **AETE 542 SATURDAY STUDIOS PREPRACTICUM I**

An intensive study of a variety of teaching models and their respective planning strategies. Reading and discussions will address writing lesson plans, conducting instructional sessions, and assessing student learning at all ages. Students make direct field observations in schools, community settings, and museums. Students will also be required to serve at least three Saturday mornings as research and teaching assistants to the Saturday Studios teachers who provide instruction for 3rd to 12th grade students.

#### **AETE 543 SATURDAY STUDIOS PREPRACTICUM II**

A teaching experience to practice theories and models of teaching in the context of the Saturday Studios setting. Through readings, class discussions, and coaching sessions, students analyze communication skills and motivational techniques to inform their practice. Students reflect upon all aspects of their teaching and set goals to address challenges they encounter in the Saturday Studios classes for 4th to 12th graders.

*Graduate Prerequisite: AETE 542*

#### **AETE 544 CONCEPTS AND PROCESSES FOR CLASSROOMS**

An intensive, condensed examination of the traditional and new media of visual artists as used in elementary, middle and high school educational settings. Emphasis is placed on the relationship of materials and processes to the images and ideas they convey, as well as the practical concerns of organization, age-appropriateness, special adaptations and efficient routines. Each student will engage in research and an in-

depth exploration of a concept/process. Special consideration given to substantive, appropriate, and respectful content in Pre-K to 12 classrooms.

#### **AETE 545 SEMINAR V: DESIGNING CURRICULUM**

An exploration of the philosophical, sociocultural, and personal issues that shape teaching practices. Through readings and critical analysis of existing models, students design individual solutions to curriculum problems in the visual arts. This course is usually taken concurrently with the Student Teaching Practicum.

*Graduate Prerequisite: AETE 543*

#### **AETE 546 STUDENT TEACHING PRACTICUM**

Students are placed for their practicum in area schools for either Pre-K - 8 or 5-12 licensure. They work closely with supervising practitioners designing, teaching, and evaluating lessons relating to the school curriculum. They are supervised by MassArt faculty and attend a weekly seminar on issues related to their teaching experience. They compile a portfolio documenting their teaching experience and hang an exhibit of work from classes they have taught in the schools. (6 credits)

*Graduate Prerequisite: AETE 543*

#### **AETE 504 PROBLEMS IN AESTHETICS**

An introduction to the study of aesthetics through an overview of Western and non-Western aesthetic traditions. Aesthetic frameworks of film and photography and recent thoughts about art and meaning are included. This course is more about questions than answers, and students are encouraged to approach aesthetics in the spirit of inquiry-arguing, challenging, and in general making the material personally relevant.

#### **AETE 547 STUDIO INVESTIGATIONS**

Faculty and visiting artists critique student work and advise students on subsequent studio work. Students attend campus exhibitions and visiting artists' lectures.

#### **AETE 548 TEACHING IN NEW MEDIA**

This course covers issues of teaching art in new media through project-based inquiry. Students evaluate the roles of new media technology for existing art curriculum and develop projects that support the physical art making experience. A focus on building interdisciplinary and STEAM-based curriculum for inventing curriculum for teaching art is the course theme. Most classes will be structured as a combination of lectures, conversations, visits to maker labs, research and studio time. The final project for the class will be the development of an interdisciplinary or STEAM-based lesson plan/unit with supporting materials.