Syllabus

**ART 4530/6570 Art in the Community**

*Spring, 2016 / Meets in ART 352 /
3.0 Credit Hours
R. Hayes, MFA, MED (Office - ART 341)/
Meets Fridays, 2:00-5:00 /*

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**COURSE DESCRIPTION**

Art in the Community is a [service-learning course](#) in which students will develop an understanding of the capacities and practical applications of arts-based education in community environments by planning and carrying out an innovative arts program for young people at the [Glendale branch of the Salt Lake Public Library](#). Students will explore how creative implementation of artistic programming in community settings can effect learning outcomes and social change in the lives of members of our civic web. Through a survey of theory, history and different models of arts-based community practice, students will prepare to design their own curriculum, eventually planning, implementing and evaluating the four-week art education experience they conduct at the library. This course will ask students to consider the values of mutual collaboration and information sharing with our participating site, welcoming the shared assets that exist when people in a community come together to create art.

**TEACHING & LEARNING METHODS**

Students will learn through carefully coordinated and topically relevant class discussions; engage in experiential learning; assess assets of a collaboration between our class and the Glendale library; plan and create curriculum targeted to a particular community site; organize and carry out teaching of the prepared curriculum for a group of young people at the Glendale library; document their process through an in-depth blog; reflect on and assess their experience and the efficacy of the art teaching in a paper.

**OBJECTIVES**

Students who have successfully completed the course should:

- Create a personal understanding of arts education in community settings and its capacity to effect change in terms of learning
outcomes, individual development, and social cohesion

- Develop a working knowledge of a specific artistic medium while considering direct curricular application
- Understand the elements of successful arts-based unit and lesson plans
- Plan, implement, and assess a community-based arts program in a non-school community setting
- Learn to evaluate shared assets and needs of the collaboration between U of U students and the site
- Collaborate effectively with classmates to conduct community art education

COURSE REQUIREMENTS, GRADING & POLICY

ELEMENT 1--Community Art Project (45 points): As part of a small group, you plan, prepare completely for, and carry out a 4-week community arts-based project at the Glendale branch of the Salt Lake Public Library. The includes the following:

1. Unit outline: (5 points)  
This is the overall description of the four-week project you will be planning and conducting as part of a small group at the Glendale library. It should focus around one art-making practice and medium and, ideally, have a subject matter emphasis associated with the Jordan River. The outline should be detailed, informative and contain the: 1) theme; 2) goals; 3) concepts to be taught—which should include art methods, art criticism, aesthetics, art history 4) cultural exemplar(s) to be used; 5) sequence of four lessons; 6) evaluation component

2. Lesson Plans: (10 points) You will create a detailed lesson plan for 1-2 workshop sessions.

3. Weekly Planning and Preparation: (15 points) This includes continual high levels of engagement with planning and preparing for your project at the Glendale library. It takes a lot of coordination, work and organization to prepare a good art project for children. You will need to think like an event organizer and a teacher as well as an artist. Getting full credit for this part means that you've created great curriculum and also organized a practical means of carrying it out, including procuring and preparing any needed materials.

4. Weekly Active Teaching and Participation: (15 points) Each member of your group will need to be present for all four weeks of teaching at the Glendale library. You will be entirely responsible to carry out teaching with a group of young people on each of these days.

ELEMENT 2--Documentary Blog (30 points): Each student will create and maintain a blog (Tumblr is recommended) to document their journey throughout the semester. Required elements of the blog are:

1. Reading Responses: Students are required to post 1-3 paragraph responses to each reading assigned. Reflections should include a description of the main themes of the reading, references to what interests you, and any questions you have about what you have read. DUE: These should be posted by the time class starts on the day the reading will be discussed.

2. Process Documentation: This blog is an opportunity for you to thoroughly document your process this semester. Elements of your process include text and images and links that document the following:
   A. Your ideas and brainstorming as the semester begins
   B. Your process of developing a curriculum for implementation at the library
   C. Detailed information about the Glendale library and its surrounding neighborhoods
   D. Documentation of your project at the library and the art that gets made
   E. Descriptions of the young people's discoveries and growth through the project
   F. Descriptions of your own reflections and discoveries during the semester.
   DUE: Ongoing updates should happen throughout the semester.

3. Creative Elements: Use this blog for your own process as you see most fit. Please feel free to post links to things you find interesting, images of your own art, and things that inspire you. DUE: Ongoing updates should happen throughout the semester.

4. Responses or Writings as Assigned through Weekly Experiments: Occasionally your Weekly Experiments will have extra writings or responses that you can add to your blog. DUE: As assigned.

5. Presentation: You will have the opportunity to present highlights of your blogs and processes as a group at the end of the semester in a 10 minute summary report. (DUE: April 15th and 22nd)
**ELEMENT 3--Reflection Paper or Project: (15 points)** This 4-5 page paper or project is a reflection on your experience teaching in the community, your beliefs about community-based art education, and your ideas for using what you have learned in future artistic and/or educational endeavors. (DUE: End of semester)

**ELEMENT 5--Active Participation (10 points):** You are expected to come to class having read the assigned readings and prepared to discuss them. In addition, your full participation in class discussions, activities and weekly reflections is very important. Each absence over two excused absences will result in a 10 point reduction in your final grade.

Grading Total = 100 points

A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75; C-: 70-71; D+: 66-69; D: 62-65; D-: 60-61; E: 0-59

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services.

**GRADUATE VERSION (6570):**

>>>**Supervising 1 Team Teaching Group:** (50 points) You will be responsible for supervising the planning, implementing and preparation for a 4-week community-based art education/non-profit management project. The team of students will be responsible for the following:

**Unit outline:** (5 points)
This should contain the: 1) theme; 2) goals; 3) concepts to be taught—which should include **art criticism, aesthetics, art history and art production;** 4) cultural exemplar(s) to be used; 5) sequence of lessons; 6) evaluation component

**Lesson Plans:** (10 points) You will create a detailed lesson plan for 1-2 workshop sessions. **Weekly Planning and Preparation:** (15 points)

**Weekly Active Teaching and Participation:** (15 points)

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**Developing a Comprehensive Curriculum or Program Design** (50)

>>>**Teaching 1 Course Topic:** (30 points) You will research and teach two topics during the course of the semester. These will be decided with the professor and will consist of 30 to 60 minutes of teaching time for each topic.

>>>**Reflection Paper or Project:** (20 points) This 4-5 page paper is a reflection on your experience teaching in the community, your beliefs about community-based art education, and your ideas for using what you have learned in future artistic and/or educational endeavors.

TEXTS & READINGS

**REQUIRED TEXT**

REQUIRED ARTICLES: All required articles for this course are available publicly online or through Marriott Libarary e-reserve. Links to publicly available readings will be embedded in the syllabus and weekly experiment pages. Students can access course reserves by selecting the course reserves tab in the Marriott Library catalog, http://search.library.utah.edu. Additional information on using course reserves can be found in our Course Reserve “How to Guide.” Please share this link with your students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus. http://campusguides.lib.utah.edu/course_reserves_guide. The course is listed as Hayes ART 4540.

Students registered for this class may access the reserve materials from campus or off-campus computers at www.lib.utah.edu/portal/site/marriottlibrary. Click on the GO button to go to the catalogue, and then click on the COURSE RESERVE tab. On campus, you can go directly. If you are accessing from off-campus, you will go to the University of Utah website and log on to MY LIBRARY ACCOUNT, with your sNID and password. We have been alerted that this is a new reserve system and may not yet be alphabetized.

The staff at the Reserve Department would like to assist you. If you have any questions or concerns, you have been invited to call Diane at 581-4670 or other staff at the Reserve Department of the Marriott Library.

ACCESSIBILITY

Americans with Disabilities Act: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Please contact the instructor of this course at the beginning of the semester to discuss any such accommodations for this course.

Note: This syllabus is subject to change as the semester evolves.
ART 4530-001/6570-001 Course Calendar - Spring, 2016

//// Art in the Community

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Course Start Notes
Syllabus
Assignments

Note: This calendar is subject to change and will evolve as the semester progresses.

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WEEK 1: COURSE INTRODUCTION & OVERVIEW

Friday, January 15, 2016

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TOPIC/DISCUSSION/PROCESS: Course Introduction and Overview

WEEKLY EXPERIMENT A

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Readings to be Discussed/Referenced in this Class:

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WEEK 2: ART IN THE COMMUNITY

Friday, January 22, 2016

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TOPIC/DISCUSSION/PROCESS: Introduction to Community Art & Community-Based Art Education: What is art? What is art in the community? Definitions and discussion of terms

WEEKLY EXPERIMENT B
WEEK 3: ART IN THE COMMUNITY--TIME AND SPACE

Friday, January 29, 2016

TOPIC/DISCUSSION/PROCESS: History of Community-based Art Education, Examples and Sample Projects

WEEKLY EXPERIMENT C

Readings to be Discussed/Referenced in this Class:

WEEK 4: SITE VISIT + MODELS OF ENGAGEMENT

Friday, February 5, 2016

TOPIC/DISCUSSION/PROCESS: Site visit at Glendale Library: CLASS WILL TAKE PLACE AT GLENDALE LIBRARY AT 2:00 PM (1375 S. Concord St. [1240 W.], Salt Lake City)
--Conversation with Brooke Young, Branch Manage, Glendale Library
--Models of community-based art engagement: Project YES Model and the CBAE process
--Assets and Needs Mapping

Readings to be Discussed/Referenced in this Class:

WEEK 5: ART & CIVIC DIALOGUE

Friday, February 12, 2016

Day Description + Weekly Experiment if Applicable
TOPIC/DISCUSION/PROCESS: --Art & Civic Dialogue
   --Team Teaching Assignment/Options
   --Introduction to Different Media + Artists

WEEKLY EXPERIMENT E

Readings to be Discussed/Referenced in this Class:

WEEK 6: MAPPING TIME & LEARNING MEDIA

Friday, February 19, 2016

Day Description + Weekly Experiment if Applicable

TOPIC/DISCUSION/PROCESS: --Planning & Development of Curriculum of Unit & Lesson Plans
   --Working as Groups
   --Media Workshops

WEEKLY EXPERIMENT F

Readings to be Discussed/Referenced in this Class:

WEEK 7: CURRICULUM DEVELOPMENT & METHOD DEVELOPMENT

Friday, February 26, 2016

Day Description + Weekly Experiment if Applicable

TOPIC/DISCUSION/PROCESS: --Planning & Development of Curriculum of Unit & Lesson Plans
   --Working as Groups
   --Media Workshops

WEEKLY EXPERIMENT G

Readings to be Discussed/Referenced in this Class:

http://sites.fa.utah.edu/~rhayes/spring_2016/art_4530_spring_16_cal.html
WEEK 8: COMMUNITY-BASED ART EDUCATION PROJECT 1

Friday, March 4, 2016

Day Description + Weekly Experiment if Applicable

IN THE FIELD: GLENDALE LIBRARY -- Finalizing unit and lesson plans and preparation at the site.

WEEK 9: COMMUNITY-BASED ART EDUCATION PROJECT 2

Friday, March 11, 2016

Day Description + Weekly Experiment if Applicable

IN THE FIELD: GLENDALE LIBRARY -- FIRST LESSONS

DUE: Unit and Lesson Plans (Submit on Canvas)

Readings to be Discussed/Referenced in this Class:

WEEK 10: SPRING BREAK

Friday, March 18, 2016

Day Description + Weekly Experiment if Applicable

SPRING BREAK - NO CLASS
Readings to be Discussed/Referenced in this Class:

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**WEEK 11: COMMUNITY-BASED ART EDUCATION PROJECT 3**

Friday, March 25, 2016

Day Description + Weekly Experiment if Applicable

IN THE FIELD: GLENDALE LIBRARY — SECOND LESSON

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**WEEK 12: COMMUNITY-BASED ART EDUCATION PROJECT 4**

Friday, April 1, 2016

Day Description + Weekly Experiment if Applicable

IN THE FIELD: GLENDALE LIBRARY — THIRD LESSON
WEEK 13: COMMUNITY-BASED ART EDUCATION PROJECT 5

Friday, April 8, 2016

TOPIC/DISCUSSION/PROCESS: Evaluating our experience and reviewing best-practices.

Readings to be Discussed/Referenced in this Class:

WEEK 14: BEST PRACTICES, WRAP-UP AND EVALUATION

Friday, April 15, 2016

Day Description + Weekly Experiment if Applicable

TOPIC/DISCUSSION/PROCESS: Evaluating our experience and reviewing best-practices.

Readings to be Discussed/Referenced in this Class:

WEEK 15: REFLECTION & PRESENTATIONS

Friday, April 22, 2016
TOPIC/DISCUSSION/PROCESS: Sharing documentation blogs

DUE: Reflection Paper/Project + Documentation Blogs (Due on Canvas and/or on blogs)

Readings to be Discussed/Referenced in this Class:

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**WEEK 16: LESSON WORKSHOPS 2**

Thursday, December 10, 2015

**LESSON WORKSHOPS**