

One Question 2007 – Art Education
Submitted by Marcia F. Taylor

The initial question proposed looking at the way in which College Supervisors evaluated the Art Education Student Teachers and their presentation of the Elements and Principles of Art/Design in their Lesson Plans. It became obvious that this question should be preceded by questions asked earlier in the Professional Art Education Courses.

During this academic year (2006-2007) the Elementary Methods class embarked on a project to define the Elements and Principles in words and examples that would be appropriate for Elementary School Art Classes. Each student in the course defined the following terms: *Shape, Color, Texture, Space, Line, Form, Contrast, Unity, Movement, Balance, Emphasis, and Repetition/Rhythm*. These definitions were collected in the beginning of the spring semester. During the course of the semester each student presented a lesson to the class as if he/she were teaching in real time (of 40 or 45 minutes). These lessons incorporated the Elements and/or Principles.

At the end of the semester samples of the definitions (see separate attachment) were presented to the class as a survey for evaluation. Five definitions of each Element and Principle were selected at random for this survey. And each definition was numerically evaluated (see separate attachment) from Strongly Agree (number 1) to Strongly Disagree (number 5). In addition, the student teachers also evaluated these definitions.

The exercise and the results present more questions, insights and ideas for curricular study. In general, some of the categories received consistently high (that is, strongly agree) ratings. These were: *Texture, Line, Contrast, Emphasis* and *Repetition/Rhythm*. The ones receiving lowest ratings (that is, strongly disagree) were: *Shape, Color, Form, and Balance*. The ones with neutral or varied ratings were: *Space, Movement, and Unity*.

The definitions for the survey were selected at random and did not include every definition by each student in the class. Perhaps the definitions would have ranked more similarly if ranked by each student's definitions. However, the exercise presents interesting ideas to consider for future 'one questions' and also for continuing the evaluation of how the Elements and Principles of Art/Design are taught within the Art Education Professional Courses; how the students assimilate this knowledge and incorporate them into lesson plans and unit plans for elementary and secondary school children; how these Elements and Principles are 'learned' in the studio art classes in the Art Department requirements; and finally, how the Art Education Student Teachers are evaluated by their supervisors during the Student Teaching semester. This final point was the initial 'one question' but the other points will have to be considered before that 'one question' is asked again.