

ART TEACHING PRACTICES

1	Course Title:	ART TEACHING PRACTICES
2	Course Code:	RES3106
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	3
6	Semester:	6
7	ECTS Credits Allocated:	2.00
8	Theoretical (hour/week):	1.00
9	Practice (hour/week):	2.00
10	Laboratory (hour/week):	0
11	Prerequisites:	NONE
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Prof. Dr. GONCA ERİM
15	Course Lecturers:	
16	Contact information of the Course Coordinator:	goncae@uludag.edu.tr +90 (224) 294 25 75 Uludağ Üniversitesi Eğitim Fakültesi Güzel Sanatlar Eğitimi Bölümü Resim-İş Eğitimi Anabilim Dalı Görükle Kampüsü Görükle/Bursa TÜRKİYE
17	Website:	
18	Objective of the Course:	This course aims to acquaint to combines the knowledge and experience related to art education with the subject areas; criticism, aesthetics, art history and the application. With this aim, teacher candidates will be shown art practices with different methods, and they will be provided to develop examples to acquire student acquisitions.
19	Contribution of the Course to Professional Development:	Pre-service teachers will be able to apply art to their students by applying different methods. Their professional readiness will increase.
20	Learning Outcomes:	
	1	To recognize visual arts curriculum
	2	To be able to say student acquisitions in Visual Arts curriculum
	3	To be able to say the contemporary teaching methods in the field of Art Education
	4	To be able to apply modern teaching methods in the field of Art Education
	5	To be able to use critique, aesthetics, art history and application in an arts education unit in a continuous and sequential fashion
	6	To be able to design materials such as art history timeline, drama activities, fictionalization and art games strategies for different methods of teaching
	7	To be able to work as an example to Visual Arts course
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21	Course Content:	

	Course Content:			
Week	Theoretical	Practice		
1	Compare the Visual Arts Secondary School Curriculum Compare the Visual Arts High School Curriculum-	Developing Sample Activity Plans Suitable for Primary Education Level 2 and High School Level"		
2	Mask unit presentation	Making a Paper Mask - An Activity Suitable for Primary Education Level 1		
3	Mask unit presentation - Paper mask	Completing the Decoration of Paper Masks - An Activity Suitable for Primary Education Level 1		
4	Mask and its history presentation and mask making suitable for the 2nd grade of primary education- pulp	Making Paper Pulp Masks		
5	Mask and its history presentation and mask making suitable for the 2nd grade of primary education- pulp	Continue making masks from paper pulp and moving on to painting Demonstrate the preparation of water-based paint with pigment paint for painting		
6	Kağıt hamurundan mask yapımına devam ve boyamaya geçme Boyama için pigment boya ile su bazlı boya hazırlamayı gösterme	Continuing Paper Mask Making Suitable for Primary Education Level 2 - Paper Pulp Coloring and Decoration		
7	Presenting Art Criticism and Art History Examples Suitable for Primary Education Level 1, Level 2, and High School Students with the Example of Van Gogh's Painting 'Starry Night	Making a collage work in Van Gogh style by using handcrafted papers by transferring the night photos taken by the students or found in their research on 35x50 paper.		
8	Having Students Create a Collage Work in	Having Students Create a Collage Work in the Style of		
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical				
9	Presentation and implementation of	14	1.00	14.00
Practicals/Labs		14	2.00	28.00
Self study and preparation		8	2.00	16.00
Homeworks		0	0.00	0.00
Projects		0	0.00	0.00
10	The History of Hand Puppets Suitable for	Starting to Make Hand Puppets		
Field Studies		0	0.00	0.00
11	The history of String-rod Puppets Suitable for	Continuing Hand Puppet Making - Determining the Theme		
Others		0	0.00	0.00
12	Creating a Script for the Performance of the String-Rod Puppet Presentation	Starting to make String-rod Puppets	1.00	1.00
Total Work Load				60.00
Total work load/ 30 hr				2.00
ECTS Credit of the Course				2.00

22	Textbooks, References and/or Other Materials:	<p>ARTUT, Kazım., Sanat Eğitimi., Anı Publishing., Ankara , 2001</p> <p>ALAKUŞ, Ali Osman., Levent Mercin., (Editors)., Sanat Eğitimi ve Görsel Sanatlar Öğretimi., Pegem Academy Publishing., Ankara., 2009.</p> <p>BUYURGAN, Serap., Ufuk Buyurgan., Sanat Eğitimi ve Öğretimi., Academy Publishing., Ankara., 2007.</p> <p>ETİKE , Serap., Sanat Eğitimi Yazıları., İlke Book and Publishing., Ankara., 1995.</p> <p>FISCHNER – RATHUS, Lois., Understanding Art., 4. Edition., Prentis Hall, Inc., New Jersey., U.S.A., 1995.</p> <p>KIRIŞOĞLU, Olcay T. (Prof.Dr.), Prof. Dr.Mary STOCKROCKİ, Ortaöğretim Sanat Öğretimi – YÖK – World Bank, Development Project of Public Education., Ankara, 1997.</p> <p>KIRIŞOĞLU, Olcay T., Sanat Kültür Yaratıcılık, Pegem Academy Publishing., Ankara., 2009.</p> <p>KIRIŞOĞLU, Olcay., Sanatta Eğitim., Demircioğlu Press., Ankara., 1991.</p> <p>KURUOĞLU, Nihal., Kaynaştırılmış Sanat Eğitimi Yönteminin İlköğretimde Uygulanması ve Sonuçları., Master of Art Thesis., Ankara Un. Social Sciences Ins. , Ankara., 1997</p> <p>ÖZSOY, Vedat., Görsel Sanatlar Eğitimi, Resim-İş Eğitiminin Tarihsel ve Düşünsel Temelleri., Gündüz Education and Publication., Ankara., 2003.</p> <p>ÖZSOY, Vedat., Ali Osman Alakuş., Görsel Sanatlar Eğitiminde Özel Öğretim Yöntemleri, Pegem Academy Publishing., Ankara., 2009.</p> <p>ÖZSOY, Vedat. (Editör)., Yöntem ve Teknikleri ile Görsel sanatlar Eğitiminde Uygulamalar., GÖRSED Publishing., Ankara., 2006.</p>
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23	Assesment	
TERM LEARNING ACTIVITIES	NUMBE R	WEIGHT
Midterm Exam	1	40.00
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		Visa 40% classic Final evaluation is made as 60% classical. Absolute evaluation is in question as far as the number of students allows.

24	ECTS / WORK LOAD TABLE
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25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	1	4	1	1	1	1	1	5	5	3	1	1	1	1	1	1
ÖK2	3	5	1	4	1	2	3	5	5	3	1	1	1	1	1	1
ÖK3	1	3	5	1	2	1	4	5	4	1	1	2	1	1	1	1

ÖK4	5	5	4	4	1	2	2	5	4	4	1	1	1	1	1	1
ÖK5	5	4	1	4	1	1	5	5	5	4	1	1	1	1	1	1
ÖK6	3	4	3	5	1	2	3	5	5	4	1	1	1	1	1	1
ÖK7	5	4	3	5	1	2	2	5	3	5	4	1	1	1	1	1
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			