



**COURSE TITLE:           STUDYING PORTLAND’S ART:  
Integrating Local Art into Your Classroom**

<b>NO. OF CREDITS:</b>	<b>3 QUARTER CREDITS</b>	<b>WA CLOCK HRS:</b>	<b>30</b>
	<b>[Semester Cr Equivalent: 2.00]</b>	<b>OREGON PDUs:</b>	<b>30</b>
		<b>CEUs:</b>	<b>3.0**</b>

<b>INSTRUCTORS:</b>	<b>PETER CHAUSSE, B.S.</b>	<b>CHRISTOPHER NAZE, M.Ed.</b>
	<b>walkportland@msn.com</b>	
	<b>503/665-2558</b>	

**COURSE DESCRIPTION:**

With more than 100 pieces of public art in downtown Portland, and dozens of other pieces on display in parks around the city, Portland has become a leader in the development of art and art education. In this course you will learn dozens of ways to energize your classroom instruction by incorporating local art. Through a downtown Portland walking tour and visits to two downtown museums, you will become familiar with Portland’s ‘Percent for Art Program’. You will study historic murals, bronze and stone sculptures, paintings, carvings, ceramic tile work, sidewalk inscriptions, culturally diverse art displays and living art works. Along the way you will learn how to develop classroom art lessons and projects that can be incorporated with other subject areas. This class is designed to make teachers more aware of the variety of art in Portland, and to provide ideas for strengthening existing art programs. Focused on making art a part of your daily curriculum in a variety of subject areas, this class is applicable for Elementary teachers, as well as Secondary Art and Social Studies teachers.

\$25 material fee is to be paid directly to the instructor after registration.

**LEARNING OUTCOMES:**

As a result of taking this course, participants will learn:

1. Where to find over 100 pieces of public art in Portland.
2. Ways to use Portland’s art as a springboard for fun and exciting classroom lessons.
3. How to use art as a hands-on way to teach in most curricular areas.
4. How to make a walking tour of Portland’s art fun and educational for students.
5. To make art effective in teaching science, math, geography, language arts, history and cultural diversity.
6. More about the ‘Arts in Education Program’ and how to enhance art education for students.
7. The importance of public art and its role in adding to the beauty and diversity of a city.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:\*\***

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant’s their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

### REQUIRED TEXT:

Required reading consists of:

- The handout information packet that is provided.
- 2 books of your choice, or similar texts, from the bibliography provided.

### MATERIALS FEE:

The information packet and course workbook is \$25, payable to the instructor after registration.

### HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

Send copies of completed worksheets to the Instructor.

## ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

### A. INFORMATION ACQUISITION

#### Assignment #1:

Read the assigned information packet, 'Portland's Visual Public Art', and complete the assignment worksheets that correspond to the information packet material.

#### Assignment #2:

Take a walking tour of Portland's art, using the 'Public Art Walking Tour' as a guide. Walk at least 5 of the 8 zones listed in the book and complete the assignment worksheets following each walk.

**Assignment #3:**

Read 'Portland's Visual Public Art and Ways to Integrate Art into your Curriculum'. This section will provide you with ideas on how to apply what you have learned into your teaching.

**Assignment #4:**

Choose one book based on art integration marked with an asterisk (\*) in the Bibliography and at least one other book from the bibliography. Complete the assignments associated with the packet and the books that you choose. Identify the books you select, and write a 1-2 page summary outlining your findings.

**Assignment #5:**

Complete both a) and b) below:

a) Visit artwork within at least two Portland parks (see list of locations) **OR** Visit any two art works that you know of in your local area.

**AND**

b) Visit the Portland Art Museum and the Metropolitan Center for Public Art. Complete the assignment worksheets following these visits.

**Assignment #6:**

Conduct an internet search for websites containing information on local art or community based public art. Create a 2-3 page annotated bibliography of the sites that were found. Include how these websites can be used with these students to stimulate learning. The annotation should include Title, Author, URL, length of article, and date of publication.

*This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.*

*Continue to the next section for additional assignments required for University Quarter Credit*

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT****B. LEARNING APPLICATION**

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #7: (Required for 400 and 500 Level)**

Design 3 lessons in which art is integrated with one or more subject areas, such as science, math, geography, language arts, history or cultural diversity. Be sure to include the following options within the three lessons:

- a. A hands-on art project that students work on. An example might be to create a mural to illustrate the history of the Oregon Trail.
- b. A tour of downtown Portland Art Museums or a walking tour of the city's public art. These activities can be organized as whole class excursions, or be designed as independent student projects. In the latter case, student assignments should offer a variety of options and should require them to submit proposals indicating a clear learning focus.
- c. Summarize the methods, the materials and the results for each lesson. Explain how art was integrated with other subjects to maximize learning for students.

## 500 LEVEL ASSIGNMENT

### Assignment #8: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

**Option A)** Create an original research or hands-on project for your students that focuses on some aspect of Portland's art, or local, or community based art. Discuss with the instructor beforehand what you would like to do. Then, explain the goals, implementation, results and assessment of the project.

**OR**

**Option B)** Another assignment of your own design with prior approval of the instructor

## 400 & 500 LEVEL ASSIGNMENT

### C. INTEGRATION PAPER

#### Assignment #9: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

#### INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

#### QUALIFICATIONS FOR TEACHING THIS COURSE:

**Peter Chausse, B.S.**, is a veteran teacher, who has made extensive studies of Portland's art. He has researched the development of art in the city, and he has located most of the art works that bring the city to life. Peter has taught field classes through The Heritage Institute in downtown Portland, and he has become familiar with the art in Portland's parks, on college campuses and in the outlying areas. As an elementary teacher, Peter organized and led several walks in downtown Portland focusing on art, and he started 'Peter's Walking Tours of Portland'. Peter loves studying Portland's art and he has been effective in providing teachers with fun and educational ideas for implementing art lessons with students of all ages. Peter enjoys working closely with teachers and is both knowledgeable and enthusiastic about this subject. Before beginning his teaching career, Peter earned a B.S. degree in Forestry from the University of Maine. Peter has taught courses through The Heritage Institute Since 1994.

**Christopher Naze, M.Ed.** has been teaching elementary education in the Portland Public Schools since 2002 with areas of expertise in technology, writing and mathematics. He has won grants for innovative classroom technology projects and has been active in the Portland and National Writers' Project.

## STUDYING PORTLAND'S ART BIBLIOGRAPHY & RESOURCE LIST

\* Books based on Art Integration (Assignment 4)

### Art and Social Studies Integration

- Gomez, Aurelia. *Crafts of Many Cultures*. 1999; Scholastic Professional Books.
- Banyas, Rebecca & Mary Priester. *Westside Light Rail Public Art Guide*. 1998. Tri-Met Portland, OR
- Bodily, Susan. *Revitalizing Arts Education Through Community-Wide Coordination*. 2008 Rand, Research in the Arts Publishing
- Priester, Mary. *Interstate MAX Public Art Guide*. 2004. Tri-Met. Portland, OR
- Krensky, Beth. *Engaging Classrooms & Communities through Art: A Guide to Designing & Implementing Community Based Art Education*. 2008. (Available through Amazon.com)

### Art and Math Integration

- Kohl, MaryAnn and Cindy Gainer. *Math Arts: Exploring Math through Art 3-6 year olds*. 1996; Bright Ring Publishing.

### Art and Science Integration

- \* Kohl, MaryAnn and Jean Potter. *Science Arts*. 1993; Bright Ring Publishing.
- Tolley, Kimberly. *The Art and Science Connection*. 1993; Scholastic Professional Books.
- Chambers, Joan and Molly Hood. *Simply Artistic*. 1994; Belair Publications Ltd.
- Forte, Imogene and Marjorie Frank. *Puddles and Wings and Grapevine Swings*. 1982; Incentive Publications.
- \* Kohl, Maryann and Cindy Gainer. *Good Earth Art: Environmental Art for Kids*. 1991; Bright Ring Publishing.
- \* Milford, Susan. *The Kids Nature Book: 365 Indoor/Outdoor Activities and Experiences* (series). 1996; Williamson Publishing.
- Ritter, Darlene. *Multicultural Art Activities*. 1995; Creative Teaching Press.
- Ryder, Willet. *The Art Experience*. 1991; Good Year Books.
- Snyder, Eugene. *Portland Potpourri, Art, Fountains and Old Friends*. 1991; Binford & Mort Publishing.