

**COURSE TITLE:** STUDYING PORTLAND'S ART

**WA CLOCK HRS:** 30

**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]

**OREGON PDUs:** 30

**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** Peter Chausse  
walkportland@msn.com

#### **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 artworks. 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.

The Co-Instructor for this course is Jake Gordon, M.S. Ed.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

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 CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

#### **UNIVERSITY QUARTER CREDIT INFORMATION**

##### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

• The Course Workbook information packet is provided by the instructor. • 2 books from the bibliography provided. Or two books of your own choice, with the instructor's prior approval.

None. All reading is online.

### **MATERIALS FEE**

A comprehensive workbook that includes the required reading, field journal, and Driving Tour is available from the instructor. See Order Form provided by The Heritage Institute after registration.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1: Read information packet**

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

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #1'**

#### **Assignment #2: Art Walking tour**

- 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.
- Complete the assignment worksheets following each walk.

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #2'**

#### **Assignment #3: Reading**

- 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: Read book of choice**

- Read one book based on art integration marked with an asterisk (\*) in the Bibliography and read
- at least one other book from the bibliography. Or another book of your own choosing with the instructor's prior approval.
- Complete the assignments associated with the packet and the books that you choose.
- Identify the books you select, and write a 1-2 page commentary of your findings.

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #4'**

#### **Assignment #5: Art in parks & museum**

Complete both a) and b):

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 own local area.

**AND**

b) Visit the Portland Art Museum and the Metropolitan Center for Public Art.

Complete the assignment worksheets following these visits.

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #5'**

#### **Assignment #6: Internet search**

- Conduct an Internet search of websites containing information on local art or community based public art. Create a 2-3 page annotated bibliography of the best sites you 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.

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #6'**

### **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

#### **B. LEARNING APPLICATION**

In this section you will 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: Lesson creation & teaching**

##### **NOTE ON LESSONS:**

Lessons created should integrate with one or more subject areas, such as science, math, geography, language arts, history or cultural diversity. Be sure to include the following options in the lessons:

- 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.
- 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.

##### **Assignment #7-A:**

- Create two lessons or adapt existing ones to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- Send your modified lesson and your commentary via email to your instructor.
- **Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #7-A.'**

**OR**

##### **Assignment #7-B:**

Use this option if you do not have a classroom available.

- Create two lessons or adapt existing ones to reflect what you've learned in this course. (Do not implement it.)

- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Renee Leon](#) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson along with your article via email to your instructor.
- **Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #7-B.'**

#### **Assignment #8: (500 Level ONLY)**

##### **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.

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #8-A'**

OR

##### **Option B)**

- Another assignment of your own design with prior approval of the instructor

**Send to the instructor:** walkportland@msn.com. **Subject line to read 'Studying Portland's Art #8-B.'**

#### **C. INTEGRATION PAPER**

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

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments.)**

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?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Peter Chausse, B.S.** is a former elementary school teacher, who has specialized in teaching his students about trees, plants, urban parks and natural areas.

Before beginning his teaching career, Peter earned a degree in Forestry from the University of Maine. His training included coursework in Dendrology (tree identification), Forest Management and wood product usage.

In the early 1980's, Peter worked for the U.S. Forest Service in the state of Washington, where he focused on tree identification and scientific observations. Since 1994, Peter has taught a course through The Heritage Institute titled, 'Studying Portland's Trees' During the course, participants learn how to recognize several dozen tree species as they explore Portland's parks and historic neighborhoods on foot. Ideas for the integration of tree study with math, art, science, literature, writing and social studies activities are presented and discussed.

Peter has had a lifelong love of trees, and is eager to help you acquire more tree knowledge. He is also dedicated to helping you bring this information to your students in fun and meaningful ways.

**Co-Instructor:**

Melissa Juska, M.L.S., has worked in elementary education since 2013 as an art teacher and school librarian. She holds a Bachelor of Fine Arts, a Master of Library and Information Studies, and teaching certifications in PreK-12 Visual Arts, Library Media, and Integrated Science. In 2016, she joined the Master Naturalist volunteer program to pass on her knowledge and love of the natural world through citizen science, outreach, and community service. Melissa is excited to share her passion for nature, art, and education with teachers and their students.

**BIBLIOGRAPHY****STUDYING PORTLAND'S ART**

\* 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.