

Barbara Bickel

List of post-secondary courses taught:

- 2009 Art & Design 300, Figure Drawing, Southern Illinois University Carbondale, Carbondale, IL.
- 2009 Art & Design 338, Secondary Art Methods, Southern Illinois University Carbondale, Carbondale, IL.
- 2008 Art & Design 308, Theory & Philosophy of Art Education, Southern Illinois University Carbondale, Carbondale, IL.
- 2008 Art & Design 200, Figure Drawing, Southern Illinois University Carbondale, Carbondale, IL.
- 2007 ARTE 404, Textile Design in Secondary Art Education, The University of British Columbia, Vancouver, BC
- 2007 ARTE 320, Curriculum and Instruction in Elementary Art, The University of British Columbia (2 terms), BC
- 2006 CUST 416A, Artful Inquiry Methods (summer session), The University of British Columbia, Vancouver, BC.

Description of courses:

AD 200 – Figure Drawing

This course will continue to build basic drawing skills using diverse mediums, compositional devices and spatial investigation as it relates to drawing the human figure. In addition it will assist in developing perception, self-reflexive awareness and dialogical meaning making in understanding how art communicates through the representation of the human body.

In this class you will learn ways to use line, mark and shape to express the figure as form in space. Investigation into the structure, anatomy, rhythms and relationships with the figure will be emphasized.

AD 300 – Figure Drawing

This course will continue to build drawing skills using diverse mediums, compositional devices and spatial investigation as it relates to drawing the human figure. In addition it will assist in developing perception, self-reflexive awareness and dialogical meaning making in understanding how art communicates through the representation of the human body. It will involve developing a balance between formal and nonformal drawing processes. You will be asked to become familiar with the multiple perspectives that influence purpose and meaning making in art.

In this class you will expand upon ways to use line, mark and shape to express the figure as form in space. Investigation into the structure, anatomy, rhythms and relationships with the figure will be emphasized

AD 308 – Theory and Philosophy of Art Education

This course is an inquiry into contemporary art education through theories and philosophies that underlie the diverse methods and practices of teaching art. This is a reading and writing intensive course facilitated by class discussion, presentations, and arts and philosophical-based research. The student will gain knowledge of current art practices in education and begin to develop their own philosophy of art as a base for constructing and implementing curriculum. Students are expected to present their ideas orally, to critically inquire into the philosophical underpinnings of current art education practices and to produce scholarly written and visually rendered works that demonstrate and reflect their understandings of concepts and issues in the field of art education.

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AD 338 – Secondary Art Methods

This course is designed to prepare students to teach secondary learners how to use artistic inquiry, techniques, and art history in the understanding and production of art. Aesthetics, criticism, the use of technology, and research of historical and contemporary art works will be the primary components used to develop lesson strategies. Understanding the middle school and high school learner and developing the strategies and knowledge of appropriate materials for various learning contexts will be explored in both the discussion section and in the teaching practicum of this course.

ARTE 404 - Textile Design in Secondary Art Education

The goal of this course is to develop an understanding of design and the design process as these relate to textiles for the artist/teacher/learner. In sharing individual inquiries through art, a community of learning has the opportunity to emerge and extend us into what was not known prior. This course will promote *inquiry + process = design* as a living curriculum where the learning will be individually generated and supported by the class collectively. Students are encouraged to move beyond comfort zones and to stretch themselves creatively. When fully engaged this course can offer an artful design metaphor that can contribute to a greater understanding of ones “teacher” identity - a complex design which takes time and care, is layered and unique.

The aims are for students to:

- Explore processes of fiber and fabric construction, dyes, paints and printing, surface design, and embellishment
- Learn about some basic textile materials and equipment
- Engage with personal, social, cultural (which includes the spiritual/religious), historical and contemporary contexts of textile/fiber arts.
- Address through class discussions, assignments and studio work issues relating to textile’s material processes such as art/craft, gender and identity, narrative, autobiography, memory, ritual, body, dress and secondary representation (media)

Explore and create teaching materials, resources, and classroom applications through attention to one’s own development as an artist/teacher/learner

CUST 416A – Artful Inquiry Methods

Knowing is a powerful relational act. The classroom community and living curriculum is a potential sight of building relationships of knowing through compassionate and curious interactions between students, teacher, and the subject. This course is foremost about learning to recognize that as we fully engage each moment of life the closer we come to knowing our selves, and the world around us. The practice of living inquiry is deep listening or care/full listening to our selves, and each other. Instruction will be in the form of facilitation, which listens for and holds the space for individual exploration and relational learning. Learning to find and hold spaces or sanctuary in life where we can actively enter a lived artful inquiry is essential to sustaining an art practice alongside a teaching practice. Students will be encouraged to explore, articulate and teach to their course peers their individually forming philosophy of teaching and art making as it arises from their lived artful inquiry. In sharing our individual inquiries through art a community of learning has the opportunity to emerge and extend us into what was not known prior.

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The awareness developed in the course will be a ground from which the students practices as teachers and artists can build upon.

ARTE 320, Curriculum and Instruction in Elementary Art

Art Education 320 is a course for elementary pre-service teachers designed to give an introduction to issues in art education theory and practice, It aims to provide a fundamental understanding of the roles, values, and issues in art education; to offer an introduction to the BC art curriculum; and to introduce some of the resources available to teachers.

The course work, lectures, discussion, reading groups and studio activities are concerned with basic concepts related to children's artistic production, perceiving, and responding to art, and teachers' planning for art instruction. The studio activities are meant to introduce selected materials and techniques appropriate for your students and to facilitate awareness and reflection on the processes of making and teaching art. Class assignments are devised to provide you with experiences in using art concepts, materials, skills and techniques, and are organized to provide a basis for further professional development.

As part of the Diversity cohort we will engage art as inquiry and creative learning processes. The course will encourage collaboration as a practice of learning to work with diversity within a learning community. It will also encourage students to explore their individual styles of interaction with others.