

8/19/10

EDUC 366 Curriculum and Instruction in Art Education

Moravian College

Fall 2010

Wednesday 6:30-9:30pm

HILL 310

Instructor	Kristin Baxter, Ed.D.
Office location	South campus, art building, office 2
Office hours	Wed 2:30-6:30pm or by appointment. Please call or email first to confirm office hours.
Office phone	610.861.1463
Email	kbaxter@moravian.edu

Course description

Art is a medium for creating meaning and can act as a catalyst for social justice and peace in our classrooms, schools, communities, and the world. Yet these goals can only be achieved through strategically planned curricula. To that end, by engaging in class discussions, lectures, group presentations and museum visits, students learn art education curriculum design theory and how to put this theory into practice in a written curriculum that includes sequences of lesson plans that support and challenge children's artistic, cognitive, and social development.

In addition, this course prepares future art teachers to devise assessment strategies and to critique the benefits and limitations of each method, so that curricula meet National and State Academic Standards, particularly those articulated by the Pennsylvania Department of Education's "Standards Aligned System." Students learn art-teaching strategies for children who have learning disabilities and children who are learning the English language. This course is taught in support of the pre-student teaching experiences and provides a venue for planning lesson units and discussing practical matters (such as classroom management and record-keeping) that arise in the pre-student teacher's classroom.

Pre-requisites: EDUC 150 Education in American Culture; EDUC 155 Educational Psychology; QPA 2.70 required;

Co-requisites: EDUC 366 LA - PRE-ST FIELD or EDUC 366 LB – PRE-ST FIELD or EDUC 366 LC – PRE-ST FIELD

Field Experience Component

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate “no record exists”. Students are also required to have a negative result on a current tuberculosis test.

Required texts

Xeroxes of required articles and chapters will be distributed in class.

Ball, L. (1990). What role: Artist or teacher? *Art Education* 43(1), 54-59.

Burton, J. (1996). *Art teaching and learning*. Unpublished manuscript, Art and Art Education Program, Teachers College, Columbia University, New York, New York.

Eubanks, P. (2002). Students who don't speak English. *Art Education*, 55(2), 40-45.

Furniss, G. (2009). Art lessons for a young artist with Asperger Syndrome. *Art Education* (62)3, 18-23.

Furniss, G. (2008). Celebrating the artmaking of children with autism. *Art Education* (61)5, 8-12.

Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism. *School Arts*. p.6.

Furniss, G. (May/June 2006). Teaching art to children with autism. *School Arts*.

Gibson, J.R. (2009). Maneuvering the role as a community college artist-educator. *Community College Review* 36(4), 326-346.

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

Housen, A. & Yenawine, P. (2001). Visual thinking strategies: Understanding the basics. Retrieved from <http://www.vtshome.org/pages/vts-downloads>.

Hurwitz & Day, (2007). Children's artistic development: How children grow and learn. In *Children and their art: Methods for the Elementary School* (pp. 43-68). Belmont, CA: Thomson Wadsworth.

Hurwitz & Day. (2007). Curriculum and assessment: Organizing and writing art curriculum: Approaches to curriculum development. In *Children and their art: Methods for the Elementary School* (pp. 355-367). Belmont, CA: Thomson Wadsworth.

McCollister, S. (July 2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17,41.

Required publications, to be downloaded from the Pennsylvania Department of Education:

PA Dept. of Education Standards Aligned System

<http://www.pdesas.org/>



Pennsylvania State Academic Standards in the Visual Arts:
http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?Q=76716

Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12
<http://www.able.state.pa.us/esl/cwp/view.asp?a=3&Q=110015&eslNav=|6449|&eslNavPage=|>

Students are strongly encouraged to:

- Join the Moravian College Student Chapter of NAEA
- Join NAEA and PAEA & subscribe to the journal, *Art Education*
- Subscribe to the journal, *School Arts*
- Attend the PAEA conference scheduled for October 28 – 31, 2010 at the Westin Convention Center, 1000 Penn Avenue, Pittsburgh, PA 15222; See PAEA website for details
- Plan on attending a NAEA conference: See NAEA website for details
2011 - Seattle, Washington
March 17 – 20

2012 - New York, NY
March 1 – 4

2013 - Fort Worth, TX
April 18 - 21

Goals of the course

Students will be able to

- understand that the goal of art education is not only the acquisition of knowledge and skills, but to nurture children and adolescents to put knowledge and skills into practice through the creation of works of art that are vehicles for peace and social justice through nurturing each student's identity, value, and worth.
- write a curriculum for students in grades K-12 that supports and challenges students' cognitive, social, and artistic development and that exceeds National and State Academic Standards for art education.
- understand how to adapt teaching strategies for a variety of learners, including those students with disabilities and those who are learning the English language.
- seek out and integrate the use of technology in art teaching and learning.
- analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline (visual literacy). This is a goal of the Moravian College Art Department.

Course Requirements

1. Class Participation 15% of final grade

Students are expected to actively participate in class. This means:

- You come to class on time and prepared. You stay for the entire class meeting time.
- You prepare a written summary of assigned readings and lead questions for classroom discussion based on readings.
- You volunteer thoughtful responses on a regular basis, you share your own insights and perspectives on readings and written assignments and you offer support and feedback to your fellow classmates regarding their work.
- Your cell phone is silenced and out-of-sight for the duration of the class and your focus is placed completely on our classroom and museum experiences.

This demonstrates more active learning than simply being in class, taking notes, and looking attentive, which is much more passive learning. It is within the instructor's purview to apply qualitative judgment in determining this portion of your grade.

2. Successful completion of pre-student teaching & Observations 25% of final grade

Late work: Assignments will receive a 10-point deduction for each day that the assignment is late.

I will make 3 visits throughout the semester to observe you teaching in your pre-student teaching placement. The first is an introductory meeting to ensure that you and your cooperating teacher know the expectations of our program. We will go over parts of the pre-student teaching handbook, the philosophy of art education at Moravian College, our lesson plan formats, and important policies and procedures. This is an informal meeting where we can all get to know each other and respond to any concerns before the pre-student teaching experience begins.

The other 2 meetings will be formal observations of your teaching. Before my first formal observation, I will show the class the evaluation form and the types of comments that might typically appear on a pre-student teacher evaluation.

Email me your full-length lesson plan that I will observe 48 hours prior to our meeting (even if it is your cooperating teacher's lesson) and confirm meeting location and time.

You must submit your lesson plan to your cooperating teacher 48 hours before you plan on teaching it, or else you are not permitted to teach it. This is a College policy.

Pre-student teachers are required to attend your pre-student teaching placement for a minimum of 90 hours. You are also required to teach at least 10 lessons under a regular scheduling system or five lessons under a system of block scheduling.

Due to holidays in the public schools, you will need to find additional hours to make sure you meet the minimum hours requirement. This experience is expected to totally prepare you for student teaching. You should expect to go beyond the requirements and prove your dedication and work ethic. **Students who fall short of the expectations will not be approved for student teaching without completing further successful fieldwork.**

This portion of your grade is based on:

- Emailing me your full-length lesson that you will teach at least 48 hours in advance.
- Writing lesson plans that adhere to the required format. See separate format and rubric used for grading lesson plans.
- Confirming observation times and locations; promptly replying to emails from me.
- Showing professional behavior to cooperating teacher and supervisor.

3. Sequence of 10 lessons. 20% of final grade.

Late work: Assignments will receive a 10-point deduction for each day that the assignment is late.

Five lessons will be full-length; five lessons will be 1-page abbreviated lessons. One lesson must use technology. One lesson must be based on a museum visit in New York City, scheduled for November 5, 2010.

These can be the lessons that you teach during your pre-student teaching. We will work on drafts together throughout the semester. See separate lesson plan format and the rubric used to grade lesson plans. Drafts will be given number grades, but they won't count. You can revise all drafts. The grade for your final sequence of lessons will be the one that counts toward your final course grade.

4. Teaching 2 lessons in class, for your peers. 20% of final grade

Late work: Assignments will receive a 10-point deduction for each day that the assignment is late.

Choose a lesson that you observed your coop teaching and/or one that you would like to teach in the future. Write a full-length lesson plan. This could be part of your sequence of 10 lessons that you are required to write for this class. You will “teach” the lesson through the Motivational Dialogue, and offer possible questions for Critique/Closing. This is to help you practice speaking in front of a group and developing your questioning strategies. This will also give you ideas for lessons, from your peers. We will discuss various questioning strategies and approaches to helping students develop their ideas for art-making.

5. Final Project: Art Practice & Pedagogy 20% of final grade

Late work:

Assignments will receive a 10-point deduction for each day that the assignment is late.

In class, we will discuss our art practice and the connections between art practice and pedagogy. What are connections between your own art making and your teaching practice? How does your art-making affect your teaching? And vice versa? How does your art-making affect the observations you make during pre-student teaching? How do you think you will nurture and sustain your art-making throughout your career? How do you see your art practice evolving in the future? What new areas do you wish to explore? Create a work of art that embodies an idea that is important to your teaching. Your work of art will be in an exhibition in the student gallery in spring 2011, pending approval for the use of the space. An artist's statement will be displayed with your work of art, and will respond to the questions above.

Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes.

For classes that meet once a week (half-unit studio courses, seminars, evening art history courses): After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

Grading

Late work: Assignments will receive a 10-point deduction for each day that the assignment is late.

1. Class Participation 15% of final grade
2. Successful completion of pre-student teaching & Observations 25% of final grade
3. Sequence of 10 lessons. 20% of final grade.
4. Teaching 2 lessons in class, for your peers. 20% of final grade
5. Final Project: Art Practice & Pedagogy 20% of final grade

Schedule of classes
Wednesdays, 6:30-9:30pm

Date	Topic	Readings & Assignments Due	Discussion Leader(s)
Sept 1	Welcome! Review syllabus		
Sept 7 (optional)	Opening Reception for <i>Bounce</i> Exhibition, 4:30pm, HUB		
Sept 8 MEET IN HUB!	Nurturing and sustaining your own art practice throughout your career; Gallery Conversation about <i>Bounce</i> show	Bring in photographs of your artwork or a portfolio to discuss with the class.	
Sept 15	Developing lesson plans: Matching children's development and lesson objectives Scaffolding instruction	Hurwitz & Day, (2007). (Chapter 3) Children's artistic development: How children grow and learn. Hurwitz & Day. (2007). (Chapter 18). Curriculum and assessment: Organizing and writing art curriculum: Approaches to curriculum development. 4 copies of 1 st draft of long lesson plan. Email it to me 48 hours in advance if you'd like me to make copies for you.	
Sept 22	Developing lesson plans: Using dialogue to shape ideas Introduction to PA DOE "SAS" website	Burton, J. (1996). <i>Art teaching and learning</i> , pp.1-27. 4 copies of 2 nd draft of long lesson plan. Email it to me 48 hours in advance if you'd like me to make copies for you.	
Sept 29	Developing lesson plans: Exceeding PA Standards & Using PA DOE "SAS" website We will discuss how to write objectives for exceeding PA Standards.	Review DOE website: Pennsylvania State Academic Standards in the Visual Arts Review PA DOE "SAS" website. 4 copies of 3 rd draft of long lesson plan. Email it to me 48 hours in advance if you'd like me to make copies for you.	Each student will sign up to give us an overview of 2 sections on the "SAS" website. What terminology/concepts can you use in lesson plan writing? 1. Clear Standards 2. Fair Assessment 3. Curriculum Framework 4. Instruction 5. Materials & Resources 6. Interventions

Oct 6 Mid term Complete Mid-Term Evaluations	Developing lesson plans: Developing strategies and writing lesson objectives for diverse learners	<p>Due: 4 copies of 2 completed long lesson plans. Email it to me 48 hours in advance if you'd like me to make copies for you. In your lesson plans, identify and define 5 common terms associated with English language learners that are discussed in the readings.</p> <p>Review DOE website: Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12</p> <p>Eubanks, P. (2002). Students who don't speak English.</p> <p>Furniss, G. (2009). Art lessons for a young artist with Asperger Syndrome.</p> <p>Furniss, G. (2008). Celebrating the artmaking of children with autism.</p> <p>Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism.</p> <p>Furniss, G. (May/June 2006). Teaching art to children with autism.</p> <p>Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners.</p> <p>Vize, A. (2005). Marking art activities work for students with special needs.</p>	
Oct 13	Practicing classroom dialogue	Teach 1 lesson to our class; Bring 4 copies of the lesson plan. Email it to me 48 hours in advance if you'd like me to make copies for you.	
Oct 20	Praxis Review with Jan Ciganick	Due: 3 full-length lesson plans & 3 abbreviated lesson plans	
Oct 27	Nurturing and sustaining your own art practice throughout your career	<p>Ball, L. (1990). What role: Artist or teacher?</p> <p>Bring a work of art that you are creating for our course. We will have a group critique and time for studio work.</p>	
Nov 3	Developing lesson plans: Connections to art history and visual culture	Due: Housen, A. & Yenawine, P. (2001). Visual thinking strategies: Understanding the basics.	

	Prepare for museum visit	Due: Bring in 1 reproductions of a work of art that could support your lesson sequence. We will work together to discuss techniques of engaging in dialogue with students about works of art.	
Nov 5	NYC Museum Trip		
Nov 10	Nurturing and sustaining your own art practice throughout your career Discuss student exhibition, spring 2011	Gibson, J.R. (2009). Maneuvering the role as a community college artist-educator. Bring a work of art that you are creating for our course. We will have a group critique and time for studio work. Due: Draft of Artist's Statement. Bring 4 copies to class. Email it to me 48 hours in advance if you'd like me to make copies for you. Due: 4 Full-length lesson plans & 4 abbreviated lesson plans	
Nov 13	Praxis Exam		
Nov 17	Practicing classroom dialogue	Teach 1 lesson to our class; Bring 4 copies of the lesson plan. Email it to me 48 hours in advance if you'd like me to make copies for you.	
Nov 24	No class, Thanksgiving break		
Dec 1	Developing lesson plans: Creating a grading rubric	McCollister, S. (July 2002). Developing criteria rubrics in the art classroom. <i>Art Education</i> , 55(4), 46-52. Bring a rubric you have created for one of your art projects. Bring 4 copies to class. Email it to me 48 hours in advance if you'd like me to make copies for you. Due: Bring in draft of 5 th full-length lesson plan & 5 th abbreviated lesson plan for feedback. Bring 4 copies to class. Email it to me 48 hours in advance if you'd like me to make copies for you.	
Dec 8	Conclusions	Due: Critique of works of art and artists' statements. Due: Final copy of 5 Full-length lesson plans & 5 abbreviated lesson plans	

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy

Moravian College expects students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built. See p. 47 in the Moravian College 2008-2010 Catalog. Also see the Student Handbook online at:
<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Syllabus is subject to change

Please note that this syllabus is subject to change, due to the needs of the students and to meet requirements of the art department and/or college. It is imperative that students attend class, seek out and stay apprised of changes or modifications of this syllabus.