

EDUC 366 Curriculum and Instruction in Art Education

Moravian College Fall 2012

Wednesdays 6:30-9:30pm

Room 7 Art Building

Instructor:	Kristin Baxter, Ed.D., Assistant Professor of Art
Office location:	Art Building, South Campus, Office 2 (Level "L")
Office hours:	Wed & Fri 9:45am-11:45am, call or email first to confirm
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Course Description

While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on Constructivist teaching and learning theories, that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: Education 160 and 130; minimum 2.70 QPA. One 3-hour period. Supervised fieldwork. Clearances and other documents for fieldwork required. Writing-intensive. Fall.

By graduation, Art Education students will have the following professional presentations completed.

EDUC 366 & 379 helps students accomplish these goals:

- Senior Thesis Exhibition
- Gallery Talk on Scholarship Day
- Artist's Statement
- Statement of Teaching Philosophy
- Professional Portfolio
- A Constructivist Art Education Curriculum
- Artist's postcard
- Lesson Plan published on SAS
- Professional membership and participation in the National Art Education Association

Required Texts (to be purchased)

Sketchbook: You may use the same book you have for other ART courses, or a sketchbook you have already started on your own; no need to purchase a separate sketchbook for this class.

Portfolio: Students enrolled in ART 145.2 may also be required to purchase a portfolio. You may use the same one for both classes.

Anderson, T. & Milbrandt, M.K. (2005). *Art for life: Authentic instruction in art*. New York: McGraw Hill.

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio Thinking: The Real Benefits of a Visual Arts Education*. New York: Teachers College Press.

Required Texts (to be downloaded from Blackboard)

Daichendt, G. J., (2010). *Artist teacher: A philosophy for creating and teaching*. Chicago: Intellect.

Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.

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

Milne, W.M. (2004). The use of reflective artmaking in pre-service education. *Mentoring and Tutoring* 12(1), 37-52.

Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.

Stephens, P. (2007). Writing a Philosophy of Art Teaching. *School Arts WEB*.

PDE Online Resources (all available on Blackboard)

Pennsylvania Department of Education Standards Aligned System

Pennsylvania State Academic Standards in the Visual Arts

Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12

Pennsylvania's Code of Professional Practice and Conduct for Educators

Course Goals

Students will be able to

1. 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. **(Art Department Goal: Cultural Values)**
2. create a curriculum for students in grades K-12, including learners with diverse needs such as ELL's and children with disabilities, that supports and challenges their cognitive, academic, social, and artistic development and that exceeds National and State Academic Standards for art education. **(Art Department Goal: Interdisciplinary Learning)**
3. engage in critical inquiry by developing a cohesive body of artwork that is research into the relationship between art practice and pedagogy. **(Art Department Initiative 1.:** Students will explore the practice of realizing the conceptual through the pictorial.)

Course Requirements See separate assignment sheet for each requirement

Pre-student teaching & Observations

20% of final grade

I will make 3 visits throughout the semester to your school. The first visit is an introductory meeting to ensure that you and your cooperating teacher know the expectations of our program. The other 2 visits will be formal observations of your teaching. These 2 observations should be scheduled at a time when we can talk about this evaluation privately immediately after you teach your lesson. Email me your lesson plan that I will observe 48 hours prior to our meeting. If it is your coop's lesson, it might not be possible to use the format that I've assigned. Do your best. If it is your lesson, that you designed, then you are expected to use the lesson plan format assigned in class. See separate lesson plan format.

Pre-student teachers are to teach at least ten lessons over the course of the experience. If possible, they should teach more than the required minimum. 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.

EDUC 260 (40 hours) is considered a Stage 3 pre-student teaching experience. Therefore, art education students complete 110 hours during EDUC 366. 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. A portion of the student's final grade in this course is determined by the cooperating teacher's evaluation. Refer to Pre-Student Teaching Handbook for further requirements and procedures.

Sketchbook

20% of final grade

Draft of Sequence of 5 lessons

10% of final grade

Final Copy of Sequence of 5 lessons

20% of final grade

1 lessons will be full-length

4 lessons will be 1-page abbreviated lessons

One of the five lessons must use technology

Preparation for Spring 2013 Professional Presentations

30% of final grade

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: 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 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

If you are late or absent, it is your responsibility to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead, contact a fellow student in the class.

Standard numeric grading scale

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C+	77-79
C	74-76
C -	70-73
D+	67-69
D	64-66
D -	60-63
F	below 60

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Course outline and schedule

Date	Readings Due	Topics of class discussions
Aug 29		Introductions by Mrs. Modjadidi
Sept 5		Review syllabus
Sept 12	Discussion Leader: _____ <i>Art for life</i> . pp 1-19 & “Models for Instruction” pp 169-170 McCollister, S. (2002). Developing criteria rubrics in the art classroom. <i>Art Education</i> , 55(4), 46-52	Overview of 5 lessons for your curriculum Share sketchbooks; Review Rubric
Sept 19	Discussion Leader: _____ <i>Studio Thinking</i> . Chapters 1-2, pages 1-12 <i>Art for life</i> . Chapter 10, pages 172-179.	Draft of 2 lesson plans Bring in your portfolio, whatever you have included in it already
Sept 26	Discussion Leader: _____ Milne, W.M. (2004). The use of reflective artmaking in pre-service education. <i>Mentoring and Tutoring</i> 12(1), 37-52.	RadioLab project
Oct 3	Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. <i>Kappa Delta Pi Record</i> , 45(1) 10-15. Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. <i>Educational Leadership</i> , 38-43. <i>PA English Language Proficiency Standards</i> , Glossary, p. 101-102 <i>Art for life</i> . “Dealing with students’ fear of making art,” pages 149-150.	Bring 2 copies of the section “Strategies for Diverse Learners” in lesson plan Bring in updated portfolio
Oct 10		Nicole Clark’s presentation on art camp Bring artwork and materials; share sketchbooks and plans for exhibition DUE: Draft of 5 lessons due; It will be GRADED
Oct 17		Praxis Review with Jan
Oct 24		Work on PDE SAS Website
Oct 31		Studio Session. Bring artwork & materials
Nov 7	Discussion Leader: _____ Daichendt, G. J., (2010). <i>Artist teacher: A philosophy for creating and teaching</i> . Chicago: Intellect. Chapter 3	DUE: Written plan for children’s artwork Share your sketchbook & plans for the exhibition Bring in portfolio with half of required documents
Nov 14	Discussion Leader: _____ <i>Studio Thinking</i> . Chapters 3-8, pages 15-57.	Publish lesson plan to SAS; we can do this together
Nov 21	No Class	
Nov 28	Discussion Leader: _____ Stephens, P. (2007). <i>Writing a Philosophy of Art Teaching</i> . Sample Artists’ Statements & Teaching Philosophies <i>Studio Thinking</i> . Chapters 9-15, pages 58-108.	Critique of Thesis Work Share drafts of Artist’s Statement and Statement of Teaching Philosophy
Dec 5		DUE: Sketchbook; Curriculum uploaded to Blackboard; Final Critique of Thesis Work; Portfolio; Plan for children’s artwork

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.