

ART 3323 – PLANNING AND CONSTRUCTING ART CURRICULA

FALL 2013

SYLLABUS*

3 CREDIT HOURS

* This syllabus is subject to minor revisions. Any changes will be announced.

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Office Hours: Tuesday 12:30-1:30p
Thursday 12:30-1:30p
By appointment

Students are encouraged to meet with the professor regarding concerns about the course during office hours or at an agreeable time.

Course Meetings:

8:00a to 10:50a, Tuesday & Thursday in FA 2105A

Attendance is required

Course Description:

This course reviews and introduces the elements needed to create art education curricula including production, performance and exhibition of visual art and other performing arts practices, historical and cultural contexts as well as critical and aesthetic response. Students will focus on curriculum development for both 2D and 3D studio artwork for various age levels.

Scope of the Course:

This course provides students with the knowledge of unit and lesson planning and construction. The course will bring in content and ideas from the Introduction to Art Education class along with discussions and developments from classroom and school contextual factors, learning objectives, assessment, designing for instruction, analysis of student learning, reflection and evaluation, discipline, and budgets. A study of curriculum development will include an elementary, middle, and high school scope and sequence, as well as a possible (outside) teaching experience.

Course Objectives:

1. Students will expand their knowledge of curriculum construction to include unit design, scope and sequence, and course development.
2. Students will design proper assessments for unit goals and lesson objectives.
3. Students will integrate theories of child development and learning styles into curriculum design.
4. Students will understand and practice different theories and methods of teaching
5. Students will produce instructional materials.
6. Students will construct classroom management and discipline plans.
7. Students will develop professional philosophy and teaching research skills.
8. Students will create and teach an art lesson (or two) in class and possibly outside of class.

Course Content:

1. DBAE influences & standards (TEKS & National Visual Arts Standards)
 - a. Art history
 - b. Aesthetics
 - c. Production
 - d. Art criticism
2. Art education unit and lesson
 - a. Objectives
 - b. Design
 - c. Reflection and evaluation
3. Art education assessment
 - a. Program assessments
 - b. Art history assessments
 - c. Aesthetics and criticism assessments
 - d. National, state, and local standards
4. Lesson modifications
 - a. Law
 - b. Special needs
 - c. Gifted and talented
5. Methods for instruction
 - a. Direct instruction, cooperative, discovery, etc.
6. Art classroom design
 - a. Needs for different levels
 - b. New construction
 - c. Modification of existing structures
7. Discipline in art classrooms
 - a. Informal techniques
 - b. Class rules
 - c. Class routine and material distribution
 - d. Formal consequences
 - e. Role playing
8. Budgets

Instructional Activities:

The syllabus, assignments, calendar, and reading lists are available on Blackboard. Students are responsible for maintaining a Blackboard account, and an UTA email account for professional communication (STUDENTS **MUST** USE UTA EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR). Students should frequently check their email and announcements in Blackboard. It is necessary to be self-motivated and open-minded.

Instructional activities will include the following:

- Reading Assignments
- Curriculum Writing Assignments
- Practice Teaching Experience
- Cooperative Discussions
- Microsoft PowerPoint™ Presentation
- Studio Art Projects

Required Reading:

Beattie, D.K. (1997). *Assessment in art education*. Worcester, MA: Davis Publications.

Stewart, M.G. & Walker, S.R. (2005). *Rethinking curriculum in art*. Worcester, MA: Davis Publications.

Suzi, F. (1995). *Student behavior in art classrooms*. Reston, VA: National Art Education Association.

Walker, S. (2001). *Teaching meaning in artmaking*. Worcester, MA: Davis Publications.

Various articles and NAEA Advisories will be supplied in class or posted on BlackBoard™.

Recommended Reading:

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

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing Inc.

Hurwiz, A. & Day, M. (2001). *Children and their art: Methods for the elementary school*. Belmont, CA: Wadsworth Group / Thompson Learning.

Marantz, S. & Marantz, K. (2005). *Multicultural picturebooks: Art for illuminating our world*. Toronto: Scarecrow Press.

University Library Resources:

- *Journal of Art Education*
- *Journal of School Art*
- *Studies in Art Education*
- *The New York Times*

Recommended Resources:

Art certification students should join the National Art Education Association at <http://www.naea-reston.org/membership.html>. Members receive many of the NAEA publications including *Art Education*, can purchase NAEA books at a discount, and can attend state and national conferences. Also, students should join the Texas Art Education Association at www.taee.org. A student membership is \$16. Active membership in professional organizations is expected and looks good on an résumé.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Attendance Policy:

Class meets twice a week. Like residency/student teaching, this course is a professional obligation where punctual attendance is necessary. More than three absences or continual tardiness will constitute a lower grade by one letter (see attendance policy of the university). Students should notify professor of absence via email at least an hour before class.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Academic Integrity:

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Grading:

Your grade in this class will be determined by considering a number of factors and performance. In all aspects of this course, sincere effort counts and gradual improvement is expected. Strong academic skills including research and communication are necessary for successful completion of assignments. Attendance and classroom participation is also a factor. In-class and homework projects and activities are evaluated in part on the amount of work involved and the care and

concern with which they are done. There is NO ALLOWANCE for the late submission of papers or other assignments.

Grading Scale:

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	below 60

Paper Style and Format

All written assignments completed outside of class must be typed, meet required length, and should include:

- A cover page with title, your name, course title and assignment title and date.
- A descriptive title for the paper.
- Page numbers on all pages
- Left and right margin: no larger than 1.5"; Top and bottom margin: no larger than 1.0"
- Use 12 point Times or Times New Roman font
- Double-space all lines, except quotes over 40 words, which must be double-spaced and indented one-half inch.
- Spell check, proof read, and **staple**.
- Choose one of the following style sheets and follow it consistently: *American Psychological Association, Chicago, Modern Language Association*.

Assignments:

1. Analyzing an Instructional Resource (5%)

In pairs, students will select an Instructional Resource from a recent *Art Education* to develop a 10-minute presentation with time for discussion using PowerPoint™. While emphasizing the social aspect of learning, the presentation should approach the material from the resource through practice as visual culture, art history, art criticism, and/or aesthetics for investigating the content. The presentation must clearly identify and analyze from the resource the enduring idea, rationale, key concepts, and essential questions. The Instructional Resources are located in the center of each issue of *Art Education* and can be found in the Library. To avoid duplication, turn in instructional resource title and date before presentation (will do this in class).

2. Enduring Idea Synopses (5%)

Students will develop a collection of twenty enduring ideas; five for each set of levels (K-2, 3-5, 6-8, and 9-12). Enduring ideas are philosophical and conceptual in nature. The collection must name the enduring ideas and provide a rationale for each (See Chapter 3 in *Re-thinking Curriculum* for details). Synopses will be posted on BlackBoard™ as PDF's and will be available for all class members to view. Students must bring a hard copy to class on the due date.

3. Unit Overviews (4x10%)

Students will develop a set of twelve unit overviews for each grade across the K-12 spectrum. These units should cover about five instructional days. They will build on enduring ideas that will have already been developed or new ones from the exchange of ideas from peers. With each enduring idea and rationale, include a set of key (art) concepts, essential questions, teacher and student resources and materials, unit goals and

assessments. A format will be provided to guide the curriculum development. This is a learning process that will span several weeks and students are expected to revise these units for the Electronic Curriculum Resource Notebook due at the end of the semester. Drafts will be posted as PDF's on BlackBoard™ and will be available for all class members to view. Students must bring a hard copy to class on the due date.

4. Complete Unit with Five Instructional Days (10%)

Students will select one unit overview from above and develop five instructional days to complete the unit. Each lesson will comprise a day's worth of instruction as a set of detailed procedures. Units will be posted as PDF's on BlackBoard™ and will be available for all class members to view.

5. Practice Instructional Methods (10%)

In pairs, students will use a unit with five lessons and develop a presentation (as if teaching to that specific grade level) using at least two different methods of instruction. Students must include examples of artwork from unit (either artwork photos and/or pre-made projects) to use in their instruction. This assignment is parallel to the first day or lesson in the unit, which would introduce the project and engage K-12 students creatively giving them a background (historically of work or artists being used), outlining the objectives/goals of the assignment, providing proper instruction, introducing them to new vocabulary/tools, and discussing how they will be assessed.

6. Unit Plan for Class (or the Art Museum) (15%)

In pairs, students will create an art project that can be used in curriculum instruction and relates to art history, a form/expression/period of art, and/or multicultural art, performance or exhibit. After creating this artwork, the class will critique the piece, and then a unit with two instructional days will be developed and presented by the group.

Or

Students are required to research, develop, write, and teach a two-day plan unit and prototype for middle school age children based on a designated exhibit at the Art Museum. This activity will require students visit the museum and preview the exhibit for understanding the art and the artist. With their partners, students will teach their unit to the class.

7. Discipline Plan (5%)

Students will write a discipline plan for each level — early elementary, late elementary, middle, and high school art rooms — informed by the Susi text and additional research. Include a short paragraph policy statement for parents and administration and a set of rules for each level accessible for students to understand.

8. Electronic Curriculum Resource Notebook (5%)

Students will collect a set of teaching resources while researching and developing curriculum content during the course and neatly organize the material on a CD or jump drive to be collected on the last day of class. The electronic notebook will include all of the material that is written for the course with revisions. Clearly identify the owner and course information on the cover and provide a useful table of contents. It must be professionally organized in sections and folders (easily understandable).

9. Participation (5%)

Class participation includes class discussion, in-class writing, exercises or small homework activities between classes not listed in the syllabus. Students are expected to willingly participate in all of these activities with serious enthusiasm. Please approach all class related activities with a fresh and non-judgmental mind while being open to possibilities.