

# **ART 3323 – PLANNING AND CONSTRUCTING ART CURRICULA**

**FALL 2014**

**SYLLABUS\***

**3 CREDIT HOURS**

\* This syllabus is subject to revision. Changes will be announced in class or posted on Blackboard. It is the student's responsibility to note them.

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**Office Hours: Tuesdays 12:30-1:30p or by special arrangement**

## **Course Meetings:**

**Fine Arts – Room 2105A**

**8:00a to 10:50a, Tuesdays & Thursdays**

**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 a 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 will be 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 must check e-mail and Blackboard for announcements from instructor daily. 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.

Marantz, S. & Marantz, K. (2005). *Multicultural Picture Books: Art for Illuminating Our world*. Toronto: Scarecrow Press.

Hurwiz, A. & Day, M. (2001). *Children and Their Art: Methods for the Elementary School*. Belmont, CA: Wadsworth Group / Thompson Learning.

**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](http://www.taee.org). A student membership is \$16. Active membership in professional organizations is expected and looks good on an résumé.

**Attendance Policy:**

Class meets twice a week. As an art education major, you are considered as a professional in training. Attendance is essential in this class and roll will be taken at the beginning of each lab. You are expected to arrive on time, sign in, participate fully in all activities, and remain for the entire class. It is the tardy student's responsibility to see the instructor during class in order to insure that he/she is marked "tardy" rather than "absent."

More than two unexcused absences will lower final grade by one letter (see attendance policy of the university). Three tardies will equal one absence. Absences will be excused only when an illness is certified by a doctor or in the case of an extreme family emergency. Students should notify professor of absence via email at least an hour before class.

### 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.

### 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

Late work will receive an automatic deduction of one letter grade for each class not turned in. Work more than one week late will not be accepted. An absence does not excuse a student from turning in work. If you are going to be absent on the day that an assignment is due, you will need to contact me to make special arrangements. Assignments are due on specified date whether or not you are in class. Some assignments require active participation and cannot be made up. Be reminded that many of the assignments in this class will be completed in groups of two or more. Should you be absent on the day of a presentation, you will be jeopardizing the grades of your partners as well as your own.

### 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%)**

*Art Education* is the journal published by the National Art Education Association. In the center of each issue you will find a detailed description of a lesson (referred to as an *Instructional Resource*) appropriate for K – 12 students. Working in groups of 2, choose an issue and plan a PowerPoint presentation for the class. This presentation must be 10 minutes in length and must include the photographs included in the original article.

The purpose of this assignment is to provide you with an experience in analyzing information regarding instruction in art education. Be very critical as you study this article. Look for its strengths and weaknesses. Begin by telling us about the lesson. Does the lesson incorporate reflections on visual culture, art history, art criticism, aesthetics, and art making? Does it clearly identify the rationale (the “why” of the lesson), the enduring idea, key concepts, and essential questions. Is it easily readable? Do you understand what the author is saying? See syllabus for presentation dates.

The bottom line is that you are to critique the way this article is written!

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### **2. Thinking About *Enduring Ideas* (5%)**

*Enduring Ideas*, also referred to as *Big Ideas* or *Human Commonalities*, are those philosophical and contextual ideas that span time and place and all cultures and all peoples. These reoccurring themes have driven the history of mankind and are reflected in the art, literature and music of all societies.

You are to develop a list of at least 25 enduring ideas; 5 for each of the following levels - K-2, 3-5, 6 - 8, 9 -12). By their very nature, the same *Enduring Ideas* will be relevant to all ages they but may be illustrated or interpreted differently. See *Re-thinking Curriculum, Chapter 3*. Your list must include a name and rationale for each idea. See Syllabus for due date.

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### **3. Unit Overviews (4x10%)**

Students will develop a set of twelve unit overviews (this will not include daily lessons plans) for each grade across the K-12 spectrum. The units will cover five instructional days. They will build on the list of enduring ideas that will have already been developed or new ones from the exchange of ideas with 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 unit development. This assignment 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. See Syllabus for due dates.

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### **4. Complete Unit Plan with 5 Daily Lesson Plans (10%)**

Complete one unit with lessons. You will select one unit overview from the above assignment and develop lesson plans for 5 days of instruction to complete the unit. Each lesson will comprise a day’s worth of instruction as a set of detailed procedures. See Syllabus for due date.

**5. Teaching Presentation (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 (pre-made projects) to use in their instruction. This assignment is parallel to the first day of teaching the unit, which would introduce the project and engage K-12 students creatively by 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. See Syllabus for presentation date.

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**6. Imaginary Museum Fieldtrip (10%)**

Imagine that you are taking a class of middle schoolers for their first visit to a museum. Working in groups of 2, you will develop and teach to our class a four-day unit for children based on the exhibits visited by our class during our fieldtrips to the museums.

You are encouraged to be clever and to take advantage of the resources provided by the museums. The first day will prepare the children for their trip to the museum – what they will be seeing, why they are going, details of the trip, etiquette for the trip, etc. The second day will be a very brief description of the children’s field trip (imaginary of course - but based on what the experience would really be like.) The remaining two days will incorporate what the children would have seen at the museum into art making / art appreciation activities. Three groups will work from each museum. See Syllabus for presentation dates.

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**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. See Syllabus for dates.

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**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.) See Syllabus for due date.

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**9. Class Participation (5%)**

Class participation includes class discussion, in-class writing, exercises or small homework activities not listed in 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 new experiences.

## University Information

### **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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### **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>).

### **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](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://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.