ART 3323 – PLANNING AND CONSTRUCTING ART CURRICULA

FALL 2015 SYLLABUS* 3 CREDIT HOURS

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

Dr. Amanda Alexander
Assistant Professor of Art Education, Department of Art + Art History

E-mail: amandaa@uta.edu
Office: Fine Arts Bldg., Room 296
Office Phone: (817) 272-2810 (Art Office)

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 2102A & 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, 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, classroom management, 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. Developmentally Disabled
    c. ELL/ESL
    d. Gifted and talented
5. Methods for instruction
    a. Direct instruction, demonstration, 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.* Worchester, MA: Davis Publications.

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

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.

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

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.taea.org. A student membership is $16. Active membership in professional organizations is expected and looks good on an résumé.

Americans with Disabilities Act:

UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit* www.uta.edu/titleIX.

Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the professor of this course, I **will be taking attendance**. This class meets twice a week, and like 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. 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://wweb.uta.edu/aao/fao/).

Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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.

Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the first floor down the main stairway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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 to100
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 (10%)

In pairs, students will select an Instructional Resource from a recent *Art Education* to develop a 15-minute presentation with time for discussion using PowerPoint™. While the presentation outlines the instructional resource, students must also clearly identify and analyze the enduring idea, rationale, key concepts, and essential questions. Also, look for and make note of aspects including art history/culture, art making, art criticism, and/or aesthetics for investigating the content. Overall, analyze the resource by describing it and providing your analysis. 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 (4x5%)

Students will develop eight unit overviews, two for each set of grade levels (K-2, 3-5, 6-8, and 9-12). These units should cover about three to 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 unit, students will include an enduring idea and rationale, unit goals, lesson content, materials, vocabulary, 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 Lessons (20%)
In pairs, students will select one unit overview (elementary level) from above and develop five lessons 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 Demonstrations (15%)
Students will use their unit with five lessons and develop a demonstration or step by step procedures of one lesson (as if teaching to that specific grade level). Students must include prototypes already assembled/created to show during their demonstration. This assignment would be considered the first part of a lesson, which would introduce the K-12 students to what and how they will be making art. Students should include background (historically of work or artists being used), objectives/goals of the assignment, providing proper instruction, introducing them to new vocabulary/tools/safety, and discussing how they will be assessed (depending on what's needed for the particular lesson).

6. Museum Unit with Two Lessons (20%)
Students are required to research, develop, write, and teach a two-day unit including prototypes for middle school children based on a designated exhibit at the Dallas Art Museum. This activity will require students visit the museum and preview the exhibit for understanding the art and the artist. With their groups, students will teach the first day of their unit (lesson 1) 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).