

# ART 3359 – APPLYING & TEACHING ART CURRICULA

SPRING 2017

SYLLABUS\*

3 CREDIT HOURS

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

## **Dr. Amanda Alexander**

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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:**

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

Attendance is required

## **Course Description:**

This course provides art education students with an overview of teaching in the K-12 art classroom through further exploration and application of curriculum and instructional methods as well as observation in the DFW area public schools. Students are provided opportunities to observe various teaching/work situations and to reflect on their own education and teaching practices within the arts. Students are expected to develop professional skills in observation and written and oral communication. The material in this course serves to establish a foundation for building professional awareness and a philosophy of art education.

## **Scope of the Course:**

This course prepares pre-service teachers of art for public school or other educational settings. Students in the course visit local elementary, middle and high school art classes, museums, and a community center and reflect on their own art learning experiences to explore what it might be like to teach. It combines field visits, reading assignments, journal responses/reflections, in-class discussions, PowerPoint presentations, and studio art projects to explore the meaning of teaching art as a future art educator.

## **Course Objectives:**

1. Students will apply knowledge of curriculum development including unit/lesson design and artmaking processes
2. Students will practice teaching and explore further instructional methods
3. Students will develop skills in interview and observation (including observation of various students, i.e. special needs, English language learners, etc.).
4. Students will recognize and discuss situations and current conditions in various art education settings.

5. Students will analyze art-teaching strategies in socially and culturally diverse contexts of schooling and community art programs.
6. Students will develop writing/oral skills through in-class exercises, responses to observations, and reflections on readings and their own teaching.
7. Students will participate in a three-part museum experience for pre-service teachers learning the museum's approach of inquiry-based methods
8. Students will gain knowledge of art certification requirements

**Course Content:**

1. Art education unit and lesson application
  - a. Objectives
  - b. Design
  - c. Artmaking
  - d. Reflection and evaluation
2. Practice Teaching
  - a. In class
  - b. In museum
  - c. In community organization
3. Ethnography as an observation tool and case study
  - a. An ethnographic perspective
  - b. Reflective practice through ethnography
  - c. Pre-service art teachers
4. Interviewing education professionals
  - a. Oral histories of art teachers
  - b. Values that sustain
5. Writing/Oral skills
  - a. Professional communication
  - b. Accuracy in expression
6. Museum pre-service experience
  - a. Inquiry-based approach
  - b. Museum education
7. Community arts organization
  - a. Teaching experience
8. Art certification requirements

**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:**

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann. ISBN: 0-325-00201-0

### **Recommended Reading:**

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

Efland, A., Freedman, K. & Stuhr, P. (1996). *Postmodern art education: An approach to curriculum*.

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.

Hougan, E. (2008). *Road to teaching: A guide to teacher training, student teaching and finding a job*. Renton, WA: Eric Hougan.

Jensen, D. (2004). *Walking on water: Reading, writing, and revolution*. White River Junction, VT: Chelsea Green Publishing Company.

Stout, C.J. (2002). *The flower teachers: Stories for a new generation*. Reston, VA: National Art Education Association. ISBN: 1-890160-21-0

Strunk, W. & White, E.B. (2005). *The elements of style*. New York, NY: The Penguin 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-restaurant.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.

### **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.

**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://wweb.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](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.

**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:

- Your name, course #, assignment title, date, and a descriptive title for the paper (if it's a 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
- Spell check, proof read, and **staple**.
- Choose one of the following style sheets and follow it consistently (again, if it's a paper):  
*American Psychological Association, Chicago, Modern Language Association.*

**Assignments:**

**1. Develop and Teach a 3-Day Unit at CAC (25%)**

In groups, students will develop a 3-day unit to teach three separate times at the Ft. Worth Cultural Arts Center. The unit will be elementary level and include adjustments and accommodations for people with special needs. Each day in the unit should include at least two activities or enough art making for a two and a half hour timeframe. It must also include prototypes for each separate day/activity. The groups will work together throughout the semester at the CAC. Students will be graded on both the 3-day unit write-up and participating in the teaching of the unit at the CAC. (3-Day Unit with Prototypes = 10% and each teaching experience = 3x5%=15%)

**2. Three Summary and Reflection Papers from Teaching Experiences at CAC (3 X 5%)**

Students will be required to write clear and concise one-page two-paragraph papers including in each, a descriptive summary and a reflective interpretation. The questions to be answered are: What? So what? Now what? PAPERS ARE LIMITED TO ONE DOUBLE-SPACED PAGE IN 12PT TIMES AND DUE AT THE BEGINNING OF THE CLASS WITH NO EXCEPTIONS.

**3. 10 Hours Volunteer Experience at CAC & Reflection (10%)**

Students will be required to volunteer and observe, at least 10 hours throughout the semester, on their own time, at the CAC. There will be a check-in and check-out sheet prepared to clock your hours. Along with the volunteer/observation hours, students will write one final reflection based on their volunteer work outside of class.

**4. Two Case Studies (1 Interview = 10%; 1 Observation = 10%)**

Students will be required to write two case studies - one teacher interview and one observation writeup. These will include: 1) setting up an interview with a teacher about

their art room experiences and 2) choosing one of the four observation days to complete the other writeup. During EVERY observation, students will complete the field experience form (with signature from the teacher) and take notes (these will be attached and turned in with the field experience form). Students will focus on and write about: behavior/classroom management, lesson content, classroom maps/organization, and instructional methods while examining adjustments and accommodations made for special needs/disabilities and English language learners.

Each case study must be clear and concise and is limited to three STAPLED double-spaced pages in 12pt Times with **field notes attached**. Each student must be responsible to make arrangements for the interview and observations. The due dates for each will be the following in-class day.

#### **5. Museum Teaching & Reflection (25%)**

Students will teach and write a two-page reflection paper about their experience at the Kimbell Art Museum. This paper should discuss what the student learned and how he/she will apply that knowledge in the K-12 classroom (Reflection = 5% and each teaching experience =  $4 \times 5\% = 20\%$ ).

#### **6. 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).