ARTZ 403.01: Teaching Art K-12 II - From Theory to Practice

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Art Education in the 21st century is a process and product of historical considerations, philosophies, practices, educational research, and trends in the worlds of art and visual culture.

COURSE DESCRIPTION FROM CATALOGUE
Preparation for art specialists to include history and current trends in curriculum development, teaching procedures, child growth and development in art, resources, evaluation, advocacy and directed teaching experience in a school setting.

COURSE UNDERSTANDINGS (Synonymous with course objectives / targets /outcomes)
1. Develop an understanding of the relationship between socio-culture diversity and student learning, including aspects of identity such as (ADDRESSING) age, developmental and physical ability, race, ethnicity, socio-economic status, sexuality, indigenous background, nationality, and gender.
2. Demonstrate a global understanding of visual culture as reflected in diverse traditions, contemporary art, and visual culture.
3. Utilize curricular theories in developing art education content and instruction.
4. Employ ways of knowing derived from art criticism, artmaking, contextual methodologies, philosophical questioning, and socio-cultural perspectives.
5. Utilize constructivist theory and employ democratic approaches to learning and teaching.
6. Value the diversity of perspectives through the development of abilities to critically engage one’s thinking.
7. Utilize research and data collection as a way through which to employ self-reflexivity in pedagogical contexts.
8. Use a variety of instructional strategies and contemporary curricular approaches to encourage students’ development as critical thinkers.
9. Implement instructional and behavioral management strategies to promote a positive and cooperative learning environment.
10. Reflect on professional practices and demonstrate commitment to fulfilling responsibilities set forth in Core Values: Professional and Interpersonal Competencies.

COURSE OUTLINE
The course outline is posted on Moodle. Refer to it for activities, due dates, readings, locations, etc. Be forewarned that a course outline is a document in process; it evolves responding to students’ needs and to the scheduling needs of participating K-12 schools.

CRITERIA FOR SUCCESS
All coursework will be evaluated in self / peer / faculty format via essays, rubrics, and/or tally charts. Evaluators will vary depending on assignment. If only a self-reflection is required, I will review your reflections and override your evaluations if necessary. Final grades are determined on a percentage basis. NASAD requires 3 hours of study per credit per week. In a 3 credit class, that’s a 9 hour requirement. We meet in class four hours per week, which leaves 5 hours of homework per week. Whew! That’s a lot! This is a demanding course, as is the profession of teaching. If you’re not up to the challenge and fueled by passion and dedication, you might want to consider another occupation.

80% Assignments
This portion includes homework and in-class assignments. Detailed evaluations and reflection questions will accompany all assignments. Assignments will support the development of curricula for your elementary, middle school, and high school teaching experiences.

20% Community Development
This includes class participation (verbal and physical), work habits with a positive attitude, daily and semester’s end room care, and community building games and activities.

The total will be added and the percentage of points earned will be assigned letter grades as follows:

100 - 94 = A, 93 - 91 = A-, 90 - 88 = B+, 87 - 84 = B, 83 - 81 = B-, 80 - 78 = C+, 77 - 74 = C, 73 - 71 = C-, 70 - 68 = D+

REQUID MATERIALS + TEXTS
- Thumb drive for class presentations
- Membership to NAEA Student rate is $35.00. You will receive current publications and will post an e-portfolio on the Digication site spring semester.
- Cardboard portfolio for work storage in trollies and for carrying visual support to sites.

Required Text for 403

ISBN 0 8077 369 0

Additional supplies may be requested as needed.

**STUDENT CONDUCT CODE/CLASSROOM CONDUCT**

- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

- Students may not use headphones or ear buds during class time. This is to build community between one another and to learn from conversations
occurring around you as you work. I also encourage you to walk around the room to look at other students’ works to learn and grow.

- Students should wear clothing to class that they feel comfortable staining. (Feel free to wear an apron in class.)

- Cell phones should be put away while class is in session. They may be occasionally used for educational purposes only, such as photographing work (if no model is in the room), looking up information, or adding a due date to your calendar, etc. If students need to access phones for an academic purpose, a verbal announcement stating the purpose of use must be stated to the entire class. Texting and calling may take place before and after scheduled class times.

**ATTENDANCE**

Students are expected to arrive on time and be in class. All absences, regardless of cause (sleeping in/travel/medical emergency/family emergency), follow the guidelines listed below:

- Two absences/late arrivals/leaving early: No grade change
- Three to four absences/late arrivals/leaving early: One full grade drop
- Five to six absences/late arrivals/leaving early: Two full grades dropped
- More than six absences/late arrivals/leaving early: Retake course

**FINAL EXAM / MEETING**
Our final meeting is scheduled for Thursday, May 15 from 8:00 – 10:00 am. This meeting is required as you will be presenting your high school units and e-Portfolios. Student attendance follows the above policy.

**DUE DATES**
Work is to be typed and submitted in paper format (not e-mailed) unless otherwise noted.

**Late work is not accepted.** If you predict an absence, submit assignments early.

This policy comes with a caveat: students may revise assignments post-deadlines to improve their grades. This must take place within one week after the deadline. Both dates need to be included on the assignment.

**LEGIBILITY AND LABELING**
Label all class assignments with your name. Label artwork on the back. Written materials should be presented in a legible and professional format. Papers must be typed.

Begin a computer file and labeling system that will allow you to find curriculum and lesson plans you develop. I recommend that you develop the habit of revising lesson plans after class/critique/teaching so that they are ready for use in future years. Many new teachers are asked to show lesson plans as part of the interview process. A series of smart, attractively presented lesson/project plans is an essential component of your job search portfolio and your readiness to teach when you get your ideal job.
WRITING
Well-written papers and lesson plans are required for this course. Check written work carefully before submitting it. If you are not a strong writer, please make use of The Writing Center at UM. A tutor will help you to improve written assignments and thus help you to develop the writing skills you need as a professional educator. [http://www.umt.edu/writingcenter/](http://www.umt.edu/writingcenter/)

Throughout this course, we will identify some common writing errors. You are expected to remediate these as they are covered. Remember, someday your writing will be a part of the process by which you are hired and evaluated.

Ways to get started:
- Study up on gender-biased free writing. (“Their” is not a gender-neutral substitute for singular possessive referring to a student. What can you write instead?) Which is correct? “The teacher that got a job...” or, “The teacher who got the job....?” Why?

SPECIAL NEEDS
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

WITHDRAWAL POLICY
Refer to UM Catalogue or visit [http://www2.umt.edu/catalog/acpolpro.htm](http://www2.umt.edu/catalog/acpolpro.htm).
HEALTH AND SAFETY
The UM Art Department uses environmentally sound methods. Spray fixatives may not be used inside the studio facilities. They may be used outside or in an approved spray booth. Acrylic mediums are water-based and acceptable. You will be individually responsible for clean up at the end of each of your classroom working periods, both during and between classes. No creatures or children under the age of 18 will be allowed in studios during class time or open studio times. No food or open beverage containers are allowed in Art Department facilities when art making is in process. Students may take a snack break by stepping out of the studio if necessary.

BUILDING ACCESS
The use of studio space requires current enrollment in a specific studio course, as course fees are used for communal supplies. Hours are from 7 AM - 11 PM daily.

PEER RESOURCES
If you miss class, call or e-mail a classmate before contacting me to find out what you missed and what you might need to bring to the next class.
Record the contact information of two classmates in the box below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Phone</td>
<td>M Phone</td>
</tr>
</tbody>
</table>
CORE VALUES:
PROFESSIONAL AND INTERPERSONAL COMPETENCIES

Department of Art Education, School of Visual Art, University of Montana

Professionals in educational settings are expected to engage in scholarly practices with professional integrity. Yet, such professional and interpersonal competencies are not always explicitly stated to students in pre-service stages of professional development. This rubric makes explicit the meanings and practices of professional and interpersonal competencies that are expected of students and educators by the Art Education program.

This document lists a range values and competencies. Competencies are listed under corresponding core values. Rationales for specific competencies are followed by descriptions of exemplary models that meet and exceed standards.

The holistic ideal:
Student balances the social, emotional, cultural, physical, spiritual, intellectual, and aesthetic dimensions of the self.

• Emotional Responsibility: Demonstration of reason and balance in decision-making and interactions is essential to a trusting educational environment.

  Student demonstrates balanced judgment. Student is appropriately mature, responsible and dependable. Student respects the viewpoints of others even during disagreement. Student seeks support for coping with stress. Student is always responsible for own emotions and behaviors; does not blame others. When engaging in a challenge of ideas, student’s communication is professional and focused on educational content, not on personal traits. Student expresses feelings appropriately without aggressive overtones. Student accepts constructive criticism with poise and determination for growth.

• Self care: In order to fully attend to the learning needs of others, an educator needs to maintain one’s energy level, alertness and stamina by caring for one’s physical well-being and emotional health.

  Student maintains a balanced lifestyle with adequate nutrition, exercise and sleep. Student maintains emotional health. Student manages time for appropriate self-care. Student seeks appropriate professional support if needed.

Intellectual enthusiasm and personal and professional introspection:
Student engages in a dynamic pursuit of knowledge and dissemination of ideas and information within a culture that nourishes creativity and curiosity. Student is also engaged in a lifelong commitment to authentic reflection and continual growth.
• Attendance: To be a full participant in the educational community, educators need to be intellectually engaged and physically present.

Student always arrives to class or field site early in order to set up to teach and learn. Student participates in class discussion through verbal and non-verbal communication. Student never misses class or fieldwork, and takes responsibility if she or he is going to be late or absent by contacting a peer to submit work to faculty member on time.

• Class Preparation: Educators need to complete work with academic rigor and take initiative to be fully prepared.

Reading, written and other work is always done with close attention paid to high quality. Contributions extend the educational experience of the group. Work always reflects deep thinking, reflection, wide interest, and curiosity.

• Performance and Participation: To facilitate one’s own learning and learning of others, educators need to be aware of others’ needs and perspectives while remaining alert, actively engaged and open minded.

Student is attentive and active in class and field site. Student draws connections between a wide range of ideas and her or his own academic work or fieldwork. Student is inquisitive, engaged, and reflective. Student takes initiative to contribute or assist. Student shares the collective space. Student neither dominates nor intimidates, nor remains invisible or silent. Student is eager and able to take on new situations, new material, new responsibilities and new frameworks of thinking. Student can accept ambiguity in the learning process. When faced with challenge, student demonstrates learning and professional growth.

Social responsibility:
Student engages in service and ethical behaviors in support of human dignity.

• Collegiality: Engaging in shared responsibility for one’s own learning and the teaching of others is required for an effective educational environment.

Student is very interested in, and supportive of, the work of others. Student is eager to learn from others and to share own ideas as well. Disagreements between student and others are handled professionally and cordially. Student is considerate and respectful of others. Student actively engages colleagues in academic discourse and other conversations. Student initiates collaboration and welcomes collaborative efforts of others.

• Ethical Responsibility: Since education is a collective and collaborative enterprise, issues of ethical trust and responsibility are paramount for a productive environment.
Principles of honesty, respect and integrity guide student's academic work and community life. Student is always honest and respectful in dealing with others. Student is trustworthy in keeping personal and professional confidences. Student demonstrates care and concern about truth and ethics. Student's academic integrity is evident and personal integrity is consistent.

A global community:

Student embodies an inclusive perspective grounded in mutual respect that actively seeks and embraces a diversity of voices.

- **Respect for Diversity**: In order for education to promote full participation in a democratic society as the right of all persons in that society, all forms of human difference must be affirmed and included.

  Student exhibits compassion, integrity, concern, and respect for human diversity. Student seeks out opportunities to work in solidarity with, and understand perspectives of, people across a wide range of human differences including but not limited to ability/disability, race, gender, ethnicity, religion, sexual orientation, socioeconomic status, language, age and more. Student works deliberately to value pluralism and to understand issues of these human differences. Student is aware of the limits of one's own perspective.
COURSE OUTLINE

WEEK 1: Teachers and students

How has the group changed?
What core values guide art education at UM?
What does developmental theory look like in art education?

Tuesday, Jan. 28

Presentations:
- Syllabus
- Observations: Rattlesnake Elementary School + Washington Middle School
- Site expectations: Who, what, when, where, why, how
- Developmental theory

Activities:
- Ice breaker
- Developmental progression of children's drawings

Assignments:
- Observation assignments for RES and WMS, due Thursday, Feb. 6
- Read Smith's Observation Drawing with Children: preface, chapters 1 + 2, & your chapter
- Developmental Frameworks assignment

Due Tuesday
- Nothing

Thursday, Jan 30
Teaching specific learners: Collecting data on schools + students

What do our audiences bring to the table? How can we best increase student engagement/learning?
Is set district curriculum helpful or hindering? Why?
What is the school art culture of the school? Of specific classrooms?

Activity / Assignment:
- Washington Middle School observation experience and assignment
  Elizabeth Maronick Fessler, Language Arts – Civil Rights

  Period 1: 8:15 – 9:05: Amanda + Christina
  Period 3: 9:59 – 10:45: Katherine + Lindsey

WEEK 2

Tuesday Feb. 4
Teaching specific learners: Collecting data on schools + students continued

Activity / Assignment:
- Rattlesnake Elementary School observation experience and assignment
  Carrie (Catherine) J. Sweatland, 4th grade: Lea + Amanda
  Samantha Pierce, 2nd grade: Katherine + Christina
  Char Sayler, 2nd grade: Abby + Lindsey

Thursday, Feb. 6
Bridging theory to practice in designing investigations

What makes quality art curricula?
“How to paint” and make art stars – Barbie + Van Gogh (sarcasm)
Gude’s four components of quality investigations
Quality curricula as the best form of classroom management
What does it look like? Combe, do you walk your talk?

Presentation:
- Elegant problems / generative themes
- Investigation example, Text Message for Campus
- Caucus on Art Education Digicaiton site

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- Professional practices: Resumes and Cover letters, due Thursday, Feb. 13. (Student teaching applications are due Thursday, Feb. 20 for spring 2015 student teaching.)

**Activity:**
- Brainstorming components of quality investigations

**Assignments:**
- Reread Stewart and Walker, *Rethinking Curriculum in Art* chapters 2 + 3 (They are in Dropbox.)

**Due Thursday:**
- Observation assignments for RES and WMS
- Developmental Frameworks assignment

**WEEK 3: Investigation Design Madness!**

*What content matters to kids? What content matters to community? How do I kindle creativity and zest in an age ruled by district, state, and federal standards and laws? Why bother with assessment? What's to love about STANDARDS AND COMMON CORE?*

**Tuesday, Feb. 11**

**Presentations:**
- Caucus on Social Theory and Visual Art Education
- Investigation black-line master

**Activity:**
- Developmental Framework jigsaw presentations

**Assignments:**
- Rattlesnake investigation and Content Gathering paper, due emailed to Jennifer Tuesday, Feb. 18, 4:00 pm.
- Washington investigation, due emailed to Jennifer Tuesday, March 18, 4:00 pm.

**Due Tuesday:**
- Nothing

**Thursday, Feb. 13**

**Presentations:**
- Generative themes: Gude, Stewart + Walker, Barrett
- Backwards design: What do I want my students to learn and be able to do? Learning targets and assessment
Activity:
- Work session if time allows

Assignments:
- Reading – Beattie’s *Assessment in Art Education* individual readings
- Assessment Assignment, due Thursday, Feb. 20

Due Thursday:
- Resume and cover letter

WEEK 4: More Investigation Madness!

Tuesday, Feb. 18

Presentation:
- Looking at interviewing resources
- Assessment in art education

Activity:
- Assessment Assignment
- RES work session

Due Tuesday:
- Rattlesnake investigation, and Content Paper, emailed to Jennifer Tuesday, Feb. 18, 4:00.

Thursday, Feb. 20

Presentation:
- Digication! Connect with your national community!
- Philosophy of Art Education, due Thursday, March 27
- Short digital imaging workshop in the Mac Lab. (It's reserved for us.)

Activity:
- Rat chat
Assignments:
- Assessment Assignment
- Digication assignment, due Exam week, Thursday, May 15, 8:00 – 10:00 am

Due Thursday:
- Nothing

WEEK 5: Ready, set, GO!

Tuesday, Feb. 25

Activity:
- Rattlesnake teaching

Thursday, Feb 27

Activity:
- Rattlesnake teaching

WEEK 6: Respond, revise, GO!

Tuesday, March 4

Activity:
- Rattlesnake teaching

Thursday, March 6

Activity:
- Rattlesnake teaching


WEEK 7: Reflective + reflexive teaching

How did we respond to students’ needs in the classroom? What can we respond to the next time we teach this or another lesson?

A realistic system for revision practices
What to change, what to keep
Collaborative learning from what worked and what didn’t
Teacher as researcher
Tuesday, March 11

Assignment:
- WMS Generative Theme + Content Paper, due Thursday, March 20

Presentation:
Lea + Amanda

Due Tuesday:
- Nothing

Thursday, March 8

Presentation:
Katherine + Christina

Due Thursday:
- Presentation reflection if you presented at the last class meeting time

WEEK 8: Reflective + reflexive teaching Take Two!

Tuesday, March 18

Presentation:
Abby + Lindsey

Due Tuesday:
- Presentation reflection if you presented at the last class meeting time
- Washington Middle School Investigation due emailed to Jennifer by 4:00 pm.

Thursday, March 20

Presentation:
- High school units, due Tuesday, May 6

Activity:
- Work session if time allows

Due Thursday:
- Presentation reflection if you presented at the last class meeting time
- WMS Generative Theme + Content Paper

**WEEK 9: Gather, create, reflect!**

*How do I weave the components together to make a coherent investigation?*

- Slide shows
- Experimentation
- Transitions
- Clean-up

**Tuesday, March 25**

**Activity:**
- REQUIRED High school unit / Washington Middle School work session

**Due Tuesday:**
- Philosophy of Art Education

**Thursday, March 27**

**Activity:**
- REQUIRED High school unit / Washington Middle School work session

**Due Tuesday:**
- Philosophy of Art Education

**SPRING BREAK: MARCH 31 – APRIL 4 (TAKE CARE OF YOURSELF!)**

**WEEK 10: Art Speak**

*What do we talk about when we talk about art? Why?*

- Visual Thinking Strategies
- Terry Barrett
- How to teach elements and principles in CONTEXT and for MEANING
- Strategies for “critique dominators”
- Strategies for developing a community of risk-takers (How to get everyone to talk.)

**Tuesday, April 8**

**Presentation:**
- Critique Philosophies: Talking about art for MEANING! -Terry Barrett, Visual Thinking Strategies, Ps & Es Approach
Activity:
- VTS Critique
- Ps + Es for meaning

Due Tuesday:

Thursday, April 10

Presentation:
- Montana Art Inter-scholastics prep

Activity:
- WMS chat
- Barrett critique
- Pack for WMS

Assignments:
- Read Barrett’s *Talking About Student Art*, chapter 3
- Read HO: *Visual Teaching Strategies: Understanding the Basics*

Due Thursday:
- Nothing

WEEK 11: Ready, Set, GO!

Tuesday, April 15

Activity:
Washington Middle School Teaching

Thursday, April 17

Activity:
Washington Middle School Teaching

WEEK 12: Respond, Reflect, Revise!

Tuesday, April 22 (Earth Day)

Activity:
Washington Middle School Teaching
Thursday, April 24

Activity:
Washington Middle School Teaching

MONTANA ART INTERSCHOLASTICS, FRIDAY, APRIL 25 – SATURDAY, APRIL 26
THIS IS A REQUIRED FIELD TRIP.
"Intergalactic Disco Carnival"
Glacier High School in Kalispell, MT

WEEK 13: Reflective + reflexive teaching
How did we respond to students' needs in the classroom? What can we respond to the next time we teach this or another lesson?
A realistic system for revision practices
What to change, what to keep
Collaborative learning from what worked and what didn't
Teacher as researcher

Tuesday, April 29

Presentation:
- Amanda + Christina
- Student teaching + the Professional Portfolio

Due Tuesday:
- Nothing

Thursday, May 1 (May Day!)

Presentation:
- Abby + Lea
- Interview assignment & resources
Due Thursday:
- Presentation reflection if you presented at the last class meeting time

WEEK 14: Reflective + reflexive teaching, take two!

Tuesday, May 6

Presentation:
- Katherine + Lindsey

Due Tuesday:
- Presentation reflection if you presented at the last class meeting time
- High school units

Thursday, May 8
No class today – your personal scheduled interview takes place for class today.

Due Thursday:
- Presentation reflection if you presented at the last class meeting time. (Due e-mailed to Jennifer by midnight.)

WEEK 15: Exam week

Thursday, May 15, 8:00 – 10:00 am
This meeting is required as you will be presenting your Digication e-portfolios (and High School Units)