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ARTZ 403.01: Teaching Art II - K 12

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Teaching Art II: K-12

ARTZ 403

University of Montana : Jennifer Combe

Classroom: FA 102 Office: FA 102C

jennifer.combe@mso.umt.edu

Teaching Art I: K-12 , 402, 3 credits

Mailbox in art office - COMBE

Meeting Times: T, R – 9:00 – 10:50

Teaching Art II: K - 12

Democracy

in Action

who speaks?

WHO LISTENS?

WHY?

- bell hooks. *Teaching to Transgress*. 1993

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

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, religion, 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 five hours of additional outside of class per week in addition to the four hours we meet in class. (1 credit = 3 hours of study per week for 16 weeks. A 3 credit class = 9 hours a week of study. We meet 4 hours a week, which leaves 5 hours of homework per week.) 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+

SEMINAR

Candidates are to be prepared for seminar. This looks like having notes and questions from the readings AND the textbook or a printed-out copy of the reading/readings.

REQUIRED MATERIALS + TEXTS

- Thumb drive for class presentations
- Membership to the National Art Education Association. (Sign up online.)
The Student rate is \$35.00. You will receive current publications and will post an e-portfolio on the Digication site.

Required Texts for 402 and 403. Many of the reading assignments are available as PDFs. Note *.

Walker, Sidney. (2001) Teaching meaning in artmaking. Worcester, Mass: Davis Publications.

Keifer-Boyd, Karen & Maitland-Gholson, Jane. () Engaging visual culture. Worcester, Mass: Davis Publications.

* Smith, Nancy. (1999) Observation drawing with children: a framework for teachers. New York: Teachers College Press.

Wood, Chip. (2007) Yardsticks: Children in the classroom ages 4 – 14.

Turners Falls, MA: Northeast Foundation for Children.

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 following guidelines:

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

FINAL EXAM / MEETING

Our final meeting is scheduled for Thursday, December 14 from 10:00 – 11:50.

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/>

SPECIAL NEEDS

Students with special needs should contact me within the first two weeks of the course. Please communicate with me regarding learning styles/disabilities so we can create a learning plan together for your success in this course; I simply need to be informed. Disability Services provides support for students who are in need.

<http://life.umt.edu/dss/>

WITHDRAWAL POLICY

Refer to UM Catalogue or visit <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. All are available at our bookstore. 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. (A teacher's saving grace is, "Ask three, ask me!")

Record the contact information of two classmates in the box below:

Name _____	Name _____
M Phone _____	M Phone _____
H Phone _____	H Phone _____
E-mail _____	E-mail _____

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.

This document contains content from the following sources:

The University of Montana, Phyllis J. Washington College of Education and Human Sciences, Teacher Education Program, Department of Curriculum and Instruction. (2010). *Teacher education handbook*. Retrieved from <http://coehs.umt.edu/departments/currinst/default.php>

Tufts School of Education, Art Education. (2012). *Personal and professional competencies*. Retrieved from <http://ase.tufts.edu/education/programs/teacherPrep/MATvisualArtCompetencies.asp>