WASHINGTON COLLEGE Special Methods of Teaching: Art – EDU 403-10 Fall 2016 Course Syllabus

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#### **Course Description**

This course is designed to support the development of reflective, professional, creative and resourceful Visual Arts teachers. It introduces the fundamentals of theory and practice for teaching Visual Arts and emphasizes methods and materials for teaching the discipline.

#### Course Objectives

Course objectives are drawn from the following sources: the Maryland Essential Dimensions of Teaching (EDoTs) (provided as an appendix to this document), the Maryland Teacher Technology Standards (MTTS<sup>1</sup>) and informed by the National Core Arts Standards (NCAS<sup>2</sup>) and Maryland Visual Arts State Curriculum (MSDE VSC<sup>3</sup>).

#### Content Knowledge (Visual Arts Education)

- demonstrate a repertoire of teaching techniques for a variety of lessons (EDoT 1)
- demonstrate knowledge of Visual Arts subject matter content that specifically includes art history, art criticism, aesthetics, art production, safety & organization of art materials, and knowledge of adolescent learners (EDo'T 1)

#### **Diversity of Student Needs**

• design effective lesson plans that recognize the variety of student learners in the classroom and adapt, scaffold and differentiate appropriately (EDoT 2 & EDoT 4)

#### **Multicultural Perspectives**

• plan and implement instruction that includes and is responsive to students' histories, individual identities, and languages / dialects (EDoT 3)

#### Assessment

• design authentic assessments that demonstrate an understanding of how learners develop and that address abilities in connecting, responding, creating, performing/presenging/responding (EDoT 5)

<sup>&</sup>lt;sup>1</sup>See <u>http://www.mttsonline.org/standards/</u>

<sup>&</sup>lt;sup>2</sup>See <u>http://nationalartsstandards.org/</u>

<sup>&</sup>lt;sup>3</sup>See <u>http://mdk12.msde.maryland.gov/instruction/curriculum/arts/</u>

## Technology

- select, create, and use contemporary technologies and digital media to meet student and professional needs (EDoT 7)
- use school and student data to inform instruction (MTTS IV.1)
- design, implement, and reflect on learning experiences that incorporate use of technology to support understanding, inquiry, and / or problem solving (MTTS V)
- use resources of professional organizations and groups that support the integration of technology into instruction (MTTS VII.2)

#### Ethical, Social and Civic Awareness

• plan and implement instruction that promotes civic activity, social justice and critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society (EDoT 8)

## Parents and the Community

• collaborate with the broad educational community (EDoT 9)

## Reflection

• engage in careful analysis, problem-solving and reflection and develop as educators (EDoT 10)

## **Course Materials**

## **Required Texts**:

- Hetland, Lois, et.al. (2013). *Studio Thinking* 2 (2<sup>nd</sup> ed.). New York & London: Teachers College Press.
- Hume, Helen D. (2014). *The Art Teacher's Survival Guide for Secondary Schools* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

# **Required Art Materials:**

## Please come to each class prepared with:

- Sketchbook 8.5" x 11" hardbound (NOT spiral bound) similar to: <u>https://goo.gl/RGsdbU</u>
- Drawing & Collage supplies including: color pencils, sharpie (thin & thick), scissors, glue stick

# Additional Requirements:

## Students are also **required** to

- obtain a student membership in the National Art Education Association (NAEA) (\$40)
- subscribe to *School Arts Magazine* (free for digital subscription)

## **Recommended Text:**

- Moddler, D. & Scott, E. (2010). *The Journal Junkies Workshop: Visual Ammunition for the Art Addict*. Fort Collins: North Light Books.
- Moddler, D. & Scott, E. (2012). *Journal Fodder 265: Daily Doses of Inspiration for the Art Addict.* Fort Collins: North Light Books.
- Vieth, K. (2000). From Ordinary to Extraordinary: Art & Design Problem Solving. Worcester: Davis.
- Vieth, K. (2006). *Engaging the Adolescent Mind*. Worcester: Davis.

- Beatie, D. (1998). Assessment in Art Education. Worcester: Davis.
- Hume, H. (2010). *The Art Teacher's Book of Lists* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

## **Recommended / Required Web References:**

- National Core Arts Standards <u>http://nationalartsstandards.org/</u>
- Maryland Visual Arts State Curriculum http://mdk12.msde.maryland.gov/instruction/curriculum/arts/
- Common Core State Standards: <u>http://www.corestandards.org/read-the-standards/</u>
- Universal Design planning website: <u>http://www.udlcenter.org/</u>
- P21 Framework for 21<sup>st</sup> Century Learning: <u>http://www.p21.org/</u>
- Additional websites are listed in the course outline and on Canvas.

# Attendance

Attendance in this course is critical. Class time will provide opportunities for participation in activities, demonstration and discussion of effective teaching strategies, reflection on course readings, and the creation of materials that will contribute to the students' final portfolio and future classroom. Students are expected to be well prepared to participate in class actively, attentively and consistently.

A student must notify the instructor of an absence **no later than 30 minutes prior** to the scheduled class meeting time.

In the event of an absence, work out of class retains its due date. Additionally, in-class assignments that would have been completed during the missed class will be due at the beginning of the following class meeting.

Students who fail to notify the instructor of an absence in a timely manner will not have an opportunity to complete the in-class assignments that for the missed class and will **receive a zero** for that assignment.

Students taking courses in the Department of Education should realize that professors may use any and all class periods as input for determining internship placements, writing letters of recommendation, or any additional program-related discussions.

## Academic Honesty

The college handbook and catalog state the following Honor Code: *We at Washington College strive to maintain an environment in which learning and growth flourish through individuals' endeavors and honest intellectual exchanges both in and out of the classroom.* To *maintain such an environment, each member of the community pledges to respect the ideas, wellbeing, and property of others.* Thus, each member of the Washington College community abides *by its Honor Code.*  In this course, as in all others, students are expected to abide by the Washington College Honor Code as addressed in the Student Handbook and in the Course Catalog.

Students should also note the following:

- complete and submit the honor code pledge page (last page of syllabus)
- cite sources carefully lack of proper citation leads to plagiarism, even if it is inadvertent
- choose sources carefully use VALID, relevant, and current sources (*i.e.* do not use a website or article unless you can determine the author and / or verify that the sponsoring organization is unbiased and legitimate; although Wikipedia and related sites are quick, simple, and often helpful, they are also variable and not always verifiable thus, wikis are not considered valid sources)
- assignments submitted *via* Canvas will be submitted to turnitin.com, and the instructor may choose to submit any or all assignments to turnitin.com separately
- The Washington College Honor Code will be upheld at all times. Any violation of the Honor Code will result in the notification of the Faculty Coordinator of Academic Integrity and / or the Associate Provost for Academic Services and will result in an earned 0% on the assignment. Severe breaches may result in failure of the course.

## Grading and Assignments

The following assignment types support the learning objectives for this course:

## Visual Journal Entries & Artist Statements: 25% of Final Grade

Due by 12:00pm Tuesday before class meeting

## Lesson Plans: 25% of Final Grade

Due by 12:00pm Tuesday before class meeting

## In Class Assignments: 25% of Final Grade

To be completed in class

## Final Portfolio: 25% of Final Grade

Due 5:30pm FINAL EXAM DAY

A+ A A- B+ B B- C+	97.0% and higher 93.0% - 96.9% 90.0% - 92.9% 87.0% - 89.9% 83.0% - 86.9% 80.0% - 82.9% 77.0% - 79.9%	C C- D+ D F	73.0% - 76.9% 70.0% - 72.9% 67.0% - 69.9% 63.0% - 66.9% 60.0% - 62.9% 59.9% and below
C+	77.0% - 79.9%		

#### Assignments / Course Schedule

The following assignment types support the learning objectives for this course:

#### **Readings & Resources**

The readings and resources selected for this course are designed to give the students an overview of Art Education history, philosophies and trends while placing these in the broader context of history, philosophies and trends in education proper. **Careful** review and consideration of each week's readings & resources is essential to this course. The student is responsible to be knowledgeable and think critically about the information presented by the readings and resources and this should be reflected in all aspects of student work.

Some weeks will include self-directed reading which is designed to increase student facility in the location, exploration and evaluation of the plethora of Visual Arts education resources available to 21<sup>st</sup> century arts educators and will provide the student with a library of self-selected resources to begin his or her teaching career with. When self-directed reading is assigned, students will locate, explore and evaluate a specified number of resources to inform the week's assignment. Links to these resources are to be listed at the top of the artist statement for the week.

#### Visual Journal Entries & Artist Statements: 25% of Final Grade

#### Due by 12:00pm Tuesday before class meeting

Visual Journaling is a long-standing artistic process which involves the maintenance of an artist sketchbook/notebook. Contemporary visual journaling is recognized as a best practice in Visual Arts instruction as well as artistic practice for teaching artists. The practice of visual journaling has gained particular attention in Visual Arts programs across Maryland over the past five years. In this course, visual journal entries will allow the student to creatively & visually reflect upon assigned readings & resources. It will also give the student an opportunity to experiment with multiple art materials and techniques that may be used in the student's future classroom. Visual journal responses should occupy at least a 2-page spread in the sketchbook and address the week's readings & resources in the context of the essential question for the week. The use of and experimentation with multiple art materials and techniques defined and experimentation with multiple art materials and techniques.

Artist Statements are written accompaniment to works in the Visual Arts which provide insights into the artist's influences, intentions and processes. Student artist statements are a powerful assessment tool in the Visual Arts classroom and provide an opportunity for students to develop facility in writing in a format authentic to the Visual Arts. In this course, an artist statement will accompany each visual journal entry. Artist Statements should be 1-3 pages in length and provide insights into the student's creative and critical response to the week's readings & resources in the context of the essential question for the week. Excerpts of these artist statements will form the foundations of the Visual Arts Educational Philosophy and Final Portfolio.

#### Lesson Plans: 25% of Final Grade

Due by 12:00pm Tuesday before class meeting

Individual Lesson Plans, written to address a specific aspect of Visual Arts pedagogical theory, will be required assignments throughout this course. These lesson plans will combine the student's knowledge of Art Education theory and Visual Arts content with the student's understanding of best practices for engaging students in the classroom. Individual Lesson Plans will be written as 1-5 day sequences, using the "Individual Lesson Plan" portion of the Washington College Secondary Unit Plan template. Individual Lesson Plans will address Standards, Objectives, Lesson Sequencing, Materials, Differentiated Instruction, Assessment and Reflection.

A final **Unit Plan** will synthesize the individual lesson plans into a cohesive unit to be taught over several weeks. **The Unit Plan will use the Washington College Secondary Unit Plan template. The Unit Plan will address Standards, Objectives, Curricular Connections, Vocabulary, Content Resources and Assessments. A UNIT RATIONALE will accompany the Unit Plan. The Unit Plan and accompanying Unit Rationale will become part of the Final Portfolio.** 

## In Class Assignments: 25% of Final Grade

#### To be completed in class

In Class Assignments will include discussion, art-making, journaling, research and the preparation of lesson materials such as exemplars, worksheets, and the curation of digital resources to use in class. In Class Assignments will be graded based on a 10 point scale rating the student's engagement during class.

## Final Portfolio: 25% of Final Grade

## Due 5:30pm FINAL EXAM DAY

A **Final Portfolio** will serve as the summative assessment for this course. The final portfolio will be constructed throughout the duration of the course. The student is encouraged to collect documentation of teaching practice and evidence of the EDoTs in the form of digital assets throughout the semester to include in the final portfolio. **The final portfolio will take the form of a website and will contain AT LEAST the following components:** 

- Resume/CV
- **Visual Arts Educational Philosophy-**this is a narrative outlining the student's individual philosophy/approach for the teaching of the Visual Arts and the place of the Visual Arts in education proper.
- Unit Plan-please see above.
- **3 Original Items Connected to the EDoTS**-these can be photographs of lesson exemplars, bulletin boards, anonymized student responses, videos of student teaching, writing samples, etc. Note: In selecting items for the final portfolio, the student teacher should protect student privacy and anonymity in accordance to the students' school district regulations and best practices in the field of Art Education.

## APPENDIX A

## MARYLAND ESSENTIAL DIMENSIONS OF TEACHING (EDOTS)

(see a full version at http://perfstds.msde.state.md.us/Appendices/C/EDoTs.htm)

The highly effective classroom is one in which every student is fully engaged at all times with curriculum that is inviting, motivating, and personally relevant. To achieve this,

# **Teacher Candidates and Teachers Will:**

- 1. Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.
- 2. Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching.
- 3. Incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community.
- 4. Demonstrate a knowledge of strategies for integrating students with special needs into the regular classroom.
- 5. Use valid assessment approaches, both formal and informal, which are ageappropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.
- 6. Organize and manage a classroom using approaches supported by student learning needs, research, best practice, and expert opinion.
- 7. Use computer and computer-related technology to meet student and professional needs.
- 8. Demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity.
- 9. Collaborate with the broad educational community, including parents, businesses and social service agencies.
- 10. Engage in careful analysis, problem-solving, and reflection in all aspects of teaching.