

AR470: METHODOLOGY & MATERIALS IN ART

Course Syllabus, Spring, 2012

AR 470 Methodology and Materials in Art (3 credit hrs.)	Dr. Suzanne Duvall Zurinsky
Classes will meet on Fridays in the Visual Arts Building, Room 120, 9:30 am-11:30	Office: Art Building # 409 Telephone: 1-256-765-4513 E-mail: sszurinsky@una.edu

Course Description

This course focuses on the practical aspects of teaching art education in pre-kindergarten, primary, middle and secondary levels. Topics covered include current methodology in art education, art education curricula, the preparation and presentation of lesson material, classroom management, professional organizations, discovery and use of resources, technology, professional preparation and behaviors. Coursework includes on-site observations, practice exercises, and integration of art into the total school curriculum with exhibition of student artwork whenever possible. Prerequisites: ED292 and ED481.

COE CF1, 2, 3, & 6; Alabama Standard/Rule 290-3-3-.31 Visual Arts

Standard	Assessment
290-3-3-.31(2)(a)2. Ability to analyze works of art/design perceptively and to evaluate them critically.	Students already possess knowledge (from studio art courses) of how to analyze and evaluate works of art and design. In AR470, they will extend this learning to children's art through school and gallery visits. Knowledge will be assessed through oral and/or written responses to questions posed during a class critique of selected art works.
290-3-3-.31(2)(b)1.(iii) Knowledge of the health and safety regulations related to art materials and facilities.	Students will be asked to correctly answer a series of written questions pertaining to health and safety regulations in the art room after this topic has been covered through assigned reading in the textbook, lecture, and in-class discussion.
290-3-3-.31(2)(c)1.(i) Knowledge of teaching and learning theories related to art education, as well as current issues and trends; professional literature (such as curriculum guides), and methods and materials of contemporary art education, including the use of technology.	Student knowledge of teaching and learning theories, outside reading topics, and materials and methods in art education will be assessed by a series of essay questions exploring these topics. Students will utilize technology to prepare professional portfolios, lesson plans using Live Text, and PowerPoint presentations that will be evaluated by the instructor.
290-3-3-.31(2)(c)1.(ii) The fiscal management of an art program.	Each student is required to create an art budget (based on \$500.00 per year) for basic supplies with attached order forms (from school art supply companies) to be graded. Students are also required to include individual plans for fund-raising

	to supplement the school-provided budget.
290-3-3-.31(2)(c)1.(iii) Knowledge of the roles, responsibilities, and impact of various educational and community agencies on P-12 art education.	Students are familiarized with local art museums, organizations, and events, as well as the national (NAEA) and state (AAEA) professional art education associations. AR470 students create a written plan for utilizing these agencies to support their art education programs within the schools. These essay entries in their art journals are evaluated by the instructor.
290-3-3-.31(2)(c)1.(iv) Knowledge of typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.	Students interview art teachers as to specific school health and safety practices and procedures and turn in the answers for assessment via art journal entries and clinical reflections. The instructor also quizzes students on professional ethics and students are evaluated on their responses to questions describing situations that are may be ethical or unethical practice.
290-3-3-.31(2)(c)2.(i) Ability to develop and implement the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.	Students are required to create a basic school curriculum utilizing the national and state curricular standards for assessment. Students will then select one or more units of study and create original lesson plans that incorporate history, criticism, production, and aesthetics. One of these plans will be submitted and graded via Live Text. Additional plans may be included in the AR470 Professional Portfolio which is evaluated by the instructor.
290-3-3-.31(2)(c)2.(ii) Ability to integrate art into the total school curriculum and exhibit student artwork.	Following reading in the textbook and class discussion of ideas, students answer essay questions in their art journals concerning ways that art can be integrated into the total school curriculum and plan for future exhibitions of student artworks. Student essay questions and exhibition plans are included in the art journal and evaluated by the instructor.
290-3-3-.31(2)(c)2.(iii) Ability to evaluate techniques and apply them in assessing both the progress of students and the objectives and procedures of the curriculum.	Following textual reading, review of assessment techniques from multiple sources, and instructor provided information about the creation of student assessment portfolios, students answer essay questions in their art journal and plan assessment rubrics to accompany lesson plans they submit on Live Text. The instructor evaluates the art journals and grades the lesson assessments using the rubric provided on Live Text.
290-3-3-.03(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the <i>Alabama Course of Study</i> for those teaching fields.	Students are required to familiarize themselves with the content standards and scope and sequence of their teaching field using the online <i>Alabama Course of Study</i> . Students are required to create Live Text lesson plans incorporating the appropriate content standards which are evaluated by the instructor on Live Text.

Text and References

Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools, 8th Ed.

Selected readings in current art education methodology and theory.

Alabama Course of Study in Arts Education

Justification

To meet No Child Left Behind and State guidelines for P-12 art education programs.

Outline of Course Topics

- ☐ Expectations of Art Education teachers.
- ☐ Teaching and learning theories related to art education, including current issues and trends.
- ☐ Exploration of professional literature (e.g. curriculum guides).
- ☐ Methods and materials of contemporary art education.
- ☐ Develop the scope and sequence of an art program that includes art history, art criticism, art production, and aesthetics.
- ☐ The fiscal management of an art program, including identification of alternative funding sources.

- ☐ The roles, responsibilities, and impact of various educational and community agencies on P-12 art education.
- ☐ The creation of expressive forms in crafts.
- ☐ Integrating art into the total school curriculum and the exhibition of student artwork.
- ☐ Use of technology in the art classroom.
- ☐ Creating a professional teaching portfolio and interview skills.

Activities Required of Students

- ☐ Participate in class discussions.
- ☐ Read assigned topics and write reflections on assigned discussion questions.
- ☐ Complete 15 hours of assigned clinical experiences and write reflections on each experience.
- ☐ Design one or more units of study using the Alabama Course of Study. A budget and list of materials is required in each unit. Design a rubric to assess student work.
- ☐ Interview an art teacher to gather information concerning lesson plans, budgets, classroom management, and evaluation of student work and write a reflection on the information gathered.
- ☐ Complete a professional teaching portfolio.

- ☐ Take any exams and quizzes that are given.
- ☐ Complete all classroom assignments in a timely fashion.
- ☐ Complete and present studio projects in a professional manner.
- ☐ Teach one or more art lessons to P-12 students if classroom teacher permits.
- ☐ Participate in or plan an exhibition of student artwork and write a reflection on how they would integrate art into the total school curriculum.
- ☐ Interview a member of the arts community.
- ☐ Participate in the evaluation of student artwork.
- ☐ Demonstrate knowledge of scope and sequence of P-12 Art Education.

Course Objectives

- ☐ Apply teaching and learning theories related to art education, as well as current issues and trends; professional literature (e.g. curriculum guides), methods, and materials of contemporary art education, including the use of technology.
- ☐ Be able to fiscally manage an art program.
- ☐ Understand the roles, responsibilities, and impact of various educational and community agencies on P-12 art education.
- ☐ Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.
- ☐ Understand how to integrate art into the total school curriculum and exhibit student art work when possible.
- ☐ Acquire knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.

Attendance

You are expected to attend class and be punctual. Students with more than 6 absences will receive an overall course grade no higher than a "C." Absences should be legitimately documented when possible. Late students will be counted as tardy and 4 tardies will equal one course absence.

Evaluation

Your final grade for the course depends on your completion of the following assignments:

Portfolios	20%
Attendance	20%
Participation in studio activities and other assignments and experiences	20%
Completion of LiveText lesson plan	20%
Clinical Experiences (*required)	20%

Requirements for Clinical Experiences

The AR470 instructor will shadow a highly effective P-12 practitioner in the area of art for at least 10 hours per semester. AR170 students will engage in 15 hours per semester of observation (co-teaching or assisting when permitted) in the P-12 setting. The instructor reserves the right to teach a portion of the course in a P-12 setting to include model and demonstration lessons with P-12 students. If the instructor teaches a portion of AR470 in the P-12 setting, these hours will count toward the 15 hours of clinical observation required of AR470 students and the 10 semester hours of clinical observation required of the AR470 instructor.

General Administrative Guidelines

University of North Alabama Bulletin

Academic Procedures and Requirements

General Regulations

Class Attendance: Regular and punctual attendance at all scheduled classes and activities is expected of all students. It is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade. Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics and special performances.

For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

Student Disability Statement

It is the policy of the University to afford equal opportunity in education to qualified students. If you have a disability that will prevent you from meeting the course requirements without modifications, please see the instructor within the first 3 class sessions to go over your UNA learning modification plan. Course requirements will not be waived but accommodation will be made to allow you to meet the requirements provided that you are timely in working with the instructor to fulfill alternative course requirements. **AR 470 Assessment Rubric**

Course Objective	Methodology	
To gain familiarity with teaching and learning theories related to art education, as well as current issues or trends; professional literature, methods, and materials of contemporary art education, including the use of technology in the art classroom.	Outside readings of professional literature that include the objectives stated. Introduction to LiveText, readings in course textbook and from other sources about the incorporation of technology into the art classroom. Students will complete 15 hours of assigned clinical experiences. Students will interview and observe a classroom teacher to gather information concerning teaching methodologies, classroom management, and the evaluation of student work.	Group discussions and student knowledge objectives. Student completed lesson plans will be reviewed and graded. Students will write reflections in their journals about the information gained from their experiences.
Be able to fiscally manage an art program, including identification of alternative funding sources.	Classroom discussion of outside funding sources, fiscal management, and selection of art materials to meet yearly curriculum objectives. Students will interview a classroom art education teacher to gather information concerning purchase of	Students will select a budget to be reviewed

	art materials, recommendations for the practical selection of materials, and safe usage and storage of materials.	
Understand the roles, responsibilities, and impact of various educational and community agencies on P-12 art education.	Outside readings in professional literature and class discussion of the roles, responsibilities, and impact of various educational and community agencies on P-12 education.	Students will plan o with an educational cooperative project Students will presen and suggestions. T and provide sugges
Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.	Text and outside readings in professional literature pertaining to Discipline-Based Art Education (DBAE) and group discussion of material covered.	Students will incorp production, and aes unit of study that wil instructor. Students pertaining to the cla each of the compon
Understand how to integrate art into the total school curriculum and to exhibit student art work.	Assigned readings in the textbook and current professional literature regarding the integration of art into the total school curriculum and current trends pertaining to the exhibition of student art work. Group discussion of material in class. Observation of classroom teachers and student art exhibitions.	Students will design incorporate ideas an teaching journal, al exhibition of studen answer test questio pertaining to the inte curriculum.

AR470 Assessment Rubric con't

Course Objective	Methodology	Assessment
Acquire knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.	Class discussion of the Alabama Course of Study and ways to apply these standards within the art education curriculum.	Students will design Alabama Course of Study is required in each u knowledge of scope through correctly an
Students will become familiar with and understand the expectations of art teachers.	Instructor lecture, class discussion, and outside readings concerning expectations of art teachers (professionalism, teacher preparation, job duties, collegiality, behavior management, assessment standards of successful teachers, safe use and storage of materials, professional ethics and liability, time management, etc...). Students will interview one or more classroom teachers to gain information about the expectations of their job positions.	Instructor inquiry, al questions pertaining written reflections o <i>Statement of Teach</i> etc...) in student jou instructor for assess
Exploration of current professional literature (e.g. textbooks and curriculum guides).	Class examination and evaluation of different textbooks and curriculum guides that are currently being used in P-12 classrooms. Outside readings in supportive texts recommended by the National Art Education Association.	Students will demon examined through v assessments that d the strengths and w