Professional Education Unit

Department of Art and Design

Art 321 Materials and Methods for the Secondary School
Art 301 Field Experiences in Art Education

Art 321 AND Art 301 section 001, Rm CY 216 Face to Face Delivery Fall 2010
Susan Hawkins
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Office Hours: **Tuesday and Thursday, 3:00-5:00 p.m. Telephone: 606 783-2548**
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We will work together throughout your teaching process, please speak with me about any problems, concerns, or general questions. Please e-mail me, call my office or the Art Office 783-2766 or my home 606-776-4679, if you need to see me other than class or office hours. I welcome your questions and comments.

Art 301 and Art 321 are taught a in the single class block (9:10-11:20 Tuesday and Thursday). Students are enrolled in two courses for six credit hours. In addition to regular class meetings, there will be class activities outside the classroom hours for field experiences, professional development (Kentucky Art Education Association Conference), art education club activities, community service (homeless shelter, Adult Learning Center LEP) and occasional field trips.

I.Art 321 Course Description: Presentation of the background, philosophy and techniques for the teaching of art in the secondary school.
Required Field Experience Hours: 18, Level III field experience

II. Art 301 Course Description: Clinical and field experiences related to planning, implementing and evaluating art education in the p-12 setting.
Required Field Experience Hours: 20-30, Level III field experience

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the art education candidate will be able to:

1. **identify** and **explain** the impact of diverse student sociocultural issues (i.e.,ethnicity, ability, sexual orientation, etc.) on the teaching of high school visual art;
2. **employ** numerous visual art *teaching strategies* which accommodate learners of all ability and interest levels;
3. **demonstrate and apply** *developmentally appropriate teaching strategies* that include creative instruction for P-12 students
4. **evaluate, differentiate** and **reflect** upon the effectiveness and appropriate use of traditional assessments and those related to creative assessments with respect to student learning;
5. **integrate** technology (i.e., Smartboards, Powerpoint,) for effective instruction and student learning;
6. **align** unit and daily lesson plans to local, state, and national visual art standards ;
7. **demonstrate** conceptual and practical understanding for the instruction of visual arts media processes, symbol making development and art content knowledge;
8. **demonstrate** resourcefulness in the acquisition of visual art content for informed and competent teaching.

Links to Websites for NCATE/ EPSB/ NAEA Alignment:

http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised KYS.

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.

http://alumniconnections.com/olc/filelib/NAEA/cpages/9009/Library/NAEA_Teacher_Prep_Stds.pdf This site provides the National Art Education Teacher Preparation Standards

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

	Program:	**Art P-12**		**Art 321 and Art 301**	
Art 321 and Art 301 Outcomes	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)** (*application of content to practice)*	**National Visual Art Content Standards**	**Education Professional Standards Board (EPSB)**	**National Art Education Teacher Preparation Standards**
Art 321 **ATPA 900 pts.** **CFO: 1- 4** **SLO: 1- 8**	1,2,6	A.E. 1.13, 2.22-2.25 AH P-12: AH- (HS,EP, 04-08) 1.41- 4.41	CS 1-6	-Diversity -Assessment -Literacy -Closing the Achievement Gap	Standards I-VIII
Art 321 **HS Social Issues** **200 pts.** **CFO: 1,4** **SLO: 1**	2	A.E. 2.25 AH 2.41	CS 4	Diversity	Standard III
Art 321 **Readings** **300 pts.** **CFO: 1,3** **SLO: 1,7**	2	A.E. 1.13, 2.22-2.25 AH P-12: AH- (HS,EP, 04-08) 1.41- 4.41	CS 1-6	-Diversity -Assessment -Literacy -Closing the Achievement Gap	Standards I-VIII
Art 301Field Experiences and Reflection **1500 pts.** **CFO: 1-5** **SLO: 2,3.6**	1,2, 3,4	A.E. 1.13, 2.22-2.25	CS 1-6	- Diversity -Closing the Achievement Gap	Standards I-XI
Art 301 **Professionalism** **200 pts.** **CFO: 1,3** **SLO: na**	1	na	na	na	na
Art 301ATPA Assessment Reflection **CFO: 1-3** **SLO: 4,6**	1,5,7	A.E. 1.13, 2.22-2.25 AH P-12: AH- (HS,EP, 04-08) 1.41- 4.41	CS 3, 5	-Diversity -Assessment -Closing the Achievement Gap	Standard IX

Grading Scale Art 321 and Art 301:

Total points = 1500 points 100-90% A= 1500 – 1350 points; 89- 80% B= 1349-1200 points; 79-70% C=1199-1050;69-60% D= 1049-900; 59% and below E = less than 900 points

Course Evaluation:

The candidate's course evaluation will be determined by in – class and out – of class assignments, to include: lesson plans / reflections, field experience teaching, classroom participation and research papers. The course evaluation is based upon 1,500 points for Art 321 and 1500 points for Art 301. The instructor expects all assignments to be turned in on time. *** Explanation of assignments and their point values are explained in the following table and description of assignments.

Assignment Descriptions:

Program: Art P-12 Visual Arts (Art 301 and Art 321)	
Assessment (point value)	**Description**
Art Teacher Performance Assessment **(800 points)** **(Art 321)**	The Candidate will complete four grade level units (grades p-2, 3-5, 6-8 & 9-12). 1) KTIP Format Lesson Plans, a minimum of 3 lessons each unit fora total of four units (a minimum of 12 lesson plans) (400 pts.); 2)The units will include Media Research for all four grade levels. 4-6 pages (100 pts.);3) related Period, Style and/or Culture Research 5-7 pages (100 pts.); 4) Contextual Factors (for this assignment) will include developmental considerations for each level, i.e. classroom management of materials, age appropriateness of project, etc (100 pts.);5) power point Presentation of Units to class (100 pts.)
Critical Performance Assessment (200 points) **(Art 321)**	The candidate will submit/ upload to TK20 the high school unit from the ATPA, with media and period/style/culture research. The upload on the TK20 must include Instructor suggested edits and amendments.
Readings: discussion, group presentations and participation notes (300 points) Art 321	The candidate will provide notes regarding classroom reading assignments on the day of discussion (primarily Bates, On Becoming a Teacher of Art and Safety in the Art room). Notes should include key issues, questions and a prepared discussion question.
Diversity and sociocultural high school issues paper **(200 points)** **Art 321**	The candidate will select a contemporary social issue or several related issues common on the high school level and Complete a 5-6 page research paper WITH CITATIONS. The research should include resources from journals, non- reference style books as well as Internet resources. Diversity spans across religious, sexual, and political lines. The issues may include issues of tolerance, ethnicity stereotypes, gangs, teen violence, bullying, teen pregnancy, STD's, gay/lesbian/transgendered issues, suicide, body image, eating disorders, etc. The candidate will reflect upon, discuss and reconcile personal biases and perceived stereotypes as a result of this assignment.

Field Experience (1000 points) (Art 301)	The candidate will complete a minimum of 38 hours field experience during the semester. These visits will include whole-class and one-to-one teaching. The field experience hours should include 18 hours in the high school and an equitable distribution of 20 hours between elementary and middle school. levels. The professor must view at least one teaching field experience. Field Experiences must be coordinated with the professor. At least one field experience will involve community service/learning.
Professionalism (200 points)	Professional behavior is key to the successful completion of student teaching, and to securing and maintaining future employment. Therefore, the candidate will be evaluated based upon punctuality, commitment to attending (no absences)field experiences, classes and outside activities, commitment to teaching, assisting fellow students, appropriate dress, preparedness and teaching behavior.
Critical Performance Assessment Art 301 **(300 points)**	The candidate will select two lesson plans from the ATPA unit with related content and objectives. These lesson plans must be part of the TPA upload: one must present and assess a creative process and product, the other must present and assess content (art history or other text based content). The candidate will evaluate creative and non-creative assessment strategies and discuss appropriateness to student learning.

Required Class Materials:

Bates, J. (2000). *Becoming an Art teacher*. Belmont, CA: Wadsworth/Thomson Learning
Qualley, C. (2002)

Safety in the Artroom. Worcester, Mass: Davis Publications.

In addition, copies of articles and information will be distributed and are a part of the required readings.

***All students in this course are required to purchase a TK20 account**. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)*

*A three ring binder to hold class hand-outs and written class summaries

page protectors, divider tabs

Attendance Policy:

Your final grade will be lowered one letter grade if you are absent for three class periods. In addition, participation points will be deducted.

Punctuality is required! Three tardy or late arrivals equal one absence. Leaving early or arriving late to class or a field experience early, without professor obtained permission, will reflect upon professionalism points.

Assignment Descriptions:

- **Art 321 Projects (1500 POINTS)**

I. Art Teacher Performance Assessment (ATPA) 1000 Points

Four units, one for each Grade level (K-2, 3-5, 6-8, 9-12)

- The AT.P.A. will of the following sections:
  1) Section I - Media Research for all four grade levels. 4-6 pages (100 pts.)
  2) Section II - Period, Style and/or Culture Research 5-7 pages (100 pts.)
  3) Section III - KTIP Format Lesson Plans, 3 lessons each unit for a total of four units (a minimum of 12 lesson plans) (400 pts.)
  4) Electronic format submission to share with fellow class members. Please do not e-mail the units. Submit information via CD or travel drive onto main classroom computer.
  5) Section IV - Contextual Factors (for this assignment) will include developmental considerations for each level, i.e. classroom management of materials, age appropriateness of project, etc (100 pts.)
  6) Power Point Presentation of Units to class (100 pts.)
  6) Submission upload to TK20 (200 points) Submission will include the high school unit from the ATPA, with media and period/style/culture research. The upload on the TK20 must include Instructor suggested edits and amendments.

Art 321

- High School Media and SocioCultural Issues Research (200 points)
  Select a contemporary social issue or several related issues common in high school. Complete a 5-6 page paper with resources from journals, non- reference style books as well as Internet resources. The issues may include racism, stereotypes, gangs, teen violence, bullying, teen pregnancy, STD's, gay/lesbian/transgendered issues, suicide, body image, eating disorders, etc.

- Readings (300 pts.): All readings must be read and accompanied by discussion notes on the date due for classroom discussion. Active participation is required for full credit. This is a small seminar class and as such we have the opportunity to learn much from our mutual discussions.

  If you are not present for a discussion (absence or tardiness), points will be deducted.

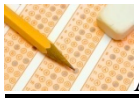
Art 301 Field Experiences (1500 points)

1. Field experience hours, reflection, and documentation (1000 points) ***a*** **minimum of 38 hours (Art 301 =20 hrs/ Art 321 =18 hrs)** *participation is required. The field experience must be whole class teaching, one-to-one teaching, group teaching of a whole class or small group teaching. Each field experience hour is equal to 100 points up to 38 hours. Reflections will identify each field experience and focus upon the three areas: elementary, middle and secondary (200 points for each level). (20 additional points for presentation, clarity and timeliness).*

Field Experiences- Due by the last day of class in a separate presentation folder that includes: Actual experience, Documentation and Reflective Narrative.

- A listing of each school and the specific hours in attendance as a cover sheet
- Reflection: Your reflections should cover each school as an overview.
- The reflection should include: 1) Your name, 2) School name, 3) hours, 4) narrative discussion and reflections regarding future improvement.
- Narrative: A hand-out will be provided. What did you learn about: materials distribution & use, student motivation, management (difficult students, noise, etc), developmental levels, your teaching abilities. What do you feel you need to work on to become a better teacher? What did you learn from this experience?
- At least one teaching session must be viewed by the instructor.

Professionalism (200 pts): Field experiences and classroom attendance: punctuality, commitment to attending (no absences), commitment to teaching, assisting fellow students, appropriate dress, preparedness and teaching behavior.



- **ATPA Critical Assessment (300 pts.):** Select two lesson plans from the ATPA unit with related content and objectives. These lesson plans must be part of the TPA upload: one must present and assess a creative process and product, the other must present and assess content (art history or other text based content). Evaluate the assessment you selected an justify the assessments for both creative and non creative learning. Discuss the difficulties of assessing creative instruction, the varieties of methods and why the creative assessments you utilized are appropriate for the task and learning. What problems does the assessment of creative process and product pose? Compare this to the alternate, more straight

forward, one right answer form of assessment. Include what strategies you will utilize during student teaching.

Diversity:

Respect for the diversity of peoples, cultures, world views, appearances, preferences and divergent thought are essential to this class. Classroom activities will encourage a respect for the expression of cultural traditions and lifestyles of each student.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

Art 301 and Art 321
Fall 2009 Tentative Daily Schedule * *Art 301 and 321 are taught as a block course, so the schedule will encompass both classes*

Date	Topic	Readings/ Hand-outs	Assignments Due
Week 1	Introduction		

Tues. 8/24			
Thurs. 8/26	The Roots of Art Education	-Preface and Chapter One, Bates -Condensed KY Core Content P-12	1.Class discussion regarding reading 2. Personal art history
Week 2 **Tues. 8/31**	Planning Verbally and Visually	Chapter Three, Bates	1. Planning Verbally and VisuallyPresentation/discussion
Thurs. 9/2	Planning for Instruction	1.Writing Lesson Objectives 2.Bloom's Taxonomy Hand-outs 3.Kentucky Core Content charts to assist in lesson planning	1. Select Art History/ Culture 2. Media for research 3. Field Experience Preliminary Proposal Due
Week 3 **Tues. 9/7**	Writing an art lesson plan Planning Toward Teaching	Bates Chapt 4 Developmental Stages	1. Discussion Chapt 4 2. Developmental stages 3. Ideas for lesson plans
Thurs. 9/9	Depth of Knowledge and the BIG IDEAs in Art	Hand-out: DOK Walker Bates Chapt 7	1.Discussion/ Walker & DOK& Creative Instruction 2. Unit Objectives for Review 3.Media research update 4. Art History Culture update
Week 4 **Tues. 9/14**	Standards, assessment, accountability intersections with creative instruction	Bates Chapt. 14 Perkins Article	1.Overarching objectives for all four units and preliminary lesson ideas Due 2. Field Experience Schedule.
*** Thurs. 9/16**	Lexington Bus Trip 7:30am-3:30pm	MANDATORY	Philanthropy Grant

Week 5 ***Tues. 9/21**	Classroom Preparations: Safety and Organization	Safety in the Art Classroom Part I	1.Overarching objectives for all four units with state and national standards 2. Group Presentation Chapt 5
Thurs. 9/23	Field Experience Day		
Week 6 **Tues. 9/28**	Critiques, Reflection, Assessment	Safety in the Art Classroom Part II, III	1. Art History Culture Annotated Bibliography 2. Media: Annotated Bibliography 3. Group Presentation Safety
***Thurs. 9/30**	Field Experience Day		
Week 7 **Tues. 10/5**	Art History, Art Criticism and Aesthetics	Bates Chapt 8 Reflection and Assessment	1. Assessments for all lessons, all units, first draft Chapter discussion
***Thurs. 10/7**	Field Experience Day		
Week 8 **Tues. 10/12**	Art History in the Art classroom	Bates Chapt 11	Draft Media and Art History papers Due
>Thurs. 10/14	Fall Break no class		
10/16 &17	KAEA Conference Lexington		
Week 9 **Tues. 10/19**		Bates Chapt 12	Chapter discussion and Conference sharing
Thurs. 10/21 ***Fri. 10/22***	Field Experience Day Ashland Elementary @ MSU, 10am-1pm	MANDATORY	Philanthropy Grant
Week 10 **Tues. 10/26**			Media and Art History/ Culture Research Papers Due
Thurs. 10/28	Field Experience Day		
Week 11 **Tues. 11/2**			ATPA Reflection of Assessment Types. Due

Thurs. 11/4	Field Experience Day		
Week 12 **Tues. 11/9**	Praxis Exam Prep		High School Social Issues Research and Presentation Due
Thurs. 11/11	Field Experience Day		
11/12	PRAXIS TEST PREP WORKSHOP		
Week 13 **Tues. 11/16**	Scheduled appointments with instructor regarding unit plans		Contextual Factors Summary Due
Thurs. 11/18	Field Experience Day		
Week 14 **Tues. 11/23**			All four units due; Power point presentations
Thurs. 11/25	Thanksgiving no class		
Week 15 **Tues. 11/30**	*Completions & catch-up*		
Thurs. 12/2	Completions and reflections		Field Experience Documentation and summary due Revised Units
Week 16 **Tues. 12/7,9**	FINAL WEEK of class		ATPAUpload must be complete
Week 17	FINAL		Monday @ 10:15 a.m.

*Field Experience Day --- These days will be flexible and subject to change based upon opportunity and scheduling. These field experiences will be developed in conjunction with the instructor and may include an out of are field trip arranged by the instructor.