Salem State University Art Education Program

# Art 339 Prep to Teach Art 5-12 PRE-PRACTICUM (3 Credits)

**Spring 2013**

**Professor:** Dr. Rebecca Plummer Rohloff



Time: W/F 10:50-12:05 Office: 236b Meier Hall

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**Tentative Course Syllabus**

**Course Description:**

A study of the skills and techniques needed to teach middle and high school visual art. A field component of 25 hours is included requiring classroom observation and assistance in local schools. Required of Art majors in the Art Education concentration (Grades 5-12). Three lecture hours per week.

### Required Texts

* Becoming An Art Teacher (2000), Jane Bate, Wadsworth Publishing.
* Art Teacher’s Survival Guide for the Elementary & Middle School Art Teacher.

Helen Hume (2008, Second Edition only)

* Name That Style: All about ISMS in Art, Bob Raczka, 2009, Millbrook Press
* MA Art Curriculum Frameworks (PDF on CANVAS site)

We will be using **CANVAS,** Salem State’s online course management system. You can access our course site on CANVAS at <https://salemstate.instructure.com/>

Mozilla Firefox works best with this interface. Use your SSU email ID & password.

**Additional Materials**

* Course Journal- Binder for reading and observation notes, exercises, planning.
* Laptop (or access to computer), digital camera, access to a color printer

**Program Philosophy:**

The goal of the Art Education program at Salem State University is to develop reflective, critically minded artists and teachers who can foster the skills for young people to construct personal and social meaning through visual exploration, creative inquiry, and personal expression.

**Art Teacher Licensure Track Requirements**

Art 339a students should take both the Communications & Literacy & Visual Arts MTEL tests as soon as possible, as a passing score report is required for admission into the Fall EDU 345 Methods Course. Visit the MTEL Test Prep Center and take the online practice test.

Course Goals & Content:

Art 339 builds upon the ideas introduced in Art 300 with a focus upon development of artistic skills, special needs of learners, and development of youth identity & expression. Lesson planning will emphasis three distinct curricular approaches including the appreciation of art history, nonwestern cultures, and contemporary inquiry. Learning will occur through reading, lecture & discussion, mini studio demos and peer teaching. Students will document their understanding through a response journal.

As part of an accredited state art teacher licensure program, course work will be aligned with:

a) MA Department of Education Professional Teaching Standards (603CMR)

1. MA DOE Visual Arts Framework Standards
2. Salem State School of Education Teaching Proficiencies

### Course Learning Objectives:

* To identify artistic development, skills and art themes for youth (#3)
* To integrate Western & Nonwestern or multicultural art forms into curricula (#3)
* To foster teacher inquiry, creative collaboration, & self-reflection.(#1,2,3)
* To design and implement arts learning and assessment materials (#3)
* To further understand art teaching standards & responsibilities (#1,2)

### Participation

Art 339a is a core preparation course in which the demonstration of teacher attitudes such as promptness, time management & organization, communication and professionalism is expected and developed. Your active participation is essential, and careful preparation and completion of assignments is required. Use a personal calendar and schedule in blocks for observations and assignment preparation. Plan time for parking, and silence cell phones. Bring journals and assigned texts to each class.

**Work Policy**: Assignment directions, criteria, rubrics, and due dates are provided on CANVAS. All assignments should be submitted on the due date, unless otherwise negotiated in advance with the instructor. Late assignments will be deducted 1% for each day late.

**Attendance Policy**

As in the professional teaching world, notify me via email at [rrohloff@salemstate.edu](mailto:rrohloff@salemstate.edu) ahead of time concerning any absence.

More than 2 absences will drop your grade, as will repeated tardiness or early departures. Contact class peers to review missed content and assignments.

***You must achieve at least a B in this course and pass both MTEL tests to continue in the Licensure Track.***

##### **Final Grade Assessment**

Your final grade will be based upon the quality of your participation, performance on written work, your attitude as a learner, and professional commitment to teaching.

**Grading Scale:**

100-95 A, 94-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-63 D, below 62 F

**Assignments**

### Observation Fieldwork Reports & Final Paper (on CANVAS) 20%

Over the semester students are required to complete a total of 25 hours of fieldwork in middle and/ or high school art classrooms (2 hrs per week). Take notes and complete 5 reports on Canvas (2pts/10%), each addressing different aspects of teaching. A final paper (10%) will synthesize your learning of these experiences. Submission of the Time Sheet- signed by your cooperating teacher/s- is required by the last day of class.

Planning Journal & Participation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10%

You are required to keep one notebook/ binder to demonstrate key reading concepts, observation notes, to visually & verbally plan lessons, and to complete textbook exercises. Always provide titles & headings to pages.

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Response Discussion Activities & Peer Review (On CANVAS)\_\_\_\_\_\_\_\_\_\_\_\_\_10%

You will complete 5 responses to topics and use Pinterest.com to create visual arts resources for each. You will also respond to drafts of peer work.

Lesson Plans & Instruction \_\_\_\_ 60%

You will develop three lesson plans each using a different approach, and including cultural exemplars, rubric & teacher art exemplars. You will practice instruction to the class on the content of each lesson. You will adapt one plan into a mini lesson that you will teach to high school students.

* Teen Theme Plan Instruct a demo on technique & process…....…...20%
* Non-Western Plan Instruct a cultural art talk ……………………..…...10%
* Art History Plan Instruct artist bio, style, & visual concepts ….......10%
* Integrative Plan Instruct on subject with worksheet…….………….20%

##### **Visual Instructional Materials & Art Work**

Teacher-made examples and studio work should reflect quality effort, design, legibility and craftsmanship. Move beyond predictable schemas, demonstrate innovation, and be able to identify the art elements and principles in the work. Plan time needed to make materials and complete art exemplars.

**Studio Space & Rohloff’s Resources**

Be responsible to clean off surfaces and stow materials in the cabinets before exiting. Resource materials can be checked out using the designated clipboards and should be checked back in a timely manner and in the same condition.

## Students with Unique Situations:

Salem State University is committed to providing access to education for all students in compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Students with disabilities should schedule an appointment with the Office for Students with Disabilities to obtain appropriate services. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately.

## Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic dishonesty includes but is not limited to acts such as cheating on assignments, plagiarizing the words or ideas of another; facilitating acts of academic dishonesty by others; claiming authorship of work done by another person; or submitting the same work to multiple classes in which a student is enrolled simultaneously. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others

**Continuity Plan**

Always refer to our Salem State **CANVAS** course site for assignments and the Salem State website in the event of extreme weather or a critical emergency. Students should adhere to the course schedule until an official action i by the University is declared.

#### Art 339 Course Calendar

(tentative and subject to changes)

Week 1

WED 1/16 **Course Overview- Reviewing the Roots of Art Education**

Set up school observations! Read Becoming An Art Teacher Ch. 1 & 2.

FRI 1/18  **Artistic Development & Art Making- Ch. 2**

**Assignment Due:** Becoming An Art Teacher (BATES) Ch 1 & Activity p. 16 & 17

Art Teacher’s Survival Guide, What we teach. p.14-21, pp 46-59

Week 2 **Teen Themes: Art Skills & Subject Matter- Ch 3 & 4**

WED 1/23 - **Assignment Due:** Canvas Discussion- Teen Subject Matter (Pinterest)

Ch. 3 & 4, Bates - Planning Visually/ Progressing in Planning

FRI 1/25 Sequencing Unit Experiences - p.38

**Assignment Due:** View Teen Theme Modules, Article- Postmodern

Principles, Olivia Gude/ Spiral Workshop Website. Use Exercise p. 67-68;

Choose teen subject matter, plan cultural exemplar, media, process.

Week 3 Teaching Visual Concepts- Ch 6 & 7 Field Observation #1

WED 1/30  **Assignment Due:** Teen Subject Unit Proposals, Ch 6 Language of Vision

See Survival Guide-chapters on Art Media & Process (Ch. 5 on Drawing)

FRI 2/1 **Assignment Due**: Ch 7 Creativity (Bates) p. 141

Bring materials for making Concept, Process, Product visuals

Week **4** MTEL Workshop for Visual Arts Subject Matter Test

WED 2/6 **Assignment Due:** Canvas Submission of Unit Drafts

Come to class having reviewed the 10 MA Curricula Standards ( PDF) &

Art MTEL Study Guide on Canvas

FRI 2/8 Peer Instruction: Visual Concepts/Process Demonstrations

**Due:** Peer Review of Unit Drafts

Week 5 **Nonwestern Approaches to Art Teaching- Ch 9** Observation Report #2

WED 2/13 **Assignment Due**: Teen Theme Unit Packet ( on Canvas)

Bates, Ch. 9 Embracing Diversity  **Ch** 8 Survival Guide, view

Multicultural Module on Canvas

Bring Bates & Art Teacher’s Survival Guide to complete activities p. 192-193

FRI 2/15 Cultural Research & Planning- Bring laptops Activities p.192—3. & p. 225-6 .

**Assignment Due:** Canvas Discussion: Non Western Approaches (Pinterest)

Choice of Cultural Theme, Survival Guides Ch. 9 on Ceramics

Week 6  **School Vacation Week 18-2**

WED 2/20 **Assignment Due**: Cultural research exemplars & materials. Draft of Packet.

Design a Cultural worksheet p. 188- prepare Cultural talk using p..255-56.

FRI 2/22 Peer Instruction: Cultural Art Talks

**Assignment Due:**. Present Art Talk w/ worksheet.

Peer review of Unit Packet Draft

Week 7 Measuring Learning: Assessment & Rubrics

WED 2/27 **Assignment Due** Nonwestern Unit Packet

Bates, Ch 8 & Article: Measuring Learning- Gruber**:** Bring Lab top.

FRI 3/1 **Teaching Art History \_\_\_\_\_Ch. 11 & 12**

**Assignment Due:** Ch 11 & 12**.** Canvas Discussion:Art History for Teens

Bring Art Styles textbook- engage in Art talks

Week 8

WED 3/6  **Assignment Due**: Exercise pp. 239-240 Criticism & Aesthetics

Exercise p. 255-56: Structuring a Cultural Presentation

**Psych Colloquium Key Note Speaker: Howard Gardner**

FRI 3/8 **Assignment Due:** HistoricalArt Talk Exercise**,** Bates, p. 255-256

Week 9 SPRING BREAK 3/11-15

Week 10

WED 3/20 Peer Instruction: Art History Talks Observation Report #3

**Assignment Due:** Art History Unit Packet

FRI 3/22Teen Artists as Agents of Change

**Assignment Due:**  Article: Art Ed for Change- Darts

Week 11 **Integrating Subjects into Art – Ch 10**

WED 3/27  **Assignment Due:** Bates Ch. 10 Interdisciplinary Connections

Canvas Discussion: Interdisciplinary Approaches

FRI 3/29 **Assignment Due:** Unit Proposal, Activity Exercise p. 206-207. Bring

subject matter content research,

Week 12 Illustrating Integrative Concepts Observation Report #4

WED 4/3 Sequencing procedures. Submit Unit drafts to canvas

FRI 4/5 Prepare for Mini Lesson- carpool to High School- trade cell #s

Submit Mini Lesson for feedback before Mon. 4/8 @ noon.

Week 13 Teach Mini Lesson at High School

{Make progress on typed Unit Plan materials & art work at home}

WED 4/10 Teach Part 1 11:00AM-12:00PM Meet/ leave at 10:30Am

FRI 4/12 Teach Part 2 Submit Mini Lesson Teaching Reflection after teaching

Week 14 Unit Planning School Vacation Week 18-22

WED 4/17 Bring progress on materials & artwork

**Assignment Due:** Lesson Plan Draft

FRI 4/19TBA/Guest

**Assignment Due:** Peer review of Draft

Week 15 Peer Instruction: Integrative Unit Plan Observation Report #5

WED 4/24 Instructors:

FRI 4/26 Instructors:

**Due**: Planning Journals.

Week 16  **Semester Review & Reflection**

WED 5/1 **Due:** Integrated Unit Packet (Hardcopy in class & Digital File Canvas)

**Due:** Observation Paper & Signed Time Sheet