

ARE 4242

Teaching Art: The Study of Practice

SEMESTER AND YEAR: Fall 2023 (15 sessions: August 24-October 12)

MEETING TIMES/LOCATION: T&R Period 5 - 7 (11:45 AM - 2:45 PM) / Norman Hall (NRN) 1041

CREDIT HOURS: 3 credits. ARE 4242 SECTION 10717

INSTRUCTOR: Bonnie Bernau, MS Art Education

CONTACT INFORMATION: Cell/text: 352-256-6879, E-MAIL: bernaub@ufl.edu

OFFICE LOCATION / HOURS: NRN 1041, T&R10:45am or contact Instructor for Zoom appointment.

Description of Course: The study of art teaching practices in the public schools. Emphasis will be on art curriculum planning, instructional skills, art room management, and assessment strategies in art.

Purpose of the Course: The overall aim of this course is to help art students seeking Florida PreK-12 Art Teacher Certification in developing their knowledge and skills in the theory and practice of teaching Art. The following course objectives identify the knowledge, skills, and attitudes prospective art teachers should acquire in order to provide children of varied ages and abilities with appropriate art-learning experiences. These objectives align with the six (6) Florida Educator Accomplished Practices (FEAPs), which the State of Florida expects all beginning teachers to demonstrate at the pre-professional level.

Objectives

At the completion of this course, pre-service art education students will be able to:

- link art learning experiences to the Sunshine State Standards in the Visual Arts (FEAP 1a).
- identify and implement effective art teaching practices in preK-12 classrooms and other educational settings. (FEAP 1-6).
- plan comprehensive art curricula that effectively engage all children (preK-12) in doing independent and group work (FEAP 1b, 1c, 1f, 3e).
- identify and apply a variety of methods, strategies, and resources to maintain children's interest and focus on learning (FEAP 2a, 2b, 2c, 2g, 2h, 2i, 3g).
- demonstrate the ability to present instructions, directions, and expectations clearly and effectively (FEAP 2e, 3a).
- identify incentives and consequences that establish and maintain a positive environment focused on learning (FEAP 2b).
- demonstrate proficiency with art tools and materials appropriate for classroom use (FEAP 1c, 1f, 3b, 5e).
- select, develop and use tasks and instruments for assessing student learning and performance in art (FEAP 1d, 1e, 3c, 3d, 3h, 3i, 4a-f).
- select and develop strategies to promote student's critical, creative, and higher-order thinking skills through art (FEAP 2c, 3f).
- identify potential hazards in the art classroom (FEAP 6).
- integrate art content and skills with other subject areas and real-life situations. (FEAP 2g).
- select and develop practical procedures for organizing and managing the art room (FEAP 2a, 2b).
- use art education literature and print resources to facilitate teaching and learning in art (FEAP 5d, 5e).
- use electronic technologies to gather information for planning and improving art instruction and learning (FEAP 2i, 4f).

Scope and Sequence of Topics for Fall 2023

Why Teach Art in Schools?
Becoming an Art Teacher / Developing a Philosophy

Teachers as Curators of Learning
Planning an Art Curriculum/Scope and Sequence

Unit Planning / Resources
Components of a Quality Art Lesson

Assessing Student Understanding and Performance in Art
The Dynamic Classroom / Encouraging Studio Thinking

The Role of Questioning in the Art Classroom
Appropriation to Appreciation

Teaching Thinking in Art
Integrating Art with other Subjects

Managing the Art Classroom
Resources for Art Educators

Safety Module (COE Requirement, complete online)
Unit Presentations/Peer Review + Portfolio Check

Methods of Instruction: The primary instructional methods of this class include group discussions of course topics, instructor modeling, lectures, and project-based work. To assist students in developing their knowledge of the course content and their pedagogical skills, additional learning strategies (i.e., reading, writing, making, collaborating, practice teaching, etc.) may be employed. In all, students will be expected to be actively involved in the learning process and to take primary responsibility for their own professional development.

In this course, we may cover content and materials that some may find difficult. It is important that in an Art Education course we do not shy away from engaging with materials that may be controversial or challenging. I encourage you to reach out to me if you are struggling with the course materials.

Required Text and Materials: Rethinking Curriculum in Art, 2005. By Marilyn G. Stewart and Sydney R. Walker. Art Education in Practice Series, Davis Publications, Inc. Worcester, Massachusetts. ISBN 0- 87192-692-X. Additional readings and resources will be available online through UF's eLearning CANVAS (LMS) and ARES. Additional readings may be assigned at the discretion of the instructor.

Art Education Area Professional Teaching Portfolio: You will curate and assemble a binder over the tenure of your professional development here at UF that reflects your accomplishments in all Art Ed courses (ARE2045, ARE4242, ARE4243). At course conclusion, organize all your ARE 4242 assignments and documentation, aligned to the FEAP components, using description, reference links, and images.

Recommended Resources: In addition to the required textbook, students will benefit from a free, 90-day Davis Publications account to access quality instructional examples. Several journals and other resources will be recommended for building a personal art education reference library and may prove useful in your professional development and growth as an art educator. Art education textbooks and journals (i.e., Art Education Journal, Studies in Art Education, and School Arts) are housed in the Norman Hall classroom or can be accessed through the library website <https://education.uflib.ufl.edu/>

Selected Online Resources:

- National Art Education Association (NAEA) <https://www.arteducators.org/>
- Florida Art Education Association (FAEA) <https://faea.org/>
- Florida Educator Accomplished Practices (FEAPs) <https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>
- Florida Department of Education—Jobs in Florida <https://www.fldoe.org/teaching/recruitment/>
- FL Fine Arts Standards <https://www.cpalms.org/Public/search/Standard>
- NAEA National Arts Standards <https://www.arteducators.org/learn-tools/national-visual-arts-standards>
- International Child Art Foundation <http://www.icaaf.org/index.html>

Livetext™ Account: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include KeyTask Assessments that must be uploaded into LiveText™ The link below will show you how to create a live text account for recording state requirements and internship experience. <https://education.ufl.edu/student-services/experience-and-internships/#fem>

Fingerprinting: The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/> and www.fieldprintflorida.com

ARE 4242 Grading: Learning and teaching will occur concurrently through the structure of the class and offer many opportunities for evaluation, including Self-assessment. Assignments are described in detail on the CANVAS website, in class sessions, and in handouts. Education is an ongoing process of your own self-reflective synthesis of course content, individual research, and future paths. You have every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursuit of your art education career. Final grades will be based on the timely and successful completion of all requirements for the course.

ARE 4242 Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E.
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Please Note: A grade of C- or below will not count toward major requirements. Also note that all art education students must pass all of the FTCE exams before they are eligible for the Art Education Certificate.

Final grades will be calculated according to the following percentages/points:

Unit Plan (2 complete lessons) + PPT class presentation				40%	400 pts.
Reading Reviews (10) + peer responses				30%	300 pts.
Professionalism/Participation				20%	200 pts.
Peer-Teaching Assignment				10%	100 pts.
Key Tasks (included in class requirements)					
Safety Module (pass with 80%)					
Unit Plan Task (pass with 80%)					
Assessment Task (pass with 80%)					
TOTAL				100 %	1000 pts.

Unit Plan (40% /400 points) You will design an art unit plan with two fully developed original lesson plans using art learning standards for the appropriate age and grade level you plan to teach in the future. A detailed rubric and lesson plan template will be provided on CANVAS, and time will be built into our class meetings schedule to assist you on this assignment. The Unit Plan is worth 40% of your final course grade.

Reading Reviews (30% /300 points) Read and then write a short response (+- 500 words) to the assigned readings. **Cite all references** with author, date, title, images, and links. Organize your writing and thoughts under three headings:

- **Synopsis:** Summarize the main thesis and Points Raised by the Author
- **Personal Reaction:** In framing your reaction consider how the article supports your own views or how the reading presents new ideas to ponder. How do the author's comments correspond to your own experience as an art educator or as an artist? What implications do you see in the reading for your practices as an art educator or as an artist?
- **Connection:** Provide a link to an artist, video, or website that you feel relates to the topic of this week's readings.

In addition, for each reading also read and write a response to 2 of your classmates' reviews.

Professionalism (20% / 200 points) The professionalism score will be determined based on the following three factors:

- **Attendance and punctuality:** It is expected that students attend all class sessions. If a student wishes to have an absence excused, they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the class following the absence. **UF Attendance Policy:** <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>
- **Exhibiting professional behavior** in class and during field experiences. Teacher professionalism contains three essential characteristics, competence, performance, and conduct, all of which directly impact the teacher's effectiveness. You will receive a score on professionalism in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each week, completion of all in-class and out-of-class assignments in a timely manner, dependability, consideration of others, attendance, and contributions to our learning community. Inappropriate mobile phone/laptop use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors which negatively impact this score.
- **Participation in Class:** Asking questions and moving class discussion forward, participating in all class activities, complete all in-class activities, doing your part to contribute to group work, and speaking up in class discussions AND when you are confused are all aspects of this score.

Peer-Teaching Assignment (10% / 100 points) Students will teach one lesson in their Unit Plan to class peers along with a demonstration & PPT presentation. Peer Review will be part of this activity.

Key Tasks (A Part of Course Assignments):

- The State of Florida requires all entry-level educator candidates to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we cover all the FEAPs. **Three course assignments have been selected as "Key Tasks"** that assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs). **Your mastery of each Indicator will be measured by your performance on each of 3 Key Tasks.**
- **To pass this course, you must successfully complete all 3 Key Tasks** and receive a rating of "Developing" or higher. No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.
- Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

- State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover the following selected Accomplished Practices and indicators of your mastery of those practices, to be documented in your Portfolio:

3 Key Tasks	Accomplished Practice	Indicator Number and Description
Safety Module (1/3)	FEAPs 2h + 6a	<p>2h. Adapts the learning environment to accommodate the differing needs and diversity of students</p> <p>6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.</p>
Art Unit Plan (2/3)	FEAPs 2e + 5a	<p>2e. Models clear, acceptable oral and written communication skills. 5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.</p>
Assessment Task (3/3)	FEAPs 1a,b,c,d,f,5c,e,c,f	<p>1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.</p> <p>1b. Sequences lessons and concepts to ensure coherence and required prior knowledge.</p> <p>1c. Designs instruction for students to achieve mastery.</p> <p>1d. Selects appropriate formative assessments to monitor learning.</p> <p>1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p> <p>5c Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lessons.</p> <p>5e. Engages in targeted professional growth opportunities and reflective practices.</p> <p>5f. Implements knowledge and skills learned in professional development in the teaching and learning process.</p>

Academic Policies and Procedures

Preferred Modes of Communication: The majority of communication between instructor and students will occur during class sessions, as well as on Canvas, Zoom conferences, by email or GATORLINK. Students are expected to have a GATORLINK email account and to check it regularly and to check their Inbox on CANVAS (link in far-left column of course website screen) and respond.

Deadlines for all assignments are listed in the course calendar available on CANVAS. Also, students are encouraged to check ANNOUNCEMENTS on the CANVAS course site regularly for deadlines and updated information on the progress of the course over the semester.

E-Learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail athelpdesk@ufl.edu.

Electronic Device Policy: Research has shown us that even having our cell phones in hand or on the table in front of us diminishes our ability to learn well. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community.

Late Work and Make-Up Work Policy:

Late assignments lose 10% of their value if submitted past deadline and will not be accepted beyond 7 days of the due date. Being absent from class does not excuse a student from meeting deadlines. Students will have the opportunity to make up work missed only when absence is excused, and permission is requested and given through email.

Oct. 17: Final Day to Submit Course Assignments

If you need to miss class for medical reasons, please reach out to your instructor regarding your absence and any accommodation requests. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. The Campus Assistance & Resources for Empowerment (CARE) in the Dean of Students Office is available https://dso.ufl.edu/areas_services/care/ to help you.

Instructor Notifications are not an official excuse to miss class, but they do provide communication to faculty on a student's behalf to request that the instructor work with the student to complete missed coursework/exams when appropriate. It is worth noting that you do not need to share specific medical information with your instructor.

Student Conduct and Honesty Codes: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/process/student-conduct-code/>

Students with Disabilities: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. Course materials are available in alternative format upon request. Disability Resource Center office is located in 001 Reid Hall. UF Disabilities Resource Center <https://disability.ufl.edu/> 352-392-8565

Counseling Services: The Counseling and Wellness Center <https://counseling.ufl.edu/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out.
- **University Police Department:** (352) 392-1111 (or 9-1-1 for emergencies).
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find care, or <https://shcc.ufl.edu/>
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 <https://ufhealth.org/emergency-room-trauma-center>
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161
- **Health and Safety:** SAAH's Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-art-history/health-safety/>

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Results are available to students at <https://evaluations.ufl.edu/results/>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.