

# ARE 4242/6247c\*

## Teaching Art: The Study of Practice

**SEMESTER AND YEAR:** Fall 2022 (15 sessions: August 25-October 13)

**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 10769 and ARE 6247c SECTION: 18725 \*At time of publication, no students are enrolled in this section. If students enroll, course requirements may be adjusted as appropriate for graduate-level credit.

**INSTRUCTOR:** Bonnie Bernau, MS Art Education

**CONTACT INFORMATION:** Cell/text: 352-256-6879. UF E-MAIL: [bbernauf@arts.ufl.edu](mailto:bbernauf@arts.ufl.edu)

**OFFICE HOURS + LOCATION:** Contact Instructor via email [bernaubj@gmail.com](mailto:bernaubj@gmail.com) for appointment.

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

**Purpose and Objectives 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 are aligned 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.

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 2022**

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: World Art

Teaching Thinking in Art

Integrating Art with other Subjects

Managing the Art Classroom

Resources for Art Educators

Student Presentations/Peer Review + Course Wrap-up

Safety Module (COE Requirement, complete online)

### **Oct. 18: Final Day to Submit Assignments Due on Canvas**

**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.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation

of new knowledge and the pursuit of new ideas. <https://cdo.ufl.edu/hb-7/>

**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.

**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 Education Library and can be accessed through the library website <https://education.uflib.ufl.edu>

**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/student-services/welcome/fingerprinting/> and [www.fieldprintflorida.com](http://www.fieldprintflorida.com)

**Course Requirements:** To achieve the objectives of this course, the student will:

- document personal professional development and experiences during the semester, for inclusion in a final teaching portfolio (non-graded in this class).
- provide proof of Safety Module completion via screenshot and/or certificate. **KEY TASK 1/3**
- develop an original unit plan consisting of two (2) art lessons, along with supporting print and digital materials. **KEY TASK 2/3**
- plan and teach one lesson from your unit plan to the rest of the class.
- devise an assessment strategy (e.g., *rubric*) for determining the effectiveness of your art lessons in developing students' knowledge and performance. **KEY TASK 3/3**
- read and write reviews for 10 assigned readings and be prepared to respond in class/on Canvas.
- participate in class discussions and complete all in-class activities.

**Grading:** Learning and teaching will occur concurrently through the structure of the class and offer many opportunities for evaluation. Assignments are described on the CANVAS website and in handouts. Education is an ongoing process of your own self-reflective synthesis of course content, individual research, and future paths. You should take 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 educational career. Final grades will be based on the timely and successful completion of all requirements for the course.

**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.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF 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.

**Student Evaluation:** 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 (part of class requirements)		
Safety Module (pass with 80%)		
Unit Plan Task (pass with 80%)		
Assessment Task (pass with 80%)		
<b>TOTAL</b>	<b>100 %</b>	<b>1000 pts.</b>

**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 ten assigned readings. 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.

**Cite all references** with author, date, title, images, and retrieval links.

**In addition,** for each reading you will 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, giving your best

effort to class activities, doing your part to contribute to group work, and speaking up 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 (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. For more information, please visit the Educator Assessment System Student Portal <https://my.education.ufl.edu/> (Links to an external site).
- 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 several FEAPs. We will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

<b>3 Key Tasks: Activity</b>	<b>Accomplished Practice</b>	<b>Indicator Number and Description</b>
Art Unit Plan	FEAPs 2e + 5a	2e. Models clear, acceptable oral and written communication skills. 5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.
Safety Module	FEAPs 2h + 6a	2h. Adapts the learning environment to accommodate the differing needs and diversity of students 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.
Assessment Task	FEAPs 1a, b, c, d, f + 5c, e, f	1a. Aligns instruction with state-adopted standards at the appropriate level of rigor. 1b. Sequences lessons and concepts to ensure coherence and required prior

		<p>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>
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**Online Professional Teaching Portfolio:** You will curate and assemble an online portfolio over the tenure of your professional development here at UF that reflects your accomplishments in all Art Ed courses (ARE2045, ARE4242, ARE4243). You are expected to link your ARE 4242 work to the professional portfolio components. Documentation is required, using description and images.

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## Academic Policies and Procedures

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**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 which will be made 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](mailto:athelpdesk@ufl.edu).

**Electronic Device Policy:** A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones 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. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class.

**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.

**Selected Online Resources:**

Florida Art Education FAEA <https://faea.org/>

Florida Accomplished Practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-arts-education>

NAEA Advisory Best Practices [http://www.naea-reston.org/archives\\_best\\_practices.html](http://www.naea-reston.org/archives_best_practices.html)

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

International Child Art Foundation <http://www.icaf.org/index3.html>

**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/students/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. Disability Resource Center office is located in 001 Reid Hall. All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

**Counseling Services:** The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief 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.

**A Healthy Campus:** At the University of Florida, caring for yourself and others is the cornerstone of our campus community. We expect students, faculty and staff to follow the [Centers for Disease Control and Prevention](#) and the Florida Department of Health guidance to protect their health and support the safety of everyone. We encourage you to monitor your health and if you feel ill, take steps to minimize interactions with others. <https://coronavirus.ufhealth.org/campus-testing/>

- Students, faculty and staff can receive [vaccines and boosters](#) from the UF Student Health Care Center and UF Health pharmacies at no cost. UF expects but does not require that faculty, staff or students receive the COVID-19 vaccine.
- Please continue to follow healthy habits, including practices like getting rest, eating well, wearing face coverings to protect others and frequent hand washing. Following these practices is our responsibility as Gators. If you are concerned you have been exposed to COVID-19 and are presenting with the symptoms found on this CDC symptoms webpage, complete a COVID-19 test as soon as possible. If you test negative for COVID-19, test again 1 to 2 days after your first test.
- Follow CDC guidance by limiting your contact with others and monitor yourself. UF students can schedule a clinical appointment for a COVID-19 test by contacting the [Student Health Care Center](#) at 352-392-1161. You can also get a test through your primary care provider, a retail pharmacy or with an at-home COVID test kit. [Order your free at-home COVID-19 tests.](#)
  - Sanitizing supplies are available in the classroom to wipe down your desks prior to sitting down and again at the end of the class.
  - Hand sanitizing stations are located in every classroom.

- 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. If necessary, Campus Assistance & Resources for Empowerment (CARE) in the Dean of Students Office is available to support you with [instructor notifications](#). 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 medical information with your instructor.

**Other Campus Resources:**

- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575  
Monday - Friday: 8 am - 5 pm for information on crisis services as well as non-crisis services.
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
- **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 the care you need, 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:** Here is the link to SAAH's updated 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 Student.