

ARE 4243 PRINCIPLES OF TEACHING ART

Semester and Year: Fall B 2025, 8 weeks/16 sessions

Meeting Times and Location: Tues/Thurs 11:45 am - 2:45 pm, Room NRN 1041

Credit Hours: 3

Instructor: Kasey Power, PhD

Office Hours: Tuesday 11:00 am – 11:45 am and by appointment. Email for meeting time and location.

Instructor Contact Information: kaseypower@ufl.edu

DESCRIPTION OF THE COURSE

Investigates the contemporary issues in art, education and society that impact teaching art in public schools. Theoretical perspectives and practical strategies are explored for developing content and teaching approaches. (H) (WR)

STRUCTURE OF THE COURSE

This course includes two major components: weekly class meetings and field experiences. Students will: (1) meet as a group each week for lectures, group discussions, and other classroom activities; and (2) participate in a weekly experience that will involve assisting in a school classroom and assuming a limited teaching role.

STUDENT LEARNING OUTCOMES (SLOs)

At the conclusion of this course, students will:

- 1) Describe key social and historical influences on the development of contemporary art education practices (e.g. child study movement, technology advancements, teaching for artistic behavior, and discipline-based art education).
- 2) Analyze various theoretical perspectives on art education and their implications for teaching practices. (e.g. material studies, neuroscience, digital literacy)
- 3) Synthesize research and course content to develop a professional development plan related to art education.
- 4) Apply pedagogical strategies and classroom management techniques learned in coursework to real-world art education settings to observe relationship of theory and practice. (Experiential learning)
- 5) Create a reflective journal with entries that synthesize observations, experiences, and insights gained from their field art teaching experiences.

PURPOSE AND OBJECTIVES OF THE COURSE

This course is structured to assist pre-service art teachers in developing confidence, knowledge, critical thinking and communication skills in the theory and practice of teaching art. The emphasis in this course is on learning how the art teacher can use educational theory and research to shape personal instructional practices in the classroom and in alternative educational settings; thus, the course merges theory and practical application. The course also emphasizes critical thinking skills, writing and research in art education. The Florida Educator Accomplished Practices (FEAP), mandated by Florida legislation, provide the foundation for this course (<https://flrules.org/gateway/ruleNo.asp?id=6A-5.065>).

COURSE REQUIREMENTS

To achieve the objectives of this course, each student will:

- read and respond in writing to assigned readings about course content
- complete all in-class and out-of-class activities associated with the course
- complete a professional development plan on a topic of choice related to course content
- keep a journal of participation and observations during assigned field experiences
- demonstrate content knowledge through assessments, written assignments, activities, and a personal teaching portfolio.
 - Note: The teaching portfolio is curated and assembled over the tenure of your professional development at the University of Florida. It is a reflection of your accomplishments in all Art Ed courses (ARE2045, ARE4242, ARE4243, Student Teaching Internship). At this course's conclusion, you will organize all your ARE4243 assignments and documentation, aligned to the FEAP components, using description, reference links, and images.

HUMANITIES AND WRITING REQUIREMENT FULFILLMENT

This course fulfills a General Education requirement in the Humanities area. It also fulfills the university's Writing Requirement.

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Over the 8-week course, students will submit written assignments totaling 6,000 words. Students will receive feedback on all written assignments within one week of submission. Furthermore, students will receive thorough evaluation and feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization. A sample writing assessment rubric is included on the final page of this document (p. 7). All writing must be formatted according to APA 7th edition guidelines.

SCOPE AND SEQUENCE OF THE COURSE

This course runs for 8 weeks, with 16 total sessions. Below, find a tentative schedule of topics and major assignments that will be due. Please note that a more detailed schedule of events, due dates, readings, and assignments will be offered in a supplementary course document.

Week	Topic	Assignment Due (beginning of class)
Week 1	Lesson 1: Introduction to Art Education – Past, Present, and Future Trajectories for the Field	
	Lesson 2: Modern and Postmodern Approaches in Art Education	Reading Review #1 (WR) *Field experience journal ongoing
Week 2	Lesson 3: Developing a Personal Teaching Philosophy	Reading Review #2 (WR) *Field experience journal ongoing
	Lesson 4: The Role of Community and Museums in K-12 Art Education	Reading Review #3 (WR) *Field experience journal ongoing
Week 3	Lesson 5: Contemporary Principles of Art Education	DRAFT of Teaching Philosophy *Field experience journal ongoing
	Lesson 6: Digital Worlds and the Impact on Contemporary Pedagogical Practice	PDP Proposal Due *Field experience journal ongoing

Week 4	Lesson 7: Theories of Child Development & Serving Exceptional Students in the Art Classroom	COE Ethics Module DUE by 11/12 ***FEAPs Key Task Requirement*** <i>Livertext/Fingerprinting/FTCE</i> *Field experience journal ongoing
		Reading Review #4 (WR) *Field experience journal ongoing
Week 5	Lesson 8: Visual and Material Culture	Lesson Plan/Project Sheet/Adaptations due (WR) ***FEAPs Key Task Requirement*** *Field experience journal ongoing
	Lesson 9: Globalized and Localized Pedagogical Perspectives	Reading Review #5 (WR) *Field experience journal ongoing
Week 6	Lesson 10: Technology and Design for K-12 Learners	Teaching Philosophy due (WR) Resource List due *Field experience journal ongoing
Week 7	Lesson 11: PDP Presentations	Professional Development Plan due (WR) ***FEAPs Key Task Requirement*** *Field experience journal ongoing
Week 8	Lesson 12: Work on Final Portfolios	Work on Final Teaching Portfolio
	Lesson 13: Student Presentations and Internship Preparations	Final Teaching Portfolio Due in Canvas Field Journal Due (WR)

METHODS OF INSTRUCTION

The primary instructional methods of this class will include lecture, readings, group discussions and individual projects. To assist students in developing a full understanding of the course content, other methods of learning may be employed as needed. Students will be assessed through writings, participation in discussions, journaling, projects, and their professionalism. Students will be expected to take primary responsibility for their own professional development.

In this course, we may cover content and materials that may be challenging, as ideas within the field of Art Education are pulled from a wide array of perspectives. I encourage you to engage with all material critically and with an open mind. Should you have any issues with the course materials, please feel to reach out to me directly.

TEXT AND MATERIALS

There is no required textbook. Readings and resource will be available online through ARES, UF eLearning Canvas (LMS), and Livertext™ portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/>.

Livertext™ Account: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include Key Task 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://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing: 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/>

Suggested Text: While there are NO required textbooks for ARE4243, you may want to familiarize yourself with the major journals within the field for your own purposes of professional development. Journals including *Art Education Journal*, *Studies in Art Education*, *School Arts*, and *Arts and Activities* are housed in the Education Library in Normal Hall.

Students are expected to have a GATORLINK email account and to check it regularly.

EVALUATION

Final grades will be calculated according to the following percentages (all assignments described in detail in class and on CANVAS):

- Professional Development Plan (PDP) **30%** (Proposal 10%; Plan 90%)
- Field Journal with images, time sheet, and responses to Field Experience Guidelines (approx. 2,000 words in total) **20%** (18/20hours)
- 5 Reading Reviews (minimum 500 words each), Philosophy (750-1,000 words), Resource list **15%**
- Lesson Plan, Project Sheet, & Adaptations **15%**
- Class Participation/Professionalism **10%** (Take any remaining FTCE Professional Knowledge and FTCE Art Knowledge as required for internship placement)
- Teaching portfolios **10%** (PDF 1 lesson plan+ project sheet/teaching philosophy/resume/ 1 FEAPs) must be submitted at the end of the semester (digital).

Please note that FEAPs Key Tasks described on page 5 of this document.

FIELD EXPERIENCES

Students in this course are required to complete 20-24 hours of observing/volunteering/teaching in an art classroom and alternative settings and are required to document these experiences in a field experience journal. This journal will be submitted as a course requirement.

ACADEMIC POLICIES AND PROCEDURES

Please use the following link for an overview of all campus-wide academic policies and procedures: <https://go.ufl.edu/syllabuspolices>

While all policies and procedures are covered in the abovementioned link, I call your attention to a few policies below:

Attendance, Late Work and Make-Up Work Policy

Students are expected to arrive to class prepared and on time, to participate and contribute to class discussion, and to attend assigned field experiences. Please communicate in writing with your instructor about any anticipated absences, and plan to complete missed work promptly. In ordinary circumstances, work turned in beyond a deadline will lose 10% of its full point value and **MUST** be submitted within one week of deadline for any credit.

Academic Honesty

While all students are expected to abide by the UF Academic Honesty Policy in its totality, here, your attention is particularly drawn to the issue of plagiarism. In this course, you are expected to take on the rigorous work of conducting scholarly research. You may not submit papers or projects that were created by another person(s). This includes A.I. generated responses. Further, you must **properly cite sources for any material used in completing course assignments according to APA 7th edition (this applies to scholarly and non-scholarly sources)**.

KEY TASK (Part of Course Assignments)

The State of Florida requires all entry-level educator candidates to demonstrate mastery of the six Florida Educator Accomplished Practices (FEAPs). The FEAPs are identified below; each indicator has associated language to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. While each FEAP is listed below, please see the full language of the FEAPS, including subcategories, at the following link: <https://flrules.org/gateway/ruleNo.asp?id=6A-5.065> (a copy of this document will also be provided on CANVAS and in class).

1. Instruction Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

ARE 4243 KEY TASKS

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. **To pass this course, you must successfully complete all 3 Key Tasks** and receive a rate of “Developing” or higher. No exceptions can be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

The following scales are used to rate the candidate’s evidence of overall competence in each area:

(0) No evidence provided; (1) Unsatisfactory; (2) Developing; (3) Accomplished (4) Exceptional.

0- Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 – Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence.

Students who fail the course must repeat it later.

Below, please find a description of the three Key Tasks that will be completed as mandatory course assignments. Indicators of your mastery will be recorded and documented in your Portfolio.

Key Task (Course Assignment)	Accomplished Practice	Indicator
Lesson Adaptation	Instruction Design and Lesson Planning	FEAP 3
Professional Development Plan (PDP)	Impact on Student Learning	FEAP 5
Ethics Module	Professional Responsibility and Ethical Conduct (3 hours)	FEAP 6 Pass module with 80%+

SAMPLE WRITING RUBRIC

The rubric found below is offered by the university (<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/writing-requirement-syllabus-policy/>) as a guideline for evaluating student writing. This rubric, or one with similar criteria, will be used to assess all written work for the course.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

CHANGES TO THE SYLLABUS

The course instructor reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.