

# ARE 4242

## Teaching Art: The Study of Practice

**SEMESTER AND YEAR:** Fall A 2025 (8 WEEKS/16 sessions: August 26-October 16)

**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 26101

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

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

**OFFICE LOCATION / HOURS:** NRN 1041, T&R 10:45am or contact Instructor for Zoom appointment.

**Description of Course:** Studies art-teaching practices in the public schools. Emphasizes art curriculum, planning, art instructional strategies, art room management and methods of evaluation 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.

### Student Learning Outcomes (SLOs)

- 1: Apply various motivational strategies, classroom management techniques, and to create a positive and productive learning environment in the art classroom.
- 2: Develop comprehensive art curricula (Unit Plan) and lesson plans that align with Florida state standards, and effectively integrate art content with other subject areas.
- 3: Demonstrate proficiency in selecting and using appropriate art tools, materials, and resources for various age groups and learning activities in the art classroom.
- 4: Evaluate student learning and growth to inform instruction and adjust teaching strategies.
- 5: Evaluate their own teaching practices and interactions with students and mentors, reflecting on successes and areas for improvement.

### Scope and Sequence of Topics for ARE 4242 Fall A 2025

- 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
- Components of a Quality Art Lesson
- Assessing Student Understanding and Performance in Art
- The Dynamic Classroom
- The Role of Questioning in an Art Classroom
- Appropriation to Appreciation
- Integrating Art with Other Subjects
- Visual Culture
- Managing the Art Classroom
- Resources for Art Educators

**Art Education Area Professional Teaching Portfolio** You will curate and assemble a binder over the tenure at UF of your professional development reflecting your accomplishments in all Art Ed courses (ARE2045, ARE4242, ARE4243, Student Teaching Internship). At this course's conclusion, you will organize all your ARE 4242 assignments and documentation, aligned to the required FEAP components, using written description, reference links, and images.

**Objectives of the Course** These 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.

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).

**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 challenging. It is important that in an Art Education course we engage with materials from a wide variety of perspectives. I encourage you to reach out to me directly if you have issues 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.

**Livetest™ 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™. In ARE 4242 there are 3 Key Tasks, described on page 4 of this syllabus, that will be explained in detail during class sessions.

**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](http://www.fieldprintflorida.com)

**ARE 4242 Grading Information:** Learning and teaching will occur concurrently through the structure of the class, that offers 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 path. 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 (must pass with 80% or higher)					
Unit Plan Task (must pass with 80% or higher)					
Assessment Task (must pass with 80% or higher)					
<b>TOTAL</b>				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 at which you plan to teach the unit. A detailed rubric and lesson plan template will be provided on CANVAS, and time will be built into our class sessions 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 Reading Review under three headings:

- **Synopsis:** Summarize the main idea and points raised by the author
- **Personal Reaction:** In framing your reaction consider how the article supports your own views and how it 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 each week's readings.

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

**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 and be on time. 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 at 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, or lack of attentiveness are some examples of behaviors which negatively impact this score.
- **Participation in Class** encompasses many things, such as asking questions and moving class discussion forward, participating in all class activities to the best of your ability, completing all in-class activities, doing your part to contribute to group work, and speaking up in class even 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 studio 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.
- **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 all six Florida Educator Accomplished Practices (FEAPs). **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.
- In ARE 4242, we will cover the following **Key Tasks** and selected **Florida Educator Accomplished Practices FEAPs** and record indicators of your mastery of those practices, to be documented in your Portfolio:

3 Key Tasks	Accomplished Practice	FEAP Indicator, Number and Description
Safety Module (1/3)	FEAPs 2h 6a	2h. Adapts the learning environment to accommodate the differing needs of all 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.

Art Unit Plan (2/3)	FEAPs 1a,b,c,f 2e 5 a,e,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>1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p> <p>2e. Models clear, acceptable oral and written communication skills.</p> <p>5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.</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>
Assessment Task (3/3)	FEAPs 1d, 5c,	<p>1d. Selects appropriate formative assessments to monitor learning.</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>

## Academic Policies and Procedures

**Preferred Modes of Communication:** Most of the communication between instructor and students will occur during class sessions, and may also occur on Canvas, Zoom, 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 (**Scope and Sequence**) 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. Last day to submit assignments for Fall A is October 21.

- Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Information on current UF grading policies for assigning grade points. This may be achieved by including [a link to the University grades and grading policies.](#)
  1. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:  
The email they receive from GatorEvals
  2. Their Canvas course menu under GatorEvals
  3. The central portal at <https://my-uf1.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- The University's Honesty Policy regarding cheating, plagiarism, etc.:

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

- 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 education 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. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. 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 Honor Code and Student Conduct Code.

#### Academic Resources:

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](#) or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](#). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](#) or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- [Academic Resources](#): 1317 Turlington Hall, Call [352-392-2010](#), or to make a private appointment: [352-392-6420](#). Email contact: [teaching-center@ufl.edu](mailto:teaching-center@ufl.edu). General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](#) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

#### Campus Health and Wellness Resources:

- UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.