## ARE 6148: Curriculum in Teaching Art

Meeting Times: W 5:10-8:10. Instructor: Dr. Craig Roland. Office:12E. Office hours: W 4:00-5:00, or by appointment. Phone: 392-9165. Email: croland@arts.ufl.edu. Website: artjunction.org. Pinterest: www.pinterest.com/dcraigr.

### Description of the Course

A survey of historical and contemporary theories for development of art teaching curricula.

### Objectives of the Course

This course is structured to assist graduate art education students in developing an understanding of various theories and approaches to structuring art curricula. Emphasis will be onidentifying the basic elements of curriculum construction as well as linking contemporary theories and curricular practices in art education with their historical antecedents. At the completion of this course, students will have an advanced knowledge of:
*   the basic elements of curriculum construction (i.e., intent, content, organization, and management).
*   national and state standards in the visual arts and the various art competencies required.
*   contemporary approaches to art curriculum development and their historical antecedents.
*   various theories of learning, conceptions of knowledge, and how they relate to curricular development in art.
*   approaches to evaluating art curricula and assessing the art competencies required.
*   various print and online resources that support art curriculum development and instruction.

### Methods of the Course

The primary instructional methods of this class include group discussions of course topics and assigned readings.  Lectures, presentations, small group work, online research, and independent project work will also be used to help students achieve the course objectives.

### Course Requirements

To achieve the objectives of this course, the student will:
*   read and synthesize selected readings related to art curriculum development.
*   construct a "model" art curriculum scope and sequence chart (group work).
*   complete an independent research project related to the course content.
*   attend class regularly, participate in discussions, complete all assignments, and contribute to the class learning experience.

### Text and Materials

**There is NO REQUIRED TEXT for this course.** Weekly readings will be available online through the course website and the UF College of Education Library website. Office and art materials required for this course will vary depending on individual needs.

### Tentative Topical Calendar

**Week One:** What's worth teaching in Art?
**Week Two:** What is *backward design*?
**Week Three:** What should we consider when planning an art curriculum?
**Week Four:**  How can we teach students about the art of today?
**Week Five:**  How can we assess student understanding in art?
**Week Six:** How can we effectively integrate art with other school subjects?
**Week Seven:** Different Strokes for Different Folks
**Week Eight**: Looking at and Talking about Art
**Week Nine:** Teaching Thinking in the Art Classroom
**Week Ten:** Choice of Reading Topic • Art Curriculum Resources
**Week Eleven + Twelve:** Group Curriculum Project
**Week Thirteen – Sixteen:** Independent Project

### Reading Reviews

This activity will engage you in reading about important issues related to curriculum planning and art education. Written reading reviews must be typed and between 1000-1200 words (or 2-3 pages) in length, unless

otherwise indicated. Use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name and date with a title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: **Summary**, **Key Points,** and **Personal Reflection**. Lastly, cite the chapter or articles you read in APA style at the end of your review under a sub-heading of **References**. Additional guiding questions and instructions are given for each set of readings.

The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 10 points are possible for each written review, which collectively will be worth 30% of your final course grade.  A Reading Review Rubric and Sample Reading Review will be given in class.

Note: A few additional writing assignments will be given during the term in the form of worksheets, reflections, and idea generation activities. These are non-graded, required assignments

**Independent Project**
The purpose of the independent project (or "indie project") is to provide you with an opportunity to explore a topic related to art curriculum planning that is of personal and professional interest, and that would be appropriate for use in an educational setting that you identify. Your assignment for this project is to develop an original art unit of study consisting of three (3) art lessons using the *backward design* model and based on a particular enduring idea or theme, with a set of related big ideas and essential questions that connect the enduring idea to the study of art and artists. *The topic or theme you choose for your unit should allow you to include contemporary, culturally diverse, and female artists as sources of creative inspiration and study for students.*

The indie project should: (1) involve research of existing print and/or online art education materials in the field; and (2) result in a curricular unit that can be shared with others (including class members). This curricular project will have multiple documents that include a unit plan overview, three lesson or project descriptions, and a collection of supportive print or online teaching resources. All of this material must be published somewhere online (possible sites include, but aren't limited to, Google Docs, LiveBinders.com, and Weebly.com.)

An Independent Project Proposal form must be completed and approved by your instructor before proceeding with this project. For additional information and direction, see the Independent Project description sheet. The indie project will be evaluated according to: clarity (25 points); completeness (25 points); creativity (25 points); and presentation (25 points), and will be worth 50% of your final course grade.

**Group Curriculum Project**
The purpose of the group project is twofold: (1) to provide you with an opportunity to apply the principles of *backward design* to developing an art curriculum model; and 2) to simulate the kind of collaborative situation for curriculum development which exists in progressive schools today.

Class members will be assigned to group(s) to work on a curriculum development project using a group wiki. The URL for your group's wiki will be given to you in class.  The group assignment calls for using the *backward design* model to curriculum development (known as UbD) to design an art unit outline on a particular topic or theme for a targeted grade level of your choice. This project will be posted on a group wiki and shared with other members of the class for comments.

Specific expectations and guidelines for completing the project are described on the Group Curriculum Project description sheet, available on the course website. The group curriculum unit will be evaluated according to: clarity (25 points); completeness (25 points); creativity (25 points); presentation (25 points), and will be factored into your class participation grade.

**Discussions**
To ensure meaningful class discussions, it is important to review the weekly course content, including assigned readings, videos and websites **BEFORE** sharing your ideas in the class discussion. The point of our discussions is *not* to simply regurgitate or summarize the reading assignment or to achieve one particular understanding of a reading or author's point of view for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the assigned articles or chapters.

**Attendance Policy**
Attendance is required to promote a community of scholars and counts from the first class meeting until the last class meeting of the term.  Students who do not attend at least one of the first two class meetings of a course in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. Anyone with three unexcused absences will lose 5 points of their participation grade for each additional unexcused absence. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused when prior arrangements have been made.

Any work involving an absence is still due on time.  Please contact me prior to class, or as soon as possible, if extenuating circumstances prevent your attendance in class.

Make-up of missed class work due to extenuating circumstances is required within 2 weeks of absence. The university recognizes the right of the individual professor to make attendance mandatory.

**Grades**
Final grades will be calculated according to the following percentages: Reading Reviews (40%); Independent Project (40%); and Class Participation (i.e., discussion participation, group project contributions, submitting assignments in a timely manner, contributions to class, demonstrated interest in learning) (20%). Evaluation criteria used in each of these areas is available on the assignment sheets.

**Late Policy**
Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

**Incomplete Policy**
School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances.  In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

**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. To determine the impact of grades on GPAs, see: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

**Class Decorum**
The classroom is a space for open inquiry and the critical evaluation of ideas, and it should be free of personal prejudice. Students have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without hostility.

As a matter of courtesy to their fellow students and the instructor, students should arrive at class promptly, and be prepared and ready to participate. Students are reminded to turn their smart phones or pagers on mute and, except in cases of emergency, to remain in the classroom for the duration of the discussion or lecture. If it is necessary to leave or enter a room once class has begun, students should do so quietly and with as little disruption as possible.

**Academic Honesty**
Students are expected to abide by the UF Academic Honesty Policy (http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php), 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 particularly means not submitting papers or projects that include material created or written by another person(s) or that is not properly given credit through proper citation. Submitting work that has been plagiarized will result in a failing grade.

**Student Support Services**
For course content questions, contact your instructor.  For any technical issues you encounter with your computer or tablet, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu.

**Students with Disabilities**
Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drc/; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

**Changes to the Syllabus**
The faculty 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 SAKAI email.

**Course Evaluations**
Students are encouraged to go to http://evaluations.ufl.edu during the final two weeks of the class and fill out the course evaluation for this instructor. Your feedback is welcome.