

Block 2, 2007

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ED399: Secondary Art Methods and Critical Pedagogy

Mission. The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Core Values. As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

Course Objectives:

- To build a foundation and proceed to analyze, evaluate and synthesize elements of a quality arts education program.
- To recognize philosophical implications for choosing teaching methods and procedures.
- To analyze basic art activities appropriate for the secondary classroom through study of art incorporating art making, art criticism, art history and aesthetics.
- To create units of study encompassing effective lesson planning pedagogy, including standards, DBAE approaches, differentiation, and a variety of assessment methods.
- Develop a familiarity with current research in the field of art education
- Demonstrate familiarity of studio and content areas of art
- Develop a variety of teaching methods appropriate for different ages and ability levels of students, including special needs students, multicultural populations, and those with IEPs.

Course Outcomes: The course involves the use and development of

- Critical Thinking Skills including Problem Solving Skills, Imaginative Skills, Normative Skills, and Reflexive Awareness
- Communication Skills include Expressive and Receptive skills of observing dominated with Listening, Speaking and Writing Skills
- Organizational skills with emphasis on cataloging, filing and recording multiple records, images and materials

- Cooperative Skills within a classroom, a school and community
- Knowledge of the content in art, including historic awareness, opportunities for arts education, appreciation, and production.

Course Topics: (not sequenced)

- Art Elements and Principles
- National and Colorado Art Education Standards
- Discipline Based Arts Education – history, criticism, aesthetics and production
- Classroom Management
- Assessment and Rubrics
- Technology in the classroom
- Art and inclusion, meeting IEP's
- Working with gifted, AP, IB and regular ed students
- Selecting curriculum: artists, art styles, art historical periods, critical methods, philosophical/aesthetic topics, creative topics, multi-cultural arts, media...

Topics of discussion based on placement methods:

- Budgeting
- Materials, data safety sheets
- Safety and health in the art room, care of materials.
- Art display in classroom, school and community
- Technology in art,: creating art and presentation purposes

Resources: requirements include:

- A. Becoming an Art Teacher, Jane K. Bates, (Wadsworth/Thomson Learning), 2000
- B. Sketchbook, at least 8x11
- C. Additional materials will be provided by the instructor

Requirements and Evaluation:

Grades will be determined by assessment of work submitted and tasks performed. All written work (unless otherwise notified) is to be typed, double-spaced. You are responsible for the presentation of materials that reflect scholarly quality and conscientious effort. Work will be turned in at 9:00 on the morning the assignment is due. Inability to turn work in on time will affect the grade.

Attendance is required at all sessions. In case of illness, you are responsible for notifying the instructor ahead of time. In such an event you will need to make up the work missed. Make up for missed course time usually includes video taping the time missed, turning in written notes taken while viewing the video and a project that ascertains your understanding of the material missed. Other ways to make up work missed must be initiated by the student. Any absence without the work made up will result in the grade lowered by a half-step with each session absent.

All of the readings are important, however, class time will not consist of repeating the material in the readings; rather class time is an opportunity to extend the readings to the questions and issues that interest us as class members. You are responsible for making sure that any reading that you thought was

particularly interesting, totally misinformed, confusing, etc. is discussed to your satisfaction. Thus, interacting with the text while you read (i.e.: taking notes, highlighting specifics, jotting questions in the margins...) is imperative for good class discussions.

To determine the grade, the instructor will be looking for demonstration of higher level thinking, including questions posed, connections made and critical analysis. A "C" grade denotes average work. Grades beyond a C require the initiative to go beyond expectations in order to produce exemplary work.

Grade based on:

Contributions to class discussions, etc...5%

Assignments:

"What, So What, Now What?" 10%

TWS 15%

CAEA conference notes 15%

Lesson plan teaching 15%

A Philosophical "Masterpiece" 20%

Notebook Portfolio of Learning 20%

Assignment details:

"What, So What, Now What?" 10% Based on each night's reading from text - used as a tool to generate discussion in class. Demonstrates how research should drive instruction. Notes taken on biggest revelation that include *what* the reading revealed, why it's important (*so what*) and then how it will inform your instruction (*now what*). Notes will be shared in class the day after the reading was assigned. Notes need to be filed in final notebook.

TWS 15% See handouts at seminar.

CAEA Conference Notes: 15% At each seminar you attend, take notes with title of presentation, speaker, information garnered from session and how you can use the information. If session was activity-based, take digital photo of product and include with notes. Turn in on Thursday, second week of course. Later file into notebook.

Lesson Plan Teaching: 15% When the class comes to observe, you need to have a copy of your formal lesson for each person. Students will evaluate each other, with grade being given for preparation, organization, objectives met, assessment (formal/informal), and oral reflection given to class after teaching.

A Philosophical "Masterpiece" 20% Create a piece of art in your own style that symbolizes your philosophy of teaching accompanied by 2 pages explaining the artwork. Can be any medium, any size. Due the last Monday of the block.

Notebook portfolio of Learning 20% Keep a 2 inch notebook with dividers for the following topics: Lesson/Unit Planning, Rules/Discipline, Routines/Systems, Materials, Assessment, Safety, Budgeting/Ordering, Differentiating, History/multicultural perspectives, Criticism, Aesthetics, Creativity, Product

Display, Contests/Scholarships, Technology, Content areas - general, drawing, painting, photography, ceramics, 2-D, 3-D, computer art, other categories you need. As you take notes, file them under the related "tab" or rewrite them into the appropriate section. Intentional observation notes (see below) need to be divided into the proper category. Due on last day of class.

Intentional observations of another classroom

Take notes (then put into portfolio and reference/give credit to teacher's ideas) on the following areas:

- What's on the walls and why?
- How are kids seated?
- What discipline issues arose and how were they dealt with?
- Policies/classroom rules
- What are systems/routines that have been established?
- Lesson planning pieces -motivations/introductions of lesson, objectives, standards use, student self-assessment, formal/informal assessments, grading, display, daily teaching/re-teaching, structure of work time,
- **take digital camera with you for photos of projects, walls, signs.... Not of students.*

Ask your own teacher specifically about:

- Safety
- Budgeting
 - Actual budget - what is amount based on?
 - Parameters (consumables vs other, income sources...)
- Ordering supplies - procedures, catalogues/stores used....
- Marketing their art program
- Contests entered - how find info, who helps, community vs national
- Expectations for lowest classes - "catch-all" classes
- Techniques for gifted "What do you do with students who are "better than you?"
- AP vs IB
- When accidents happen - crisis procedures.
- How do critiques?
- Favorite project?
- Best teaching practice - what do you do that makes the biggest difference or solves a common classroom problem?

Course Schedule: Times and dates will be determined once class has met, so that days of observation can be chosen, and morning/afternoon times can be switched if necessary. *Bring text to class EVERYDAY as well as notebook with notes and handouts.*

First week:

- ❑ Syllabus, assignments, KWL, Standards... Read chpt 2, 3, 4
- ❑ Lesson, unit, and year-long planning; scope/sequence... Read chpt 5
- ❑ * after student teaching orientation - prepare assumption of responsibility
- ❑ Meaning of Management... Read chpt 8
- ❑ AT CAEA in Pueblo Thursday thru Saturday. Can drive daily with Kris
- ❑ CAEA... Read chpt 6,7

Second week:

- ❑ Review conference, creativity... Read chpt 10, Seminar... Read chpt 11, 14
- ❑ Assessment, critiques... Read chpt 9, 12
- ❑ History, multicultural teaching... Read chpt 13
- ❑ One afternoon of the week: observe fellow student while teaching, class 3-4
- ❑ Friday: day off for project, due to previous weekend spent at conference

Third week:

- ❑ DBAE, philosophies of teaching art... Read chpt15
- ❑ Seminar, article:
- ❑ Two afternoons of the week: observe fellow student while teaching, class 3-4
- ❑ Budgeting issues, materials management - safety, routines...
- ❑ Observe MS setting, question teacher during her planning

Fourth Week:

- ❑ Observe MS or Elem setting
- ❑ Seminar
- ❑ Wed AM - meet for breakfast, present Masterpieces