Introduction to Art Education
ARTE 227 Spring 2016  M/W 12:30 PM - 3:10 pm, ART 179

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Pronouns in use: she, her, hers, herself
Office: inside ART 151 | Office Hours: M 3:15- 4:15 pm or by appointment

Catalog Description: 227 Introduction to Art Education. 3 cr. U. Early introduction to the field of art education, affording students the opportunity to observe in schools, and providing Art Education faculty the opportunity to connect with students earlier in program. Prerequisite: none.

Introduction: Art Ed 227 is an introductory course with content applicable to art instruction in alternative and private schools, community settings, museums, and other cultural institutions. While it is required for students who wish to apply to the Art Education program, Art Ed 227 is open to students in all majors with an interest in art and education. During the semester, students are introduced to a selection of concepts, issues, and strategies in the field of art education. Students have initial experiences researching, designing, and implementing art making activities as well as observing general classroom teachers, art teachers and/or artists working with students of various backgrounds and ages.

Required Readings:

Further readings come from a variety of current sources, such as the Journal of Art Education, and are available to you as PDF files. See course D2L site, under Content, then Readings.

Strongly Recommended:
Student Membership in the National Art Education Association and Wisconsin Art Education Associations

1 Learn more about personal gender pronouns at https://uwm.edu/lgbtrc/support/gender-pronouns/
In the state of Wisconsin, individuals who are seeking certification must develop a self-reflective portfolio based on ten teaching standards. Experiences and reflections in relation to the standards can contribute to your overall growth as an educator. As all education programs at UWM have adopted the core guiding principle of urban education/equity, the unique characteristics of urban contexts and issues of race, class, culture, and language will be at the forefront of our work in this course.

**The Learner and Learning Environments**

*Standard 1. Learner Development*
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Standard 2. Learning Differences*
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Standard 3. Learning Environments*
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Content Knowledge**

*Standard 4. Content Knowledge*
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*Standard 5. Innovative Applications of Content*
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

*Standard 6. Assessment*
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*Standard 7. Planning for Instruction*
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Standard 8. Instructional Strategies*
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

*Standard 9. Reflection and Continuous Growth*
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

*Standard 10. Collaboration*
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
COURSE OBJECTIVES

Professionalism:
- Actively participate and use excellent communication skills with art education faculty, classmates for group work, students and teachers in early observation experiences.

Reflective Practice:
- Consider how social justice plays a role in contemporary education issues in an urban setting and how they relate to your own developing teaching stance.

Knowledge of Diverse Learners & Learning Environments:
- Discuss and begin to apply introductory theories of children’s artistic development and culturally responsive teaching.

Knowledge of Content & Instructional Planning:
- Identify examples of social justice oriented and culturally responsive art lessons in response to readings and a guided field experience in an urban school.
- Begin to understand the central concepts, tools of inquiry, and structures of the discipline, including National Core Art Standards, use of big ideas, major parts of an art lesson, and effective development of a lesson plan within a given format.
- Develop beginning level instructional supports and tools for adaptive art experiences.

Instructional Practice & Classroom Management:
- Observe and begin to identify a variety of instructional strategies that can be employed in teaching through observations, guided group early field experience, and peer teaching.
- Observe and begin to identify behavior management strategies teachers use in a variety of settings with a variety of learners.

Knowledge of Language Demands:
- Identify examples of academic language for a given lesson.
- Recognize when and how to lead a discussion using academic language with children by deepening, extending, and asking follow up questions.

Knowledge of Assessment:
- Align choices of standards, objectives, learning activities, and assessment criteria when developing a lesson plan.
- Design checklists to use in formative and summative assessments.
POLICIES

ATTENDANCE: Each student is expected to be on time, attend all classes, and participate in individual and group activities. Participation and attendance are a significant portion of your final grade as you earn points each class. Three or more absences or excessive tardiness will negatively impact your professionalism grade. Unfortunately, presentation days usually cannot be rescheduled. If a member of a group is absent, the rest of the group needs to be ready to continue on and grades will be adjusted according to the situation.

MAKE-UP WORK FOR MISSED CLASS This class significantly consists of in-class activities, which must also be addressed individually in assignments outside of class. If you miss class, you are responsible for making up missed in-class work by contacting the instructor or a peer. You are expected to come prepared for class following an absence.

INCOMPLETE AND LATE WORK: Incomplete work or work of an unprofessional tone will earn a zero. Late work that is turned in within a week from the due date will be deducted a full letter grade. Late work that is turned in within two weeks from the due date will be deducted two letter grades. Late work will not be accepted more than two weeks after the due date.

WORKLOAD: In accordance with UWM Credit Hour Policy which states that “Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.”

ACCOMMODATIONS: If you need special accommodations in order to meet any of the requirements of this course, please inform the instructor in writing no later than the third class meeting.

EXPECTATIONS FOR ASSIGNMENTS: With the exception of reading reflections, type with formatting for double spacing, 12pt. font, with one-inch margins. Papers should follow APA format, which should be evident in your title page and when applicable, in-text citation and final references. Please focus on quality writing that will allow you to clearly state your point. If you have trouble organizing your papers well or using APA format accurately, use the Writing Center. Points will be deducted from the final score for papers with excessive or repeated spelling, grammatical, or APA formatting issues.

CITATIONS: Academic misconduct includes, but is not limited to acts in which a student seeks to claim credit for work without proper citation or falsely represent his or her academic performance. Proper use and citations using APA format can help you avoid this issue.

EMAIL is an important way we communicate at the university. Students should check their UWM email daily. While email can permits the exchange of ideas and questions outside of class and office hours, please also plan ahead and be ready to ask questions in class or during office
hours. Face to face interactions are important!

**TECHNOLOGY USE IN CLASS:** Cell phones, laptops, tablets, etc. need to be turned off and put away unless you’ve been invited to use these items as part of an in-class activity. Inappropriate or disruptive usage of technology during class will be reflected in your professionalism grade.

**HEALTH INSURANCE** It is strongly recommended that all students have health insurance that includes emergency room and hospitalization coverage. The UWM Student Association offers a Student Health Insurance Plan which covers most major medical illnesses or injuries. The University does not provide blanket medical coverage to students. Students are strongly encouraged to secure their own health insurance, either through their parents, the Student Health Insurance Plan or some other program. [http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf](http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf)

**What is copyright?** Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: [http://www4.uwm.edu/ltc/copyright/getting-permission.cfm](http://www4.uwm.edu/ltc/copyright/getting-permission.cfm)

For additional information on UWM policies including incompletes, academic misconduct, and grade appeals see: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

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**Testing requirements in art education:** As of the date of this syllabus, the state requires teacher certification candidates to meet the Pre Professional Skills Requirement (often met with Praxis CORE) the Praxis Content Area Exam (formerly Praxis II), and the edTPA. Passing scores for Praxis Core (or ACT, SAT, or GRE substitutions) are one of requirements needed before moving on to Art Ed 327 (methods). You can register to take the Praxis Core here: [https://www.ets.org/praxis](https://www.ets.org/praxis). A passing score for Praxis II is required as part of the application for Art Ed 425/426 (student teaching). A passing edTPA score is required as part of the completion of your program.
Course Requirements and Assignments:

1) Active Participation, Professionalism, and Attendance (30 points) In order to earn full credit, you need to be present, be professional, and participate, whether in our own classroom or observing in a school or community setting. Professional disposition is an important part of your personal learning, our ability to create a productive classroom environment, and your ongoing development as a professional in the field of education. You are responsible for meeting and maintaining a high level of professional disposition throughout the duration of this class. This includes active participation in class discussions and art activities; maintaining a respectful class environment that encourages dialogue on personal, local, and global issues related to art and cultural diversity; contributing to the upkeep of our classroom and economical use of supplies; submitting high quality work on time, and excellent attendance.

Professionalism during observations and early field experiences: As a prospective Art Education major at UWM you must conduct yourself in a professional manner in public venues and schools. Issues during observations are not taken lightly. While you are an ambassador for our program, you are also going to interact with people who could be your advocates as you seek employment. Be respectful, articulate, and patient when communicating with teaching professionals. Be punctual, prepared, and thoughtful with participation when you observe. Appropriate dress while in school settings is imperative (i.e. neat, clean, and modest; save hats, sweats, clothes with holes or giant logos for the days we will be staying on campus). Be aware of the expectations for professionals in the school -- most schools ask us to keep cell phones put away, finish food before we arrive, etc.

2) Papers

a) Art Education Autobiography (5 points) Type a two-page reflection on your art experiences to date. This serves as an initial assessment of your knowledge and experiences with visual art. Address the following questions:
   ● What art experiences have you had? Are there any experiences you haven’t had, but wish you did?
   ● How have your experiences influenced your comfort level with art?
   ● What are your thoughts about what art is, why people value art, and what role or purpose it has in children’s education?
   ● How have your experiences shaped your thoughts about what art is, it’s role in our lives, and it’s role in children’s education?
   ● Conclude with one learning goal you hope to attain as a result of this class.

b) Observation / Early Field Experience Reports (5 points each) You will respond to a prompt that will challenge you to not only reflect, but consider course readings in relation to your observations / early field experiences. Specific prompts will be discussed in class and posted on D2L.
3) **Reading Reflections** (3 points each) In order to facilitate daily discussions, you will be assigned a book chapter or article to read and asked to prepare a response that you will submit as a hard copy. In most cases, you will use the course reading reflection form, which is available for you to print from our course D2L site. However, you may also be asked to prepare memorable quotes, a visual response, or the like too.

4) **Artistic Development Case Study and Presentation** (10 points for case study, 5 points for presentation) In addition to understanding culturally relevant and social justice oriented approach to teaching art, it is also important for you to have insights into theories related to children’s artistic development and connect both to children’s art making in a concrete way.

Spend 15-60 minutes engaged in an art experience with a child. You may vary the art activity or activities, materials, and duration as appropriate for the age of the child. Observe what they create and how they go about doing it. Note how they describe their artwork, what they say it is about, questions that they ask, and the style of their artwork and the, manner of their art making process. If they have additional collections of images, etc., take a moment to talk with them about it! Then, in a four to five-page paper, describe:

- An introductory description of the child’s characteristics as a learner (what you know about cognitive, motor, and social development)
- An introductory description of the setting and intended art activity
- A narrative description of the art experience, including (but not limited to) a description of the child’s process of making art that combines text and 3-4 pictures of the process. You should also include his or her own description of what the artwork is about, questions, conversations during art making, etc.
- An analysis of the child’s artistic development and positionality in relation to course readings.
- Recommendations for further art activities for this child, based on your analysis of his or her artistic development and course readings.

Images should be high quality, no larger than 6” and no smaller than 2” in any dimension. Your paper should be 4-5 pages double spaced, 12 pt. font, with one-inch margins, and submitted to the drop box on D2L. Use headings to help ensure that you have addressed each component of the case study (underlined above) and cite your references using APA format. **Bring the child’s actual artwork to class the day we discuss our case studies.**

5) **Observation Hours** (25 points) As part of your studies to be an educator, the state requires 100 hours of early field experience before student teaching, in order to practice connecting theory to practice. You will complete and document 25 of these hours during this semester. Students repeating this course are expected to continue to learn along with classmates and complete another 25 hours this semester.
Teachers in the area are willing to host students during some of our class times (or times close to it that align with their school’s schedule). This will cover about half of your hours. You will need to complete additional hours beyond what I have arranged for you through class. You can do this through volunteer to help with education related activities at the Milwaukee Art Museum, Walker’s Point Center for the Arts, the Discovery World Design It! Lab, internship opportunities through Arts ECO, or co-curricular volunteer opportunities listed by UWM’s Center for Community Based Learning, Leadership, and Research. To earn this credit, have each art educator you observe and your instructor sign a copy of the verification form from D2L and submit it to the art education mailbox by the end of the semester.

6) Lesson Plan (15 points) you will develop a brief, but engaging and meaningful art lesson that is balanced and corresponds to National Core Art Standards. This lesson should apply best practices you’ve learned about contemporary art education and lessons learned about teaching a given age group through observations at your K-12 school site. You will learn how to use a lesson plan format that can help you address components required by the edTPA. You will have time in class to work with your group, create teacher examples, and consult with the instructor, but you will likely also use time beyond class to prepare. Submit a typed copy of your final lesson plan to the dropbox D2L.

7) Peer Teaching (10 points) You and a partner will be responsible for implementing a lesson plan by the end of the semester. On the dates you are not leading peer teaching, you will be responsible for participating as a student in the lesson and offering peer feedback.

8) Final Exam (30 points) Your final exam will take place during finals week on D2L. At minimum, you will be expected to describe learning theories, describe major characteristics of children’s artistic development, and compose a lesson plan based on the work of a contemporary artist.

Rating scales or rubrics for all major assignments will be posted on D2L. Take a look and if necessary, make appropriate revisions before submitting your work.

Similarly, watch D2L for grades and feedback on assignments submitted through the dropbox. This can help you monitor your progress over the course of the semester.