Introduction to Art Education ARTE 227 | Spring 2018
M 5:00- 7:30 pm, ART 179
Service Learning Component

Instructor: Christine Woywod Veettil, Ph.D. woywod@uwm.edu
Pronouns in use: she, her, hers, herself | Office: inside Art 151
Office Hours: M/F 12:00 pm- 1:00 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 public, 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. This is complemented by a service learning experiences that help students complete 25 hours of early field experiences while working with diverse communities, learning about assets and needs in urban educational settings, shaping their stance as beginning educators, and connecting to course content.

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.

Recommended:


Student Membership in the National Art Education Association and Wisconsin Art Education Associations
InTASC Model Core Teaching Standards

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:** Students will be able to actively participate and use excellent communication skills with art education faculty, classmates for group work, students and teachers in early observation experiences.

**Reflective Practice:** Students will be able to consider how social justice plays a role in contemporary education issues in an urban setting and how they relate to their own developing teaching stances.

**Knowledge of Diverse Learners & Learning Environments:** Students will be able to discuss and begin to apply introductory theories of children’s artistic development and culturally responsive teaching.

**Knowledge of Content & Instructional Planning:** Students will be able to identify examples of social justice oriented and culturally responsive art lessons in response to readings and a service learning experiences in an urban school.

Students will be able to describe 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.

Students will be able to develop beginning level instructional supports and tools for adaptive art experiences.

**Instructional Practice & Classroom Management:** Students will be able identify a variety of beginning instructional strategies that can be employed in teaching through service learning experiences and peer teaching.

Students will be able to identify behavior management strategies teachers use in a variety of settings with a variety of learners.

**Knowledge of Language Demands:** Students will be able to identify examples of academic language for a given lesson.

Students will be able to recognize when and how to lead a discussion using academic language with children by deepening, extending, and asking follow up questions.

**Knowledge of Assessment:** Students will be able to align choices of standards, objectives, learning activities, and assessment criteria when developing a lesson plan.

Students will be able to design checklists to use in formative and summative assessments.
POLICIES

For general UWM syllabus policies including incompletes, academic misconduct, and grade appeals see: http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

ATTENDANCE: Each student is expected to be on time, attend all classes, and participate in individual and group activities. The same is true of your service learning activities. Participation and attendance are a significant portion of your final grade as you earn points each class. Absences and/or excessive tardiness will impact your 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 often times cannot be recreated through individual assignments outside of class. If you miss class, you are responsible for developing a plan for addressing the content from missed learning experiences in a comparable way. You are expected to come prepared for class following any absences.

INCOMPLETE AND LATE WORK: Incomplete work, work of an unprofessional tone, or significantly late work will not be accepted.

WORKLOAD: 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. This is a three credit course, therefore you should anticipate dedicating at least 144 hours to this course over the duration of the semester, including face to face meeting times. For example:

2.5 hours class meetings x 16 weeks = 40 hours
2.5 hours readings and basic course homework x 16 weeks = 40 hours
2 hours Service Learning x 14 weeks = 28 hours
Additional work on major assignments = 36 hours

ACCOMODATIONS: If you need accommodations in order to meet any of the requirements of this course, please present the instructor with documentation from the UWM Accessibility Resource Center (ARC) as soon as possible. If have a need but have not yet arranged for formal accommodations at UWM, please visit the ARC in Mitchell Hall for further guidance.

EXPECTATIONS FOR ASSIGNMENTS: Unless you are asked to bring something in as a hard copy at the start of class, assignments should be typed with formatting for double spacing, 12pt. font, with one-inch margins. Scholarship in Art Education follows APA format, which should be evident in your title page and when applicable, in-text citations and final references. Please focus on quality writing that will allow you to clearly state your point. You are encouraged to use the Writing Center for support. Points will be deducted from the final score for papers with
excessive or repeated spelling, grammatical, or APA formatting issues.

**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)

**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 and with community partners. Use a professional tone, appropriate for an academic setting. Check your UWM email daily and use it when communicating with instructors and community partners.

**TECHNOLOGY IN THE CLASSROOM:** No texting, instant messaging, or other disruptive or disrespectful use of technology during class. Failure to follow this basic expectation will impact your grade. 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.

**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)
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 a service learning 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 keeping up with readings; active participation in class discussions and art activities; contributing to a respectful class environment that encourages dialogue on personal, local, and global issues related to art and cultural diversity; helping with the upkeep of our classroom and economical use of supplies; submitting high quality work on time; and excellent attendance.

Professionalism during service learning: As a prospective Art Education major at UWM you must conduct yourself in a professional manner in public venues and schools. Issues during SL 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 community members. Be punctual, prepared, and thoughtful you’re your participation. Appropriate dress while in school settings is imperative. Be aware of the expectations in your setting -- most schools ask visitors to turn off and put cell phones away, finish food before arrival, etc.

2) Art Education Autobiography (5 points, submitted to D2L) 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:
   o What art experiences have you had? Are there any experiences you haven’t had, but wish you did?
   o How have your experiences influenced your comfort level with art?
   o What are your thoughts about what art is, why people value art, and what role or purpose it has in children’s education?
   o 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?
   o Conclude with one learning goal you hope to attain as a result of this class.

3) Service Learning (25 points for min 25 hours) “Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” (American Association of Community Colleges). As a future educator, service learning and related assignments are important means through which you can work with diverse communities; learn about issues, needs, and assets in the Milwaukee area that influence education; gain insights into your worldview and developing stance as an educator; and make connections to course content. Document your SL hours, as they will also satisfy 25 of the 100 hours of early field experiences required by the state before student teaching.
4) **Reading Responses, Gallery or Art Experience Assignments, and Service Learning Reflections** (3-5 points each, in class or on D2L, as assigned) Readings are available on D2L, as are the accompanying reading response tasks. Unless the class is directed otherwise, reading responses should be brought as a hard copy to class to facilitate work with readings. Gallery assignment tasks are listed on D2L to accompany field trips and should be submitted according to the directions listed.

5) **Artistic Development Case Study and Presentation** (10 points for case study submitted to D2L, 5 points for in class 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 (not counting title page or references), double spaced, 12 pt. font, with one-inch margins. 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.**

6) **Lesson Plan and Peer Teaching** (10 points for lesson plan and resource page submitted to D2L, 10 points for peer teaching in class, 5 points for peer feedback) you and a partner will develop a brief, but engaging 45 minute art lesson that is balanced and corresponds to National Core Art Standards. The written lesson document and resource page should follow the templates you are given in class. The resource page will be shared with your peers.
This lesson should apply best practices you’ve learned about contemporary art education and your learning about teaching a given age group through your service learning experience. You will have time in class to work with your group, create teacher examples, and consult with the instructor, but you will need to allot time beyond class to prepare. 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.

7) Final Exam (20 points) Your final exam will take place during finals week. 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Experiences</th>
<th>Assignments – due next class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Introduction to the course</td>
<td>Daily Art Discussion</td>
<td>Art Education Autobiography Paper (due to D2L Dropbox no later than 5 pm on 1/29)</td>
</tr>
<tr>
<td></td>
<td>Role of art in schools, National Core Art Standards</td>
<td>Build Sketchbooks/Journals</td>
<td>Read ch. 1-5 What is So Great About Art Anyway?</td>
</tr>
<tr>
<td></td>
<td>Parts of an art lesson</td>
<td>Preliminary resource evaluation</td>
<td>Read Ch. 3 in Children and Their Art: Art Education for Elementary and Middle Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete accompanying “Connecting, Extending, and Challenging” form. You should have at least one entry per chapter in the chart. Bring as hard copy to discuss and submit in class on 1/29.</td>
</tr>
<tr>
<td>1/29</td>
<td>Introduction to service learning</td>
<td>Daily Art Discussion</td>
<td>Register for your Service Learning site</td>
</tr>
<tr>
<td></td>
<td>Children’s artistic development: intentions, stages and indicators</td>
<td>Presentation from CCBLLR</td>
<td>Read ch. 6-11 What is So Great About Art Anyway?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss readings and “Connecting, Extending, and Challenging” forms</td>
<td>Complete accompanying “Connecting, Extending, and Challenging” form. You should have at least one entry per chapter in the chart. Bring as hard copy to discuss and submit in class on 2/5.</td>
</tr>
</tbody>
</table>