

ART METHODS SYLLABUS

MIT: "Widening the Circle: Seeking Inclusive Education" -- Spring 2013

Learning objectives:

1. Knowledge of the scope and sequence within the GLE's
 - Elementary K-5 (6 years)
 - Middle 6-9 (3 years)
 - High School 10-12 (3 years)
2. How to design long term goals for unit planning in visual arts
3. How to organize and design specific units to meet those long term visual arts goals
4. Increased knowledge in at least two areas of visual arts pedagogy
5. Knowledge of how to work with and integrate CBPA's into teaching.
6. Knowledge of how to build support networks and connect to resources within the school and professional communities.

You'll demonstrate your knowledge and skill through a portfolio (*due Wednesday week 10*) that contains:

1. EALR analysis of art knowledge and skills that can be taught through the development of an inquiry based/ problem solving art project.
2. A unit plan that prepares students to learn the knowledge and skills necessary that project
3. A presentation of principles, resources and sample lessons/units related to two areas of art pedagogy you have investigated.
4. Resource list including at least: (i) thorough critical review of two texts; (ii) detailed annotations for at least 5 more pedagogical resources that you plan to include in your professional library; and (iii) additional annotated teaching tools (e.g. lessons, rubrics.)
5. Sets of art work to demonstrate an invite discussion of the different principles and elements of design.
6. An informed list of practices to help you (i) connect with a professional community; (ii) advocate for yourself as a teacher of the arts; and (iii) build community resources within classroom, within school, within larger community.
7. Final reflection that includes: (i) A 2-3 page set of principles for guiding your work as an art teacher; (ii) self-assessment identifying strengths in areas as informed by PESB competencies for teachers and the Visual Arts EALRs; and (iii) a professional growth plan with concrete steps for refining 2 more areas of Visual Art pedagogy & practice.

To develop your knowledge and skill you will do the following:

- Use the EALRs and GLE's to conduct a written analysis of the knowledge and skills elementary and middle/high school students need to learn in order to develop the ideas and design for a given art project.
- Self-assess your knowledge and skills using the EALRs and [the areas of art knowledge and pedagogy spelled out by Professional Educators' Standards Board](#) as important competencies of teachers.
- Consider insights and implications for practice by studying:
 - Cahan, S., & Kocur, Z. (1996). *Contemporary art and multicultural education*. New York: New Museum of Contemporary Art. **OR** Joo, E., Keehn, J., Ham-Roberts, J.,

& New Museum of Contemporary Art (New York, N.Y.). (2011). *Rethinking Contemporary Art and Multicultural Education*. New York: Routledge.

- Walker, S.R. (2001) *Teaching Meaning in Artmaking*. Davis Publications
- Vieth, K. (1999). *From ordinary to extraordinary: Art and design problem solving*. Worcester, Mass: Davis Publications.
- Identify and research (i) at least two areas of pedagogy that you need to refine by:
 - Targeted observations and interviews with teachers.
 - Where relevant to one of your learning objectives -- peer teaching by colleague from an areas of their background knowledge.
 - Identifying and analyzing relevant sample lessons/units/assessments (teacher resources) for teaching
 - gathering supplemental resources (e.g. set of warm-up/idea development practice exercises, art work to demonstrate principles/elements, rubrics, etc.)
 - Investigating relevant art education publications and journals (e.g. *Art Education* and *Studies in Art Education*)
- Examine Visual Art CBPA (<http://www.k12.wa.us/Arts/PerformanceAssessments/>)
- Investigate professional organizations and strategies for building a professional and school community resources (e.g. National Art Education Association <http://www.arteducators.org/>).
- Practice teaching lesson with small group of youth/colleagues in the area you are trying to develop – bring video of your lesson to peer review and discuss with colleagues.
- Apply insights and principles to design of curriculum unit and resources -- present and engage critical review of your unit plan.

Week 1 – Read through two or three art projects suitable for different age groups (at least one elementary and one middle/high-school play). Analyze the project in terms of what it is that you'd have to teach for students to be able to compose this piece of work vs. simply follow a set of step by step directions.

- Examine and analyze the developmental art scope spelled out on pgs 10-11 of Visual Arts EALRs (attend to the kind of thinking and doing demands – i.e. look at the verbs). Examine the language functions of the Visual Arts edTPA.
- Examine art project from within 2 of the following age groups: elementary, middle and high school.
- Review the GLEs closely – use them to examine the developmental sequence of how the processes of creating, responding and performing using different elements and principles are learned.
- We will then break down the kinds elements and principles you'd need to teach in order to develop students' capacity to compose their art project.

Homework for next week:

- Use EALRS (GLE's) and PESB endorsement competencies (<http://program.pesb.wa.gov/add-new/endorsement/list/visart>) –to identify two areas of visual art knowledge/pedagogy you would like to refine this quarter. Develop a specific set of learning objectives and outcomes to guide

this part of your individual investigation. Select and order relevant readings (use Summit and Interlibrary loan to preview books before buying them where possible).

- **Read:** *Teaching Meaning in Art Making*. Chapters 1-4. Agree on a project from Veith text to read in order to collectively analyze the project in light of implications and principles from these first four chapters.
- **Set up Interview with art teacher to conduct before week 3 to investigate:** (i) what they think the purpose of arts education is; (ii) how they think about and engage curriculum development; and then (iii) Get them to show you the scope and sequence that guides their curriculum planning for the age group they are responsible teaching.

RESOURCES

Standards for Visual Arts

- Washington State EALRs and GLE's for Visual Arts
<http://www.k12.wa.us/arts/Standards/default.aspx>
- Information on upcoming Common Core Standards for Visual Arts
<http://www.arteducators.org/research/national-coalition-for-core-arts-standards>
- National Art Education Association standards for students and art teachers:
<http://www.arteducators.org/research/naea-standards>

A beginning list of Resources for you to use and develop further:

- Books by **Elliott Eisner** well known educator, researcher and advocate of arts education.
 - See lecture he gave: <https://www.youtube.com/watch?v=h12MGuhQH9E>
 - Excerpt from Arts and the Creation of the Mind
http://www.yale.edu/yup/pdf/095236_front_1.pdf
- **Tacoma Art Museum**
 - art educator resources: <http://www.tacomaartmuseum.org/Page.aspx?nid=32>
 - library catalogue: <http://www.tacomaartmuseum.org/Page.aspx?nid=202>
- **Art21 website** (<http://www.pbs.org/art21/>) . Watch one of the episodes. Look at how the sample lesson plans are organized. (<http://www.pbs.org/art21/education/onlinelessonlibrary.html>)
- **Evergreen's library** has access to many wonderful on line resources. Among them:
 - **The ARTstor Digital Library** is a nonprofit resource that provides over 1.5 million digital images in the arts, architecture, humanities, and sciences with an accessible suite of software tools for teaching and research. Our community-built collections comprise contributions from outstanding international museums, photographers, libraries, scholars, photo archives, and artists and artists' estates.
 - **Oxford Art Online** is the access point for **Grove Art Online (Art encyclopedia)** , the **Benezit Dictionary of Artists**, and other Oxford art reference resources. You may have access to Grove, Benezit, or both; your list of sources and search results automatically reflect your settings.

To access these important resources go to www.evergreen.edu/library → type in titles of resource into search window for access → type in your TESC id & password → *PLAY & INVESTIGATE!*

- **Resources from the National Art Education Association:**
 - A ton of art educator advocacy and teaching resources
<http://www.arteducators.org/research/research>
 - Art education publications <http://www.arteducators.org/research/publications>
 -
- **The Art Education in Practice Series** (Editor Marilyn G. Stewart) by their own admission ☺ this is the single most comprehensive source for superior content in teacher education and professional development. Each contributor to this series is a nationally known expert on theory and practice in art education.
(<http://www.davisart.com/Portal/Commerce/CommerceDefault.aspx?txtSearch=%20Art%20Education%20in%20Practice%20Series&curPage=SearchResults>)