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Class hours:  T & Th 9:00-11:50 am

COURSE DESCRIPTION
The course is your second and final art methods preparatory course towards becoming an Art Teacher at the Secondary Education Level, which includes 6-12 grades. We will continue to explore and develop new philosophies and methodologies that will help you to develop meaningful and contemporary art curricula. We will explore several current social and educational topics in order to understand how they are relevant to visual arts curricula. These topics include: aesthetic awareness and sensitivity, visual culture and visual literacy, diversity, multiculturalism, social justice and activism. We will develop and refine your skills in developing successful strategies in arts assessment and critique. Through active group interaction and role play we will engage in classroom management strategies.

Our common goal for is this course is: You will attain a strong understand of yourself as an artist and teacher, and develop a solid foundation of teaching skills that you will confidently begin to put into practice.

This class MUST be taken concurrently with Art 4300 Clinical Experience II.

COURSE OBJECTIVES

Through this course you will:
1. Discover new things about yourself as a person, an artist and a teacher.
2. Develop self-reflective thinking skills and put them into practice.
3. Develop an understanding of what art has been for previous societies and what art is in today’s society.
4. Develop an understanding of visual culture and visual literacy how they relate to the visual arts and visual art education.
5. Become familiar with the history of art education theory and methodology, and how that has shaped its application and practice in the classroom over time.
6. Begin to translate, transform, and communicate the knowledge and skills you have acquired in university studio art and art history classes to students in grades 6-12.
7. Know the development stages of children’s art.
8. Identify factors that affect individual students’ readiness, aesthetic preference, cognitive learning style and cultural background.
9. Develop the ability to evaluate and select appropriate art activities, visual materials, and curriculum guidelines appropriate to specified grade levels with an attentiveness to the interests and abilities of students.
10. Select curriculum content that attends to the areas of studio production, art history, visual culture, aesthetics, and art criticism.

11. Construct curriculums plans that incorporate scope and sequence, long-range goals, unit goals, lesson objectives, motivational techniques, classroom work procedures, material requirements, costs, and evaluative criteria.

12. Become familiar with the responsibilities of an art teacher regarding mainstreaming, multicultural education, classroom management, and discipline procedures.

13. Develop an understanding of social, cultural and political opinions and issues that impact the visual arts and visual arts education.

14. Gain hands on teaching experience through several classroom presentations and practice teaching sessions.

**IDEA Course Evaluation Objectives**

IDEA Objective 4: “Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objective 8: “Developing skill in expressing myself orally or in writing.

IDEA Objective 10: “Developing a clearer understanding of, and commitment to, personal values

**Interstate New Teacher Assessment and Support Consortium (INTASC) Principles**

In this course we will utilize the following INTASC language and principles. This framework provides conceptual guidance and a common vocabulary for developing the understanding, knowledge and skills necessary for effective teaching. It will enhance the course as well as put us in accordance with the School of Teacher Education and Leadership, as well as the Secondary Teacher Education Program (STEP) in our common goal to ensure that you have ample opportunity to develop into excellent classroom teachers.

1. Content Pedagogy- The teacher understands the central concepts, tools of inquiry, and the structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

2. Student Development- The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.

3. Diverse Learners- The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.
5. Motivation and Management- The teacher uses an understanding of individual and group motivation to create a learning environment that encourages positive social interactions, active engagement in learning, and self motivation.

6. Communication and Technology- The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning- The teacher plans instruction based on knowledge of the subject matter, students, the community, and curricular goals.

8. Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. Reflective Practice: Professional Growth- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices an action on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**Required Texts**
Stewart, Marilyn G., *Rethinking Curriculum in Art*, 2005 Davis Publications,

**Other materials on Canvas**
Other class materials will be available on the class Canvas site. It is your responsibility to access these materials as they are assigned. From time to time, you will required to print some documents and bring them with you for use in class.

**Fees**
Materials for this course are provided through Caine College of the Art Differential Tuition

**Participation and Attendance**
Participation in class discussions and attendance is essential. Since a large part of this course is devoted to working in class, if you are considerably late or if you are frequently absent, your final grade will be lowered. Some assignments will be started in class and continued out of class, and all other class exercises will be reviewed during class hours.
Class time will also be used for lectures, slide or video presentations, critiques, discussions, and other miscellaneous activities. Therefore, it is **impossible** to do well in this course if you are absent. If you miss a class, it is your responsibility to get the information that you missed from another student. It is recommended that you exchange phone numbers with a few classmates for this purpose.

Punctuality and good attendance are important professional characteristics of the dedicated teacher. It is also important for students who wish to be good teachers. Three unexcused absences will lower your final grade by one full letter.

**Assignments and Procedures**

Assignments in this class are designed to build your knowledge, skills and confidence as a teacher. They are also designed to enhance and expand your studio art experience and skills. Some of the assignments and activities will be directly linked to your clinical experiences.

There will be **250 points possible for this class, as follows:**

- Art History Visual Culture Presentation ............... 50 points
- Written Reflections ........................................ 100 points
- Individual Unit Plan ........................................ 50 points
- Group Curriculum Portfolio ................................ 25 points
- Introduction Presentation .................................. 25 points

The final grading scale will be as follows:

- A: 232-250
- A-: 222-231
- B+: 215-221
- B: 205-214
- B-: 198-204
- C+: 188-197
- C: 168-187
- D+: 153-159
- D: 138-152
- D-: 128-137
- F: 127 and under

"A" represents outstanding work that shows exceptional effort and ability
"B" means that you excelled on the assignment
"C" means that you met the basic requirements of the assignment
"D" means that you have not met minimal course requirements
"F" means that you have completely failed to meet the course requirements

**Syllabus Change Policy**

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

**Withdrawal Policy and Incomplete "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student...
from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Americans with Disabilities Statement & Non-Discrimination Statement**
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

**Plagiarism Statement**
Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement (sic!). It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials" (Code of Policies and Procedures for Students, Article V, Section 3A.1). The penalties for plagiarism are severe. They include "#1) warning or reprimand and #2) grade adjustment" (see: Article VI, Section 1A): Other penalties may also be imposed at the Dean's discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling, and other appropriate disciplinary actions.

**Inclusion Statement**
No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."
This schedule is subject to change. It is each student’s responsibility to stay abreast of the schedule and any changes that are made. Please check Canvas often for news and updates.

Week 1

**T Sept 1**
IN CLASS
Overview: Syllabus Class structure, reflections & assignments
Presentations: Introduction All Students
Discussion: The Relationship between Methods & Clinical Experience-Goals, Objectives, Tasks & Journal

HOMEWORK
Reading: Reading: Engaging Visual Culture (EVC)
Chap. 3 Processes
Chap. 4 Origins
Chap. 5 Codes
PDF: Art and Visual Culture

Assignment: Reflection #1 What Impression Did You Make?
Bring In: An Art Object and a Visual Artifact

**TH Sept 3**
IN CLASS
Small Group
Activity: When Is Something Art?
World Café: What Is “Art” and “Non-Art”?
Group Discussion: How Do We Create Meaning In Art?

HOMEWORK
Reading: PDFs: Diversity in the Art Classroom
Gender Politics In the Back Seat of a Lowrider
It’s Art…I Didn’t Think He’d Have to Learn Anything
Videos: Chimamanda Ngozi Adiche: The Danger of a Single Story
Sir Ken Robinson: Bring on the Learning Revolution
Teaching Artists: Diversity In the Arts Classroom
Week 2

**T Sept 8**

**IN CLASS**

**Activity:** Who Are You? Who Are Your Students? Identifying Yourself in Relation to Your Students

**Small Group:** Identifying Challenges of Teaching to Diversity

**Discussion:** Broadening Minds and World View

**HOMEWORK**

**Reading:** RC–Chap. 7 Art and the Integrated Curriculum

PDFs- Keepers of the Second Throat
Talking Back to the World
Guerilla Girls: Art for Social Conscience
On the Street-Art Education in Action

**TH Sept 10**

**IN CLASS**

**Discussion:** Teaching to Larger Ideas & Questions

**Activity:** Writing For Meaning and Integration: Writing Prompts

**Art Activity:** Blind Contour Portraits

**Art Activity:** Integrating Words

**HOMEWORK**

**Assignment:** Reflection #2

Required Attendance at the Guerilla Girls Gig
T Sept. 10 at 5pm in the Performance Hall

**Art Activity:** Adding Color for Meaning: Finishing Portraits

**Reading:** PDF- Philosophical Questions & Children
Recognizing Philosophical Questions
Sample Philosophical Questions
Comparing Artworks
Thinking Through Aesthetics (TTA)
Chap 3 Wonder, Inquiry and the Philosophical Discussion
Chap 4 Generating Questions for Philosophical Inquiry

Week 3

**T Sept 15**

**IN CLASS**

**Discussion:** Fueling Inquiry-Enriching Art Making with Art History, Art Criticism and Aesthetics

**World Café:** Defining Aesthetics, Art History, Art Criticism, and Art Making

**Small Group Activity:** Creating Questions in Each Discipline

**Class Activity:** Compare and Contrast Art Works
HOMEWORK
Reading: TTA Chap 5 Activities for Philosophical Inquiry
        PDF-Using Role Play to Teach and Learn Aesthetics
Research: Tilted Arc
Video: Art21: Place

TH Sept 17
IN CLASS
Activity: Role Play: The Tilted Arc Hearing

HOMEWORK
Assignment: Reflection #3
Reading: Technology Tips For the Coming Year
         Age of the iKid
         Changing Art Educations Master Narrative
         Developing A Digital Portfolio in A Visual Arts Classroom
         Visual Culture and Literacy Online
         East Coast/West Coast Art Project

Week 4
T Sept 22
IN CLASS
Discussion: Technology For and In the Art Classroom
Video: Fresh Off the Vine-The Ellen Degeneres Show
       http://www.youtube.com/watch?v=IYxs3w7pWRy

Assignment: 6 Second Video
Discussion: Clinical Placements & Journals

HOMEWORK
Reading: Teaching Meaning in Art Making (TMAM)
         Chap. 3 Building A Knowledge Base for Art Making
         Chap. 4 Problem Solving
         Chap 5 Setting Boundaries
         Chap 6 Designing Studio Instruction
TH Sept 24
IN CLASS
Activity: Reading in Review
Class
Activity: Viewing 6 Second Videos
Small Group
Activity: So It's Cool, But What Did We Learn? Identifying Objectives & Outcomes

HOMEWORK
Assignment: Reflection#4
Reading: PDF-Investigating the Culture of Curriculum
Rubric for a Quality Art Curriculum
Caught Between Control and Creativity
The Arts and the Common Core
Research: Gathering Ideas and Information
Bring In: Texts- Teaching Meaning in Art Making & Rethinking Curriculum

Week 5
TH Sept 29
IN CLASS
Discussion: The Whole Enchilada: Big Picture Curriculum
Activity: Semester Curriculum Mapping
Small Group
Activity: Brainstorming Session for Enduring Idea
Assignment: Art History/Visual Culture Lesson Presentation
Assignment: Group Semester Curriculum

HOMEWORK
Research: Gathering Ideas and Information

TH Oct 1
IN CLASS
Small Group
Activity: Curriculum Planning

HOMEWORK
Research: Gathering Ideas and Information
Clarifying and Outlining Ideas
Week 6

**T Oct 6**
IN CLASS
Small group Meeting: Curriculum Planning

HOMEWORK
Review: RC - Chap. 6 Targeting Understanding: Assessment and the Curriculum
Readings: Assessment in Art Education (AAE)
Chap. 1 Introduction to Art Assessment
Chap. 7 Art Assessment Guidelines

Assignment: Create an assessment strategy for evaluating a selected artwork.
Bring the strategy and the artwork

**TH Oct 8**
IN CLASS
Small Group
Meeting: Evaluating and Assessing a Learning Experience and Artwork
Discussion: What is the Role of an Art Object in an Art Learning Experience?
Discussion: The Importance of Assessment in an Art Classroom

HOMEWORK
Assignment: Reflection #5
Reading: AAE Chap. 2 Performance Assessment Strategies
Chap. 3 Traditional Strategies: Test, Questionnaires & Visual Identification

Bring In: Finished Self Portraits

Week 7

**T Oct 13**
IN CLASS
Small Group Meetings: Group Check Ins with Dennise

HOMEWORK
Reading: AAE Chap. 4 Scoring and Judging Strategies
Chap. 5 Formative Assessment
TH Oct 15
IN CLASS
Activity: Are They Getting It? Exploring Formative Assessment

HOMEWORK
Reading: AAE Chap. 6 Summative Assessment
PDF’s-A Sampling of Critiques
-A Variety of Critique Strategies
-Guidelines for Leading an Effective Critique
-Steps for Preparing and Implementing a Critique
-Written Critique

T Oct 20
IN CLASS
Discussion: Creating a Meaningful Critique Experience
Activity: A Sampling of Critique Strategies Critiques
Discussion & Activity: Creating Rubrics

HOMEWORK
Assignment: Reflection #6

TH Oct 22
IN CLASS
DUE: Individual and Group Curriculum Portfolio Due to the Group For Peer Review & Grading
Discussion & Check Ins:

HOMEWORK
Readings: PDF-You Are Where You Sit
-Factors That Affect Classroom Spaces
-Watch Your Body Language
-Be Professional
-What You Should Know About Adolescents
Week 9

T Oct 27
IN CLASS
Discussion: Setting Up a Safe and Successful Classroom
Discussion: Behavior Management
Small Group
Activity: Brainstorm Classroom Management Scenarios
Activity: Role Play Scenarios

HOMEWORK
Assignment: Reflection #7
Reading: 5 Common Mistakes
Helping Students Deal With Anger
Positive Reinforcement Strategies for the Art Room
Show Respect to Gain Respect

TH Oct 29
IN CLASS
DUE: Peer Evaluated Group Curriculum Portfolios
Activity: Role Play Scenarios
Discussion: Share Clinical Experiences

HOMEWORK
Reading: Community and Trust
Engagement and Motivation
Challenge and Self-Efficacy
The Best Discipline is Good Curriculum

Week 10

T Nov 3
IN CLASS
Discussion: Reflections on Classroom Management

HOMEWORK
Assignment: Reflection #8

TH Nov 5
IN CLASS
DUE: Group Curriculum Portfolio
Discussion: Q & A Curriculum
Week 11

T Nov 10
IN CLASS
Art History Visual Culture Presentations: Group 1

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HOMEWORK
Assignment: Reflection #9

TH Nov 12
IN CLASS
Art History Visual Culture Presentations: Group 2

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HOMEWORK
Assignment: Reflection #9
Week 12

T Nov 17
Art History Visual Culture Presentations: Group 3

HOMEWORK
Assignment: Reflection #9

TH Nov 19
Art History Visual Culture Presentations: Group 4

HOMEWORK
Assignment: Reflection #9
Reading: PDFs-Building Hope
What’s Up With All the Teacher Bashing?
Leadership In Art Education-Taking Action In Our Schools
A Field Guide for Art Educators

Week 13

T Nov 24
IN CLASS
Discussion: The Politics of Education: Taking Action as Teachers
Check In: Clinical Experiences and Journals

HOMEWORK
Assignment: Reflection #10
TH Nov 26
IN CLASS
At Clinical Sites

Week 14

T Dec 1
At Clinical Sites

TH Dec 3
NO CLASS THANKSGIVING BREAK

Week 15

T Dec 8
IN CLASS
At Clinical Sites

TH Dec 10
IN CLASS
At Clinical Sites

Week 16 Finals

T Dec 15
9:30-11:20
IN CLASS
DUE Clinical Journals
Final Exam