
ART2045: Introduction to Art Education (10787)

SEMESTER AND YEAR: Spring 2022

MEETING TIMES AND LOCATION: T/R | Period 5 - 7 (11:45 AM - 2:45 PM); (Final Exam: 4/26/2022 @ 7:30 AM - 9:30 AM)

CREDIT HOURS: 3 **SECTION:** 10787 **ROOM:** Norman 1041

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker Hall 217: T 3:00-5:00PM email for additional times & appointment.

INSTRUCTOR CONTACT INFORMATION: 352-273-3079. **E-MAIL:** mtilland@ufl.edu

Description of Course: This course provides an overview of the art teaching field with particular emphases on rationales for teaching art, contemporary art teaching practices, community art experiences, and alternative career options. Students begin to engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development, writing reaction papers and by participating in group discussions of selected readings and field experiences in local public schools. Thirty hours of required observation in a school setting are offered as a powerful learning experience toward licensure.

*"In a Learning Society, learning is a journey, not a destination, a journey with peaks and valleys, breakthroughs and letdowns, a continuous cycle of never-ending exploration, followed by a few deeper periods of mastery." (Falk, J., & Dierking, L., 2002, pg. 174)**

Purpose and Objectives of the Course: This course is structured to introduce art majors to the theory and practice of teaching art. The following objectives reflect the dispositions, knowledge, and skills art education students should acquire in order to enter the art teaching profession. These objectives are aligned with the 6 Educator Accomplished Practices (FEAPs) mandated by Florida legislation (Rule 6A-5.065 Statute 240.529). At the completion of this course, students will be able to:

- Describe personal beliefs and values which influence art teaching theory and practice (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Identify Professional responsibilities and standards for art teachers in public school settings (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Explain historical, cultural, social, and economic foundations of art education practices in the U.S. (FEAPS 1 Instructional Design and Lesson Planning);
- Employ contemporary theories and literature in education, art, psychology, and other disciplines that influence art educational practice (FEAP 5 Continuous Professional Improvement);
- Create approaches to selecting, developing, presenting, and assessing learning activities in art (FEAPS 4 Assessment, FEAPS 2 The Learning Environment);
- Construct a list of professional organizations, literature, and resources to facilitate teaching and learning (FEAPS 5 Continuous Professional Improvement);
- Compare alternative career options for individuals in the field of art education (FEAPS 5 Continuous Professional Improvement);
- Analyze socio-culturally defined functions of art in general education and in the community (FEAPS 3 Instructional Delivery and Facilitation).

Methods of Instruction: In this course, students will learn from individual and small group assignments, lectures and class discussions, field experiences, and instructor modeling.

Students enrolled in ARE 2045 must have a **GATORLINK email account** and check it regularly. Students are also encouraged to join the **National Art Education Association** at the student rate, and the Florida Art Education Association, as part of their professional development as art teachers. Additional readings may be assigned at the discretion of the instructor. Art materials required for this course will be provided through the lab fee.

Text and Materials: No required textbook. Any additional readings and resource will be available online through **ARES**, UF eLearning **Canvas** (LMS), and **Livetext™** portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/>.

Suggested Text: While there are NO required textbook purchases for ARE2045, the following are some additional readings recommendations for anyone building a personal art education reference library and may prove useful in your independent growth as an artist/educator.

- Blandy, D. & Bolin, P. (2018). *Learning things : Material culture in art education*. New York, NY: Teachers College Press.
- Buchalter, S. (2011). *Art therapy and creative coping techniques for older adults*. London, England: Jessica Kingsley Publishers.
- Buchalter, S. (2017). *250 brief, creative & practical art therapy techniques: A guide for clinicians and clients*. Eau Claire, WI: PESI Publishing & Media.
- Garner, R. (2016). *Digital art therapy: Material, methods, and applications*. London, England: Jessica Kingsley Publishers.
- Hetland, L. and Winner, E. (2013). *Studio thinking 2: The real benefits of visual Arts Education 2* Revised Edition. New York, NY: Teachers College Press
- Linsin, M. (2014). *Classroom management for art, music, and PE teachers*. New York, NY: JME Publishing.
- Manifold, M. C., Willis, S., & Zimmerman, E., (2016). *Culturally sensitive art education in a global world: A handbook for teachers*. Reston, VA. National Art Education Association.
- McNiff, S. (1998). *Trust the process: An artist's guide to letting go*. Boulder, CO: Shambhal.
- Rubin, Aron, (1984). *Child art therapy: Understanding and helping children grow through art*. (2nd Edition). New York< NY: Van Nostrand Reinhold.
- Sennett, R. (2008). *The craftsman*. New Haven, CT. Yale University Press.
- Simpson, J. W., Delaney, J. M., Carroll, K. L., Hamilton, C. M., Kay, S. I., Kerlavage, M. S (1999). *Creating Meaning Through Art*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Tharp, T. (2006). *The creative habit: Learn it and use it for life*. New York, NY. Simon & Schuster.
- Tomlinson, C. (2004). *How to differentiate Instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Villeneuve, P. (2017). *Visitor-Centered Exhibitions and Edu-Curation in Art Museums*. Winter Springs, FL: RL Publishers.
- Wiggins, G. and McTight, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Livetest™ Account: Art Education Certificate only. A onetime purchased LiveText™ membership is required for successful completion of your state approved art educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™. The link below will show you how to create a live text account for recording state requirements and internship experience.
<https://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing: Art Education Certificate only. Public School Field experiences only. The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/>

ARE2045 Course Requirements

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

Course Requirements: To achieve the objectives of this course, the student will:

- Begin compiling a teaching portfolio that documents professional development and experiences;
Build a professional art teaching Portfolio;
- Participate in all in-class and out-of-class activities (field experiences) associated with the course;
- Respond to assigned readings, review resource materials, and write/present and original lesson/project plan;
- Earn a passing grade on any quizzes or exams given;
- Keep a journal and time sheet of participation and observations during his/her field experiences;
- Arrive to class on time and be prepared to participate in all class activities;
- Make appropriate use of class time to complete course requirements; and
- Begin to take primary responsibility for his/her own professional development as an art teacher.

Grading policy: Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

Grading Scale:

95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E.

To determine the impact of grades on GPAs: www.registrar.ufl.edu/catalog/policies/regulationgrades.html .

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF grading policies.

Please Note: A grade of C- or below will not count toward major requirements.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

Evaluation: Final grades will be calculated according to the following percentages:

✓ Professional Portfolio (Portfolio document/projects/philosophy/projects (4), lesson/project plan)	30%	100 pts.
✓ Reading Discussion (5)	20%	100 pts.
✓ Professionalism/Participation	10%	100 pts.
✓ Key Tasks	40%	
- Art Resource File (25)		100 pts.
- Experience Project Documentation (4)		100 pts.
- Ethics Quiz and Philosophy		100 pts.
- Lesson Plan Facilitation/Presentation (Portfolio document/projects/philosophy)		100 pts.
	100.00 %	700 pts.

Professional Portfolio (30% /100pts.): current resume, 200-400 word emerging teaching philosophy, artist statement, lesson plan: Project Sheet (2), personal artwork, Student resource list/Teacher Resource list

Reading Reviews and Projects (20%/100 pts.):

Professionalism/ Participation (10% / 100pts.): Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused are all aspects of this score. The professionalism grade will be determined based on the following factors:

Attendance and Punctuality Policy: 2 absences will be excused. Every subsequent unexcused absence will take 3 points off the final grade points. 3 tardys count as 1 absence. A student wishes to have an absence excused they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence. Requirements for class attendance and make-up exams,

assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Professional Behavior in Class and During Field Experiences: Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can influence this score.

Key Tasks (40%/400 pts.):

Key Task: Activity	Accomplished Practice	Indicator Number and Description
Art Resource File (25) (Portfolio) (100pts)	FEAPS 5 Continuous Professional Improvement	5e. Engages in targeted professional growth opportunities and reflective practices; and.
Experience Project Documentation (4) (100pts)	FEAPS 2 The Learning Environment	2e. Models clear, acceptable oral and written communication skills.
Ethics Quiz (100pts)	FEAPS 6 Professional Responsibility & Ethical Conduct	6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.
Lesson Plan/Project Sheet Facilitation/Presentation (100pts)	FEAPS 3 Instructional Delivery and Facilitation	1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Art Resource File: You will curate and assemble 25 quality art resources. Each resource will require a short description (1-2 sentences) about the articles, web sites, videos etc. that you find valuable. The resource may have sub categories depending on your areas of interests.

Experience Project s and Documentation: You will work on 4 art projects throughout the semester to engage you in a variety of creative and [aesthetic experience and processes](#) and document your progress along the way. What do you do when you need to get your creative juices flowing? Do you brainstorm new thoughts or ideas with a friend or co-worker? Maybe you give yourself a period of time to decompress and wait for creative inspiration to strike. Or, do you immerse yourself in the area of knowledge where creativity is needed? At the Therapy Group of NYC we believe creativity is a good thing, too. Scientists are continuing to uncover encouraging evidence that engaging in creative activities — from painting to potting plants to planning parties — is beneficial to your mental health and well-being. A 2016 study in The Journal of Positive Psychology titled [Everyday creative activity as a path to flourishing](#), supported these earlier findings, concluding that “spending time on creative goals during a day is associated with higher activated positive affect (PA) on that day.”

Ethics Quiz: The creation of an ethics quiz (online quiz tools/ and apps can be explored) to be test run on 2 of your peers will test your knowledge of the Florida state rules governing ethical conduct. State Board of Education Rule 6B-1.001, FAC requires educators in Florida, to believe in the worth and dignity of each human being, recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

Lesson Plan/Project Sheet: You will design an original lesson plan/Project using the template provided. This includes using the national and state art standards for the appropriate age level you plan to teach in the future. A detailed method(s) of assessment and lesson plan template will be provided on canvas, and time will be built into our class meetings schedule to assist you on this assignment. There is an option to work collaboratively. This assignment will be peer reviewed as part of the process.

***Quote References:** Falk, J., & Dierking, L. (2002). Lessons without Limit. Walnut Creek, CA: AltaMira Press.
Duckworth, E., (1996). The having of wonderful ideas. New York: Teachers College Press.

ARE2045 Academic Policies and Procedures:

"There are two aspects of providing occasions for wonderful ideas. One is being prepared to accept children's ideas. The other is providing a setting which suggests wonderful ideas to children." (Duckworth, E., 1987 pg. 224)

Electronic Device Policy: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. New research has shown that reading on line reduces comprehension. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy:

Late assignments lose 10% of their value for being late and **will not be accepted beyond 14 days of the due date without prior email approval**. Being absent from class does not excuse (must be in writing) a student from meeting assignment deadlines. Students will have the opportunity to make up work missed only when absence is excused as per UF <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> and permission is requested and given through email.

Online Resources:

International Child Art Foundation <http://www.icafe.org/>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <http://www.cpalms.org/Public/search/Standard>

NAEA Advocacy <https://www.arteducators.org/advocacy>

Fingerprinting Information <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/>

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

Florida Teacher Certification Examinations (FTCE) [FTCE General Knowledge Test (GK); FTCE Professional Education Test (PEd); FTCE Subject Area Examinations (SAE/Art Education)] http://www.fl.nesinc.com/FL_register.asp

Student Conduct and Honesty Codes: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>. Proper citation formats of APA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/electref.html>

Students with Disabilities: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

Counseling Services: The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a **team member can reach out to the student**.

- **University** Police Department: (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services** (SARS), Student Health Care Center, (352) 392-1161

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Volunteer Application for Alachua County Public Schools: *You are required to complete a new application each year. All applications for the 2019-20 school year will expire on June 30, 2020. As part of standard safety practices, all volunteers and visitors must provide a photo ID each time they visit an Alachua County Public School or facility. A national check of the sexual predator registries is completed each time a volunteer checks into our facilities. Other criminal history websites are checked as warranted.* <https://apps.raptortech.com/Apply/MTU3OmVu/VVT#>

Course Calendar

ARE 2045 Spring 2022 Schedule Sequence and Assignments (tentative) 1/1/2022

This calendar is subject to change at the discretion of the instructor.

Week	Date	Agenda Topic	Due on this Date (before class & online in Canvas)
Choosing to become an Art Professional			
Week 1	1.6	Introductions to course(creativity activity) Review syllabus /Web site(s)/ INTRO project	Creativity Activity post online after class Look at https://www.davisart.com/free-resources/
Understanding the Learner Child Development Insights not Profiles			
Week 2	1.11	Introduce Project 1: Our World 3-5 slides presentation about you and 1 slide discovery from Davis Art	CLASS Presentations 3-5 slides presentation about you and 1 slide discovery from Davis Art
	1.13	READING 1 TOPIC: Child Development Insights not Profiles Project 1: Our World workshop (sketches or image)	READING 1 TOPIC: (Child Development) 2 reading responses Project 1: Our World journal entry
Week 3	1.18	Studio Habits and Blooms Taxonomy Lesson Plan objective/ standards (Partner) Project 1: My Place workshop Introduction Art Resource file begin	
	1.20	Project 1: Our World workshop	Project 1: Our World journal entry
Week 4	1.25	READING 2 TOPIC DISSCUSSION: Trauma and Well Being Project 1: Our World workshop	READING 7 TOPIC DISSCUSSION: Trauma and Well Being. *Field Experience Journal/Blog (ongoing)
	1.27	Project 1: Our World workshop	Project 1: Our World Critique/Discussion
Cultivating Artistic Behaviors			
Week 5	2.1	Introduce Project 2: Sketchbook Lesson Project Plan workshop	
	2.3	Project 2: Sketchbook workshop	Project 2: Sketchbook journal entry
Week 6	2.8	READING 3: Art Education in Alternative Sites: Museums, Hospital, and Art Centers CLASS Presentations (3)	READING 3: Art Education in Alternative Sites: Museums, Hospital, and Art Centers
	2.10	Project 2: Sketchbook workshop	Project 2: Sketchbook journal entry
Week 7	2.15	Project 2: Sketchbook workshop	Ethics Resource and Quiz (Online Canvas) *Field Experience Journal/Blog (ongoing)
	2.17	Project 2: Sketchbook workshop	Project 2: Sketchbook journal entry
Week 8 Mid Term	2.22	READING 4 TOPIC: SPECIAL POLULATIONS (Online Canvas) CLASS Presentations (3)	READING 4 TOPIC: SPECIAL POLULATIONS (Online Canvas)
	2.24	Project 2: Sketchbook workshop	Project 2: Sketchbook Critique Discussion
		UF Spring Break - March 5-12	UF Spring Break March 5-12
Engaging Learners with Artifacts and Images			
Week 9	3.1	Project 3: Lesson Plan In Process Samples Introduction	
	3.3	Project 3: Lesson Plan In Process Samples workshop	Project 3: Lesson Plan In Process Samples journal entry
Week 10	3.15	READING 4 TOPIC: SPECIAL POLULATIONS Tools and Adaptations Project 3: Lesson Plan In Process Samples workshop	READING 4 TOPIC: SPECIAL POLULATIONS (Online Canvas)
	3.17	Project 3: Lesson Plan In Process Samples workshop	Project 3: Lesson Plan In Process Samples journal entry
Week	3.22	Project 3: Lesson Plan In Process Samples workshop	

11			
	3.24	CLASS Presentations (3)	Project 3: Lesson Plan In Process Samples Critique/Discussion
Using Artistic Strategies			
Week 12	3.29	READING 5 TOPIC DISCUSSION: SELECT A TOPIC of YOUR INTEREST Project 4: Portfolio/Project Website Introduction CLASS Presentations (3)	READING 5 TOPIC DISCUSSION: SELECT A TOPIC of YOUR INTEREST *
	3.31	Project 4: Portfolio workshop	Project 4: Portfolio Journal Entry
Week 13	4.5	Project 4: Portfolio workshop	
	4.7	Guests Student Interns: Portfolio share. Project 4: Portfolio workshop	Project 4: Portfolio Journal Entry
Week 14	4.12	Project 4: Portfolio workshop Creativity Activity #2	Creativity Activity #2 post online after class
	4.14	Project 4: Portfolio workshop	Project 4: Portfolio Journal Entry
Week 15	4.19	FINAL Portfolio presentations (share and celebrate)	Project 4: Portfolio Critique/Discussion <i>Final Exam as needed 4/26/2022 @ 7:30 AM - 9:30 AM</i>

January 17: Martin Luther King, Jr. Day; March 5 - 12: Spring Break; Classes End April 20; Finals Week April 23 - 29