

ARE 2045: Introduction to Art Education

SEMESTER AND YEAR: SPRING 2026

CREDIT HOURS: 3

SECTION: N041, 10482

MEETING TIMES AND LOCATION: T/R 11:45 AM – 2:45 PM, Norman 1041

Faculty Contact Information

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Office Hours: Thursdays, 3:00 pm – 4:00 pm, Walker 217, and by appointment

Description: This course provides an overview of the field of art education 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, engaging in studio projects, writing reaction papers, and by participating in group discussions of selected readings.

Student Learning Outcomes: 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. At the completion of this course, students will be able to:

- 1) Describe personal beliefs and values which influence art teaching theory and practice.
- 2) Identify professional responsibilities and standards for art teachers in public school settings.
- 3) Explain the historical roots of art education practices in the U.S.
- 4) Identify philosophical foundations and approaches as applied to the field of education.
- 5) Employ contemporary theories and literature in education, art, psychology, and other disciplines that influence art educational practice.
- 6) Create approaches to selecting, developing, presenting, and assessing learning activities in art.
- 7) Explore alternative career options for individuals in the field of art education

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

Textbook and Materials: There are no required textbooks or materials for this course. All required reading materials for this course will be provided through Course Reserves via Canvas.

Evaluation and Grading: Final grades will be based on timely completion of all requirements for the course. Final grades will be determined according to the following 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.

Learning Activities: Below, please find a list of major course assignments, their descriptions, and weight. All assignments will be submitted via Canvas.

Writing Assignments (20% of total grade)

Reading Reviews (20 points each): Over the course of the semester, you will complete seven (7) Reading Reviews. These writing assignments will be guided by prompts made available on our course Canvas site.

Teaching Philosophy (50 points): After learning about the main philosophical approaches to the field of education, you will write a preliminary position statement regarding your own approach to teaching art. You will receive feedback on a draft of your teaching philosophy before submitting a final document.

Lesson Planning and Teaching Assignments (25% of total grade)

Harn Visit Facilitation (30 points): In learning about teaching art outside of school walls, we will explore museum education practices by visiting the Harn. During our visit, you will select a work and design/facilitate a 5-minute activity for your classmates.

Mini-Lesson (50 points): Throughout the course, we will engage in student-led mini lessons. If working individually, you will design and present a 10-minute mini lesson on a topic, artwork, method, or exercise of your choosing. You may also choose to work with a partner, presenting a 15 to 20-minute mini lesson.

Lesson Plan & Project Sheet (100 points): Using the template provided, you will design an original lesson plan/project using. Your lesson will be tied to national and state art standards for the appropriate age level you plan to teach in the future. Your lesson plan will include contemporary artists, class activities, art projects (a skill-builder and a final project), an assessment, and example works.

Studio Assignments (20% of total grade)

Studio Projects with Documentation (50 points each): Over the course of the semester, you will complete four (4) studio projects. To document each project, you will take notes, make plans, and reflect in your sketchbook.

Portfolio Assignments (25% of total grade)

Professional Portfolio (100 points) & Presentation (20 points): As the culminating project of the semester, you will create a professional portfolio that includes a current resume, your emerging teaching philosophy, artist statement, personal artwork, and a complete lesson plan.

Course Participation (10% of total grade)

Professionalism/Participation (12.5 points weekly): You will receive a weekly grade reflective of your professionalism and participation in class activities. 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 your final grade percentage. 3 tardies count as 1 absence. For further information on what constitutes an excused absence, please see the UF Attendance Policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Field Code Changed

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.

Professionalism: Teacher professionalism contains three essential characteristics; competence, performance, and conduct— all of which directly influence the teacher's effectiveness. Professionalism becomes especially critical in the internship context, and it includes respect, compassion, integrity, and altruism in relationships with students, colleagues, and other stakeholders. While engaged in class meetings, sensitivity and responsiveness to differences in lived experience is expected. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability.

Academic Policies and Procedures: Please use the following link for an overview of all campus-wide academic policies and procedures: <https://go.ufl.edu/syllabuspolicies>

Late Assignment Policy: In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late.

Academic Honesty: All 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."

While all students are expected to abide by the UF Academic Honesty Policy in its totality, here, your attention is particularly drawn to the issue of plagiarism. You may not submit papers or projects that were created by another person(s). This includes A.I. generated responses. Further, you must **properly cite sources for any material used in completing course assignments (this applies to scholarly and non-scholarly sources)**.

Submitting work that has been plagiarized will result in a failing course grade. All violations to the UF Academic Honesty Policy will be reported to the Dean of Students. Should you need one-on-one help with citations, your instructor is available.

Class Recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the

presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Code of Conduct.

Course Schedule: Below, you will find a tentative course schedule, including due dates for major assignments. Should the schedule be changed, you will be notified via Canvas.

Week	In-Class Topic (Tues.) & In-Class Project (Thurs.)	Assignment Due <small>**Unless otherwise noted, all assignments are due Thursday at midnight. Course readings related to each topic will be posted via Canvas and must be completed BEFORE class every Tuesday.**</small>
WEEK 1 January 13/15	1/13: Personal Introductions Course Introductions Review syllabus/Canvas site Select Research Seminar Teams & Topics	
WEEK 2 January 20/22	1/16: Studio Project 1: Portrait of an Artist 1/20: Artist/Teacher and Teacher/Artist	Reading Review 1
WEEK 3 January 27/29	1/22: Studio Project 1: Portrait of an Artist 1/27: A Brief History of Art Education	Studio Project 1
WEEK 4 February 3/5	1/29: Studio Project 1: Portrait of an Artist 2/3: Philosophical Approaches in Art Education & Theories of Childhood Development	Reading Review 2
WEEK 5 February 10/12	2/5: Studio Project 2: Interdisciplinary Bookmaking 2/10: Contemporary Pedagogical Approaches in Art Education	Reading Review 3
WEEK 6 February 17/19	2/12: Studio Project 2: Interdisciplinary Bookmaking 2/17: Contemporary Pedagogical Approaches in Art Education, Cont.	Teaching Philosophy DRAFT Studio Project 2
WEEK 7 February 24/26	2/24: Talking About Art & Aesthetic Puzzles 2/26: Studio Project 3: Visual Communication through Printmaking	Reading Review 4

WEEK 8 March 3/5	3/3: Lesson Planning Basics & Lesson Planning Workshop NO CLASS MEETING 3/5: NAEA Conference	Lesson Plan & Project Sheet DRAFT
WEEK 9 March 10/12	3/10: Interdisciplinary Practices in Art Education & Building Pedagogical Resources 3/12: Studio Project 3: Visual Communication through Printmaking	Reading Review 5 Teaching Philosophy
WEEK 10 March 17/19 SPRING BREAK	NO CLASS	
WEEK 11 March 24/26	3/24: Art Education in Non-School Settings MEET AT THE HARN 3/26: Studio Project 3: Visual Communication through Printmaking	Reading Review 6 Harn Visit Facilitation
WEEK 12 March 31/April 2	3/31: Art Education in Non-School Settings, Cont. 4/2: Studio Project 3: Visual Communication through Printmaking	Lesson Plan and Project Sheet Studio Project 3
WEEK 13 April 7/9	4/7: Art and Wellbeing 4/9: Studio Project 4: Skill-Builder and Final Lesson Examples	Reading Review 7
WEEK 14 April 14/16	4/14: Art and Wellbeing, Cont. & Working with Special Populations 4/16: Studio Project 4: Skill-Builder and Final Lesson Examples	Studio Project 4
WEEK 15 April 21	4/21: Final Portfolio Presentations and Celebration!	Professional Portfolio & Presentation