COURSE SYLLABUS

DESCRIPTIVE INFORMATION

A. ARE 5359  Teaching Art K-12
Summer A: Mondays/Wednesdays 4:00 – 8:50 P.M.

B. CATALOG DESCRIPTION

Transition from university art studio practices to public school teaching of art. Organizing, designing and analyzing art experience and activities appropriate for elementary and secondary school students.

Dr. Thomas M. Brewer
Four (4) Credit Hours
Prerequisite: Intended for art education graduate student pursuing a Masters of Arts degree and post bac students seeking certification
Instructor: Dr. Thomas Brewer
Office ED 122U, Phone: 407-823-3714 email: tbrewer@mail.ucf.edu
Office Hours: MW 2-4pm

C. STATEMENT OF COURSE GOALS AND OBJECTIVES

Overall Course Objective: To examine teaching methodology relative to the elementary, middle, and secondary school settings.

Key for Standards
NS: National Standards
1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and culture
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between the visual arts and other disciplines

FSS: Florida Sunshine State Standards
1. The student understands and applies media, techniques, and processes
2. The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions in visual art
3. The student understands the visual arts in relation to history and culture
4. The student assesses, evaluates, and responds to the characteristics of works of art
5. The student makes connections between the visual arts, other disciplines, and the real world.

FEAP/PEC: Florida Accomplished Practices/Professional Education Competencies
SAC: Subject Area Competencies
ESOL: English to Speakers of Other Languages

A. The student will design and present elementary and secondary level lesson plan. SAC 12 (1-4), 13 (1-4), 14 (1-3), 15 (1-5), 17 (1-3), 21 (104).

B. The student will develop professional portfolios and resumes (materials) in preparation for teaching jobs. NS 6, FSS 5

C. The student will attend at least one community arts venue, i.e. museum or gallery. FEAP/PEC 3, SAC 11 (1-4), 12 (1-4).

D. The student will investigate classroom management options. FEAP/PEC 9

E. The student will review and apply national and state curriculum standards. NS 1-6, FSS 1-5

F. The student will examine and formulate visual arts assessment procedures. NS 5, FSS 4, FEAP/PEC 1

G. The student will write critically about contemporary works of art. NS 2, 3, 4, 5, FSS 2, 3, 4, SAC 11 (1-4), 12 (1-4), 13 (1-4), 21 (1-4).

H. The student will understand the history and implement national and state standards. NS 1-6, FSS 1-5

I. The student will work with the World Wide Web as a teacher resource. FEAP/PEC 12, SAC 9 (1-3).

J. The student will participate in peer teaching and small group activities. FEAP/PEC 8, 10

K. The student will develop reflective practicing skills through critical response and analysis of contemporary research and theory in Art Education. NS 4, FSS 3, SAC 12 (1-4), 13 (1-4), 14 (1-3), 15 (1-5), 16 (1-2), 17 (1-3).

D. **REQUIRED TEXTS AND READINGS**


   Purposes, Principles, and Standards for School Art Programs. NAEA. (Order from NAEA).

**Elementary Readings**


ARE 5359-- Packet material provided

Reading and assigned work may be subject to change.

**E. MAJOR TOPICS OF THE COURSE**

Perception, theories of perception, community support, national standards, state standards, student and program assessment, technology, Arts for a Complete Education (ACE), creativity, lessons plans, assessment of performance in teaching, teaching strategies, traditional media, art appreciation, art vocabulary, art education vocabulary, prominent persons in art education, theories of learning, motivational techniques, identification of concepts, problem solving, curriculum development, verbal articulation, rationales for art, art and culture, evaluation, discipline, program administration and supervision, classroom management, exhibitions/shows, ordering supplies/budget, public relations, record keeping, reading and writing skills, elementary art, educational philosophy, history of art education, tests and measurements, discipline-based art education, philosophy of art, interpreting meaning of art forms, aesthetic responding, safety of supplies and equipment.

**F. ACADEMIC COURSE REQUIREMENTS INCLUDING SPECIFICATION OF REQUIRED PAPERS, PROJECT/Demonstrations, EXAMINATION**

1. **Article Presenters**, one assigned reading group and report to be presented in ppt, six image per page format. Each presenter reports on and turns in one related article with ppt.

2. **Non-presenters** write reflectively about 3 major points from the assigned reading (1 ½-2pg, 20pts). Intro, 1, 2, 3, conclusion.

3. **Curriculum Plan** consists of 3 elementary level and 3 secondary level lesson plans (10-12 pgs). The ideas for these plans will be discussed and worked on in class and include 3 elementary plans (one 2-D, one 3-D, and one misc.) and 3 secondary plans (one 2-D, one 3-D, and one misc).
• Work from one contemporary artist (within past 20 years and aesthetically challenging) is required for each lesson with a minimum of 2 slides each for a total of 12. Powerpoint presentation required to show images.
• 6 new references minimum, one per plan. Should be a 50/50 mix of internet, scanned and digital images.
• A statement of origin must accompany the paper.
• Should be newly constructed not a lesson developed previously or done for another class
• SSS must be included
• Include black and white proofsheet of artwork
• A proposal for this unit will be reviewed in advance. (20 points)

5. *Unit Plan Presentation: 20 minute presentation. Show images of selected artists in powerpoint presentation.

6. *Classroom Management Plan

7. *Assessment Rubric

8. State and National Standards

9. *Peer teaching and small group work

10. Professionalism: includes absences, punctuality, and cooperative attitude

11. No food or drink allowed during class. Eat either before, after, or at break. Turn off cell phones

* FEAP/PEC major program artifacts to be assessed by program rubric:
   1 Assessment
   9 Learning Environments

All written assignments must be typed and follow the APA form for quoting materials and listing references. If you use Internet sources you must provide the address and a hard copy of the text. No grade will be assigned if there are any questions about quoted materials.

According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.
G. EVALUATIONS AND GRADING INCLUDING THE WEIGHT OF EACH
DESIGNATED COURSE REQUIREMENTS LISTED IN V. ABOVE (ACADEMIC
REQUIREMENTS) AND CONVERSION TO UNIVERSITY GRADING SCALES

H. ASSIGNMENTS AND POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 reading PPT presentation</td>
<td>80</td>
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<tr>
<td>5 reading comments</td>
<td>100</td>
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<tr>
<td>Unit Plan Proposal, ppt</td>
<td>40</td>
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<tr>
<td>Expand Unit Proposal, ppt</td>
<td>40</td>
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<tr>
<td>Classroom Management Plan</td>
<td>20</td>
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<tr>
<td>Assessment rubric</td>
<td>20</td>
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<tr>
<td>Curriculum Plans</td>
<td>100</td>
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<tr>
<td>Unit Presentation, ppt</td>
<td>50</td>
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<tr>
<td>Professional</td>
<td>20</td>
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Total 470

This total may change during the semester due to additional assignments or pop quizzes. Extra credit assignments are available.

Evaluation is based upon performance and the method of recording progress is through a letter grade. Students’ studio grades are based upon quality of work, effort at completing the task, and improvement. All activities and stages of projects are given a grade.

Grading Scale
A = 94-100%
A- = 90-93%
B+ = 87-89%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below

I. MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Lecture</td>
<td>25%</td>
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<tr>
<td>Discussion</td>
<td>25%</td>
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<tr>
<td>Demo/present</td>
<td>25%</td>
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<tr>
<td>Field Study</td>
<td>25%</td>
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J. ADMINISTRATIVE COURSE REQUIREMENTS INCLUDING SPECIFICATION
OF POLICIES RELATED TO SUCH MATTERS AS ATTENDANCE AND LATE
ASSIGNMENTS

The maximum number of unexcused absences for a studio or lecture course is equivalent to
the number of class meetings per week with the exception of summer school, when the
number of unexcused absences shall be one(1). An instructor may impose a penalty at
his/her discretion for unexcused absences in excess of the prescribed number by penalizing
the student's grade (as part of professionalism).

Work missed in class due to absence is the student's responsibility. Students must obtain
class notes, information about what activities were covered, etc., from classmates and
complete the work missed due to absence. The professor is not responsible for seeing that
you make up work due to absences. Late papers due to absence must be turned in the
next class meeting and will be penalized by grade. No make up exams or quizzes are
given.

K. BIBLIOGRAPHY

TEXTBOOKS, JOURNALS, SOURCES FOR ART EDUCATION MATERIALS

National Art Education Association (NAEA)
1916 Association Drive
Reston, VA 22091-1590
703-860-8000

Art Education, the journal on art education published by NAEA

School Arts, journal by Davis Publications

Arts and Activities

World Wide Web
Publishing Company, Inc.
Brace Jovanovich.
Herberholz, D. & Herberholz, B. (1994). Artworks for elementary teachers, (Seventh
Education Association.

ARE 5359 DEMOGRAPHIC INFORMATION

NAME__________________________________  Ph #____________________

Degree seeking ___________________________  Stage _________________

Address
______________________________________________________________________

email: _________________________________

What do you consider your strengths are as an artist?

What do you consider your strengths are as a teacher or future teacher?

What do you think is important for students in grades K-6 to know about art?

At this time, do you feel you are well prepared for being an art educator?  What other information would be helpful?