



**FLORIDA INTERNATIONAL UNIVERSITY  
ART EDUCATION**

**ARE 4316: Section U01  
Special Teaching Lab-Art K-6 (03 credits)**

Semester: Fall 2016  
Tuesdays 5:00 p.m. – 9:05 p.m.

**Instructor:**

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Office Hours: Mondays 3:00-4:00; Tuesdays 2:00-4:00; Thursdays 2:00-4:00

**I. Course Description**

This course is designed for the development of instructional skills, techniques, and strategies for teaching art in the elementary school. Laboratory and field participation required.

**II. College of Arts, Sciences and Education Conceptual Framework**

The desired future of the CASE School of Education and Human Development at *Florida International University* is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the School. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

ARE 4316: Reflective Inquirer (Skills)

**III. Program Standards/Competencies Covered in Course**

This course is aligned with the standards, principles, competencies, and practices of: National Visual Arts Standards, Florida Sunshine State Standards-Visual Arts, Florida Educator Accomplished Practices (FEAP). Students can access the Florida Educator Accomplished Practices at <http://education.fiu.edu/facultyresources.html> and the Florida Next Generation State Sunshine Standards for Art Education at <http://www.fldoe.org/bii/curriculum/sss/>.

## **National Visual Art Standards**

- Standard #1 Understanding and applying media, techniques and processes.
- Standard #2 Using Knowledge of structures and functions.
- Standard #3 Choosing and evaluating a range of subject matter, symbols and ideas.
- Standard #4 Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- Standard #5 Understanding the visual arts in relation to history and cultures.
- Standard #6 Making connections between visual arts and other disciplines.

## **Florida Next Generation Sunshine State Standards – Visual Arts K-12**

- Critical Thinking and Reflection
- Skill, Techniques, and Processes
- Organizational Structure
- Historical and Global Connections
- Innovation, technology, and the Future

## **IV. Required Textbook, Readings, and Other Instructional Materials**

Linderman, M. G. *Art in the Elementary School*. McGraw-Hill.

**Internet Access:** You are required to have access to the Internet to participate in certain assignments and for ongoing course participation.

## **V. Course Requirements and Grading Standards (Subject to Change)**

1. Every student must register for TaskStream at <http://education.fiu.edu/taskstream> by deadline stated on syllabus.
2. TaskStream Assignment must be evaluated, approved and uploaded properly in order to receive a final grade. If the Artifact for the TaskStream is not successfully completed by the end of the course, you will NOT be able to obtain a passing grade and 5 points will be deducted from your grade total.
3. On Time class attendance / Sign roll each class (first five minutes of each class) / Absences and tardiness will lower your grade (See Grade Policy for details).

4. Smart phones must be turned off or switched to silent during class. iPads or laptops cannot be used during class unless asked by the professor for specific class activities and assignments.
5. Work/Assignments turned in after DUE DATES will be graded down one point per week. One paper may be recycled for a higher grade, which will be one point less than the maximum allowable points. Assignments via email will not be accepted.
6. All written assignments must be turned in with a scoring rubric available at course website or provided electronically. Bring a flashdrive or CD to download these rubric forms in class. Failure to include the rubric will result in deduction of grade.
7. Reading the assigned chapters & handouts, and participation in class discussion is part of your class participation grade. You will only receive points in this area if you read and participate in discussion during every class session. Additional class participation points can be earned through various class activities.
8. NO SMOKING or DRINKS in the classroom. Respect those who are presenting or leading class discussion.
9. Notebook – contents, including Module Resources (everything beyond assignments) need to be organized with tabbed dividers and front and back original cover design.
10. One ARTWORK ASSIGNMENT will be DUE each class session in your portfolio.
11. Write down and follow the criteria assigned for each drawing. One point will be deducted if the completed drawing/work is not presented at the beginning of the class.
12. Pop quizzes on reading assignments and class discussions will be given at the professor's discretion.
13. The professor reserves judgment on the student's final grade.
14. Any student may request to be excused from class to observe a religious holy day of his/her faith as per the policy stated in the University catalog and student handbook. Assignments due on that day are not excused and need to be turned in on time (send with a friend or turn in early).
15. It is the responsibility of the student to know and remember the due dates of all assignments and readings, and to keep a record of assignment grade points. Stay organized, set personal goals and deadlines in addition to those required for this course and review the syllabus and Module regularly for assignments and due dates.
16. Field school log with the art teacher's signature must be turned in order to receive credit for field experience.

## GRADE POLICY

### Assignments

Text Group Presentations.....	3
M1 T1 Developmental Stages of Child Art.....	3
M1 T2 2 typed Critical Art Classroom Observations.....	6
M2 T1 Identification of National and State Visual Arts Standards.....	6
M3 T1 Resource Notebook Design and Content Organization.....	6
M4 T1 TaskStream Art Activity Lesson Plan.....	5
M4 T2 TaskStream Art Activity Teacher Evaluation and Self Evaluation .....	7
M4 T3 Understanding Art Criticism (Feldman Synopsis).....	3
M4 T4&5 Art Criticism Plan, Teacher Evaluation and Self Evaluation.....	7
M4 T6 Art History Handout and Presentation.....	6
M4 T7 Art Game & Present to Class (two forms 4+3=7).....	7
Prints of Art Work and Artistic Statement.....	3
Portfolio .....	12
Puppet Show Production Presentation.....	6
Final Art Exhibition .....	5
Class Participation (Includes: Reading, Discussion and Quizzes) .....	15
	<u>100</u>

### Extra Credits

FAEA Conference Reaction paper (2 presentations minimum).....	5
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### Reduction in Points:

A.	Absences:	1 Day .....	3
		2 Days .....	6
		3 Days .....	12
		4 Days .....	24
		5 Days .....	I or F
B.	Late Arrival or Early Departure:	1 Day... ..	1
		Each One Following .....	2

### Grade Equivalent:

<u>TOTAL POINTS</u>	<u>FINAL GRADE</u>
94 - 100 .....	A
90 - 93 .....	A-
87 - 89 .....	B+
84 - 86 .....	B
80 - 83 .....	B-
77 - 79 .....	C+
74 - 76 .....	C
60 - 73 .....	D
0 - 59 .....	F

## VI. Taskstream Artifact and 3-point Rubric

**Enrollment Code ARE 4316 Section 01: [ARE4316-U01FA16](#) (or see website for new updates)**

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

How to purchase a new account

How to enroll into the program/course

How to upload your artifact

How to document your field hours

Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is \_\_\_\_\_. (see *Program Code List Fall 2009* at <http://education.fiu.edu/TaskStream>.)

Please sign up for an account in the first week of the class.

For help, go to:

TaskStream

800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

(Monday – Thursday, 8:00 am – 11:00 pm ET

Friday, 8:00 am – 7:00 pm ET)

COE Taskstream Website

<http://education.fiu.edu/taskstream/>

COE IT Department, ZEB 269

305-348-6305

[coesupport@fiu.edu](mailto:coesupport@fiu.edu)

COE Computer Lab, ZEB 165

305-348-6134

### Assessment Panel Reviews

The artifacts you upload onto *Taskstream* may be reviewed by a Panel of Assessment Raters in the College to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose students' work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

## VII. Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

*Cheating:* The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

*Plagiarism:* The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism  
([http://www.fiu.edu/~sccr/standards\\_of\\_conduct.htm](http://www.fiu.edu/~sccr/standards_of_conduct.htm))

## VIII. Disability Resource Center (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

## MODULE I

### UNDERSTANDING CHILDREN'S ART

#### GOAL

The purpose of this module is to enable students to recognize and understand characteristics of children's visual art expression and certain factors which affect the child's performance in art activities.

#### TASK 1: Developmental Stages of Child Art

The student will name five (5) developmental stages of children's art expression, according to Lowenfeld's research, and describe and illustrate the characteristics of each stage. (5 pages)

#### INSTRUCTIONAL RESOURCES

1. Lowenfeld, Victor and Brittain, Lambert, Creative and Mental Growth, Macmillan and Co. (See Course site)
2. Text: Linderman, M. G. Art in the Elementary School. McGraw-Hill.

#### TASK 2: Critical Art Classroom Observations

The student will observe children creating artwork and responding to art instruction in the elementary school setting at each grade level, K-5.

The purpose of observation and field experience is to provide an opportunity for the student to:

1. See the developmental levels of children's art expression.
2. See the work habits and ways children approach and solve problems at different age levels.
3. Note the vocabulary development of children and comprehension of concepts in other subject matter areas.
4. Become more aware of the individual differences and needs among children.
5. See and try some of the media and techniques used in the elementary art program.
6. Observe methods and strategies used in teaching art concepts and skills at different grade levels.
7. Get involved! Assist the art teacher in the distribution of materials and maintenance of equipment and the room. (You have an opportunity to teach a lesson to children in your work on a subsequent module.)

You are required to spend a total of **twenty (20) hours** in an assigned elementary school during the course. Submit **a minimum of two (2) typed observations**, for two different grade levels which will include: the specific content of the lesson, procedures and materials used by the teacher, observed characteristics of the children's art expression and responses, and evaluation. Identify each observation report with your name, date of observation, school and grade level. Sign in (and out) on the log at the school on each visit. The log is available on the course website.

**CRITICAL ART CLASSROOM OBSERVATION FORM  
ARE 4316**

NAME: \_\_\_\_\_ SCHOOL OBSERVED: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ ART TEACHER'S NAME: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

# OF STUDENTS OBSERVED: \_\_\_\_\_ PHYSICAL SET-UP: ROWS \_\_\_\_\_ CLUSTERS OF \_\_\_\_\_

# OF ESOL STUDENTS OBSERVED – LEVEL 1: \_\_\_\_ LEVEL 2: \_\_\_\_ LEVEL 3: \_\_\_\_ LEVEL 4: \_\_\_\_  
(enter a "0" after the level if no ESOL students were observed in that level)

SPECIFIC ACTIVITY: (include: medium, technique & subject) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. The *Next Generation Sunshine State Standards* codes and fully typed (or highlighted copy of) Big Ideas, Enduring Understandings, and Benchmarks. (Refer to *NGSSS* web site <http://www.floridastandards.org/Standards/FLStandardSearch.aspx> or to the *Visual Art Standards* document on the course web site.)

*NGSSS Codes: (List at least 6 or more codes here)*

2. Specific teaching strategies observed throughout the entire lesson (until the end) – list all that apply. Clean-up strategies must also be listed. *(List at least 12 - 15 strategies)*

3. List or highlight the *ESOL Instructional Strategies for Visual Art* demonstrated during the lesson. Include Strategies used by the Art Teacher, even if there are no ESOL students present. (See Module Appendices or course web site)

4. Instructional materials used – be very specific and precise  
\* Include: paper size, color, shape, number per student, smocks, sponges, tools, buckets, prints, etc.

5. Approximately what percentage of the students exhibited the behavior specified in the objectives by the end of



the lesson? \_\_\_\_\_

6. The teacher appeared to be: (Circle the most appropriate number on the scale)

- \* Prepared ←1 2 3 4 5 → Unprepared
- \* Enthusiastic ←1 2 3 4 5 → Indifferent
- \* Approving ← 1 2 3 4 5 → Disapproving

The students appeared to be:

- \* On Task ←1 2 3 4 5 → Off Task
- \* Interested ←1 2 3 4 5 → Uninterested

7. Write a critical evaluation of the art lesson using points 1 through 6 above.

You already responded to "What" the lesson was about, NOW Respond to WHY?

Ideas to consider would be the following: (DO NOT limit your response to only these.)

Why were the strategies used successful or inadequate? Why did the students respond a certain way to the instruction? Why was the topic chosen for this group of students? What could have been done to make the lesson better or more efficient? What kinds of evaluations were done during or after the lesson? Were the evaluations appropriate? Why were the ESOL strategies used successful or not? You must also include other comments and concerns.

(Fill up the space below – at least 25 lines)

(210 words or more – approx. 15 lines at 12 pt. font)

## MODULE II

### CURRICULUM GUIDELINES: GOALS AND OBJECTIVES FOR THE ELEMENTARY ART PROGRAM

#### **GOAL**

The purpose of this module is to familiarize the student with the goals and standards for visual arts education at the national, state, and local levels. The student will identify art objectives, competencies, skills and content relative to these goals.

#### **TASK 1: Identification of Goals, Objectives and Competencies**

The student will identify the goals from the national (6 content standards), state (5 big ideas) and local standards for visual arts education and list at least two standards under each content and/or big idea for grades K-5 at the national and state level.

Give these tasks careful consideration and study, as these issues are at the heart of curriculum development problems in art education today.

#### **INSTRUCTIONAL RESOURCES**

- 1 National Art Education Association, The National Visual Arts Standards.  
[http://www.arteducators.org/store/NAEA\\_Natl\\_Visual\\_Standards1.pdf](http://www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf)
- 2 Florida Department of Education, The Next Generation Sunshine State Standards in Visual Arts (NGSSS).  
See <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>
- 3 Miami Dade County Public Schools, Competency-Based Curriculum (CBC).  
<http://www2.dadeschools.net/students/cbc/index.asp>

## MODULE III

### MEDIA AND PROCESSES FOR THE ELEMENTARY SCHOOL

#### GOAL

The purpose of this module is to provide the student with some experiences of the materials, processes and techniques which are appropriate for use in the elementary school art program through direct experimentation, research, and workshop participation and observation.

Another purpose is to aid the student in developing an art activity resource notebook through the compilation of the results of individual study and class presentations.

#### TASK 1:     Compiling and Organizing the Resource Notebook

The student will compile, organize and develop an instructional resource notebook for teaching art in the elementary school. It should contain information covering all areas covered in the course. All tasks, class handouts and notes should be included in this resource in an organized manner. A cover will be designed and executed for the resource notebook. Be imaginative and creative.

#### ENABLER

The student will attend and participate in art workshops/ateliers scheduled at specific class times. These workshops/ateliers will provide direct experiences and methods in selected processes and concepts suitable for the elementary school.

#### INSTRUCTIONAL RESOURCES

1. Gaitskell, Charles and Hurwitz, Al, Children and Their Art, Harcourt, Brace and World Co.
2. Packwood, Mary M., ed., Art Education in the Elementary School, National Art Education Association.
3. Rueschhoff and Swartz, Teaching Art in the Elementary School.
4. Florida Department of Education, Sunshine State Standards in Visual Arts (SSS).  
(in module p.137 and available on line, see course website)
5. Miami Dade County Public Schools, Competency-Based Curriculum (CBC).  
(in module p. 88 and available on line, see course website)
6. National Art Education Association, National Visual Arts Standards.  
(in module p.141)
7. Wachowiak, Frank and Ramsay, T., Emphasis: Art, International Textbook Co.

## MODULE IV

### PLANNING, TEACHING AND EVALUATING ART LESSONS

#### GOAL

Given the five major goals of art instruction which were studied in module II, the student will be able to plan, carry out and evaluate specific lessons which represent aspects of learning that are related to these goals and objectives.

#### TASK 1: Art Activity Lesson Planning (TaskStream Artifact)

The student will plan one (1) drawing or painting lesson for creating or producing art for one grade level. Select a level from 2-5 grades. The plan should be very specific as well as appropriate for the particular grade selected. See syllabus for selected medium and due date. Type each project using the CBC format. The lesson form is included here and available on the course website.


Plan inclusion:

- CBC form with your name and Panther ID #
- Separate procedure sheet(s) which includes the following:
  - Instructional Objective (A.B.C.D.)
  - NGSSS connections
  - Organization
  - Motivation
  - Presentation (including time allocation of each step)
  - Evaluation
  - Interdisciplinary Uses (describe how)
  - Colored Visual(s)

*\*The student must pass this project in order to receive a final grade for the course.*

#### **ARE 4316 Art Activity Lesson Plan, K-5th grades (TaskStream assignment)**

#### **ARE 4316 Part 1 (Research & Planning Phase) (2 Columns)**

created with  taskstream

##### Part 1: Research and Planning phase

After reading and discussing the goals and objectives for Art Education, candidates will research one specific artistic medium and process such as drawing or painting, and will create an art activity lesson plan. The lesson plan should follow the Competency Based Curriculum (CBC) lesson plan format with reference to the next generation Florida Next Generation Sunshine State Standards for Visual Arts. Please see the following link <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>. The lesson plan should require students to demonstrate a variety of drawing or painting skills and competencies. The lesson plan should list appropriate materials and resources to be used to teach and create the art project in a Florida school. The candidate should maintain an open, fair, and supportive learning environment and assist students who demonstrate gaps in drawing or painting to promote student achievement. Candidates will provide ongoing feedback to students and include in

the lesson plan an assessment rubric that matches the lesson’s learning objectives. The use of technology such as electronic research and imaging are required as planning and assessment tools.

	Meets	Does Not Meet	Score/Level
Instructional Design and Lesson Planning FEAP (a).1.a	Candidate completely aligns instruction with state-adopted standards at the appropriate level of rigor	Candidate has limited or no alignment of instruction with state-adopted standards at the appropriate level of rigor	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> Area: Quality of Instruction <b>Accomplished Practice:</b> <b>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b> <b>Indicator:</b> <b>a. Aligns instruction with state-adopted standards at the appropriate level of rigor;</b>		
Instructional Design and Lesson Planning FEAP (a).1.c	Candidate successfully designs instruction for students to achieve mastery	Candidate fails to design instruction for students to achieve mastery	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> Area: Quality of Instruction <b>Accomplished Practice:</b> <b>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b> <b>Indicator:</b> <b>c. Designs instructions for students to achieve mastery;</b>		
Instructional Design and Lesson Planning FEAP (a).1.f	Candidate develops excellent learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Candidate fails to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> Area: Quality of Instruction <b>Accomplished Practice:</b> <b>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b> <b>Indicator:</b> <b>f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</b>		
Assessment FEAP (a).4.b	Candidate successfully designs and aligns formative and summative assessments that match	Candidate fails to adequately design and align formative and summative assessments that match	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> Area: Quality of Instruction <b>Accomplished Practice:</b> <b>4. Assessment. The effective educator consistently:</b> <b>Indicator:</b> <b>b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</b>		

## ARE 4316 Part 2 (Teaching Phase) (2 Columns)

### Part 2: Teaching Phase

Candidate will prepare all necessary materials and visuals for this art activity lesson plan and apply their knowledge and skills by teaching it in a field school setting. Candidates during the teaching phase should support, encourage, and provide students with immediate and specific feedback. Candidates must use higher order questioning techniques in their delivery of the lesson

	Meets	Does Not Meet	Score/Level
Learning Environment FEAP (a).2.c	Candidate conveys high expectations to all students;	Candidate conveys limited or no expectations to all students;	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: Indicator: c. Conveys high expectations to all students;		
Learning Environment FEAP (a).2.e	Candidate effectively models clear, acceptable oral and written communication skills;	Candidate fails to model clear, acceptable oral and written communication skills;	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: Indicator: e. Models clear, acceptable oral and written communication skills;		
Learning Environment FEAP (a).2.f	Candidate maintains a very positive climate of openness, inquiry, fairness and support;	Candidate does not maintain a climate of openness, inquiry, fairness and support;	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: Indicator: f. Maintains a climate of openness, inquiry, fairness and support;		
Instructional Delivery and Facilitation FEAP (a).3.a	Candidate delivers engaging and challenging lessons	Candidate fails to deliver engaging and challenging lessons	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: Indicator: a. Deliver engaging and challenging lessons;		
Instructional Delivery and Facilitation FEAP (a).3.c	Candidate clearly identifies gaps in students' subject matter knowledge	Candidate does not Identify gaps in students' subject matter knowledge;	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: Indicator: c. Identify gaps in students' subject matter knowledge;		
Instructional Delivery and Facilitation FEAP (a).3.i	Candidate fully supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and NBPTS/subject	Candidate provides limited support, encouragement, and provides limited immediate and specific feedback to students to promote student achievement; and NBPTS/subject	
	Standards FL- Florida Educator Accomplished Practices (2010) Area: Quality of Instruction Accomplished Practice: 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: Indicator:		

	Meets	Does Not Meet	Score/Level
	i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;		

## ARE 4316 Part 3 (Reflection Phase) (2 Columns)

### Part 3: Reflection phase

The candidate will write a self-evaluation paper analyzing the teaching experience and include at least one high quality photographic image of a student art work produced in the lesson. The reflection paper should include the candidate's professional goals/objectives for designing the lesson, and critique the effectiveness of the instruction based on students' needs. The candidate will indicate how a variety of data was used, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and improve the instruction.

	Meets	Does Not Meet	Score/Level
<b>Continuous Professional Improvement FEAP (b).1.a</b>	<b>Candidate designs exemplary and purposeful professional goals to strengthen the effectiveness instruction based on students' needs;</b>	<b>Candidate designs limited and purposeful professional goals to strengthen the effectiveness instruction based on students' needs;</b>	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> <b>Area: Continuous Improvement, Responsibility and Ethics</b> <b>Accomplished Practice:</b> <b>1. Continuous Professional Improvement. The effective educator consistently:</b> <b>Indicator:</b> <b>a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;</b>		
<b>Continuous Professional Improvement FEAP (b).1.e</b>	<b>Candidate successfully engages in targeted professional growth opportunities and reflective practices</b>	<b>Candidate fails to engage in targeted professional growth opportunities and reflective practices</b>	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> <b>Area: Continuous Improvement, Responsibility and Ethics</b> <b>Accomplished Practice:</b> <b>1. Continuous Professional Improvement. The effective educator consistently:</b> <b>Indicator:</b> <b>e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and</b>		
<b>Continuous Professional Improvement FEAP (b).5.c.(b.1.c)</b>	<b>Candidates provides an excellent reflection on how a variety of data (e.g., students' assessments, electronic research, informal evaluations of students' drawings or paintings) independently, and in collaboration with other colleagues, was used to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lesson.</b>	<b>Candidates provides a limited or no reflection on how a variety of data (e.g., students' assessments, electronic research, informal evaluations of students' drawings or paintings) was used independently, and in collaboration with other colleagues to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lessons.</b>	
<b>Continuous Professional Improvement FEAP (b).1.f</b>	<b>Candidate thoroughly implements knowledge and skills learned in professional development in the teaching and learning process</b>	<b>Candidate implements limited knowledge and skills learned in professional development in the teaching and learning process</b>	
	<b>Standards</b> <b>FL- Florida Educator Accomplished Practices (2010)</b> <b>Area: Continuous Improvement, Responsibility and Ethics</b> <b>Accomplished Practice:</b> <b>1. Continuous Professional Improvement. The effective educator consistently:</b> <b>Indicator:</b> <b>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</b>		

**TASK 2: Art Instruction and Evaluation (TaskStream Artifact)**

The student will teach the lesson planned in task 1 to a class at an elementary school. The student can choose to teach a new and different lesson with approval of field school cooperating teacher. Arrangements must be made in advance with the cooperating teacher about the time needed, topic and availability of materials.

After teaching your lesson, write a self-evaluation paragraph, in terms of selection of objectives and content, procedures, timing and materials. (continue to next page)

A form is provided for the cooperating teacher to assist in evaluating your lesson. (This form is in the module and available on the course website).

**TASK 3: Understanding Art Criticism**

The student will list and describe the four (4) stages of art criticism as well as the three (3) philosophies defined by Edmund Feldman in his book, Becoming Human through Art: Experience in the School. (2 pages minimum)

**TASK 4: Art Criticism Planning**

The student will plan, in writing, one (1) lesson that employs the Feldman stages of art criticism, to further children's ability to see and understand art. Use the CBC lesson plan format. See p.7, Module IV, Task 1 for plan inclusions.) (2 pages minimum)

The visual stimuli, can be original or reproductions of art, two dimensional or three dimensional, old or new. A colored visual reference must be attached to the lesson plan.

**TASK 5: Art Criticism Instruction and Evaluation**

The student will field-test the lesson planned in task 4 to a class at an elementary school. Arrangements must be made in advance with the cooperating teacher about the time needed, topic and availability of materials.

After teaching your lesson, write a self-evaluation paragraph, in terms of selection of objectives and content, procedures, timing and materials.

A form is provided for the cooperating teacher to assist in evaluating your lesson. (This form is available on the course website).

*\*Task 4 and task 5 should be submitted together after the field test.*

**ENABLERS**

1. The student will research in the library, art museums, galleries, and/or explore the internet and examine artwork or reproductions, illustrating art concepts.



2. The student will examine and understand how to use the CBC lesson forms.

## **INSTRUCTIONAL RESOURCES**

1. Participation of class discussion.
2. Feldman, Edmund, Becoming Human Through Art; Aesthetic Experience in the School, Prentice-Hall. Chapter 12, "Mastering the techniques of Art Criticism" (provided).

## **TASK 6: Art History Presentation**

The student will research and present to class (FIU) on one (1) selected artist in the history. This selection will take place in class with the approval of the professor. The student will present five (5) examples of the selected artist's work in a 15-minute introduction or discussion. The presentation should be well-rehearsed in order to use the time efficiently. Check syllabus for schedule of your presentation.

The following materials are required at the time of presentation.

- I. Submit a two (2) page overview, at the time of your presentation, which will include:  
Page 1:
  - a. Grade Level
  - b. Focus of Presentation
  - c. Artist's name, nationality/culture, dates of birth-death.
  - d. Title of each work, medium, size, date, and 2-3 sentences about the work.  
Page 2:
  - a. A Brief Biography of the artist.
  - b. List of relevant questions (10-12) which will elicit responses and direct the learners to characteristics and qualities present and observable in the artwork – questions which cannot be answered "yes" or "no." Good questions will direct the attention of the group to different aspects of the works and enable them to experience and understand the artwork more thoroughly.
  - c. List one (1) parallel historical event.
  - c. References (complete list of resources used)
  - d. List an idea(s) for a follow-up activity.
  - \* Make copies for classmates.
- II. Use PowerPonit format, write the name of your artist or topic, dates, and list all new vocabulary words, in an aesthetically pleasing manner and appropriate for elementary students.
- III. Include maps, time lines, etc. to clearly define time period and geographic locale.

## **TASK 7: Creating an Art Game**

The student will create an art learning game to instruct an individual child in the use and manipulation of an **art concept** (art elements and design principles), **art appreciation**, and/or **development of a skill**. The specific

concept or skill which is treated in the game is yours to select. The completed package may be two or three dimensional. It will include **complete instructions** for its use at a designated grade level or by a certain age child.

**Try the game** with several children of that age or grade and **evaluate in a written statement** its effectiveness. The game should involve the principles of **good design in its packaging and presentation**. You will report and demonstrate your game to the class on the day specified in the syllabus.

### **ENABLER**

The student will examine teaching kits and curriculum packages for arts education (visual arts, music, and drama) which have been designed by commercial publishers and educational laboratories. Many of these packages could be found in the Children's section of the libraries and in stores like "Get Smart" and "Toys R Us."

**FLORIDA INTERNATIONAL UNIVERSITY  
ART EDUCATION**

**ARE 4316**  
**Special Teaching Lab-Art K-6 (03 credits)**  
 Semester: Fall 2016  
 Tuesdays 5:00 p.m. – 9:05 p.m.

Course Schedule Fall 2016

Professor David Y. Chang

<b>August 23</b>	<p><b>Course Overview / Introduction / Textbook / Requirements</b>  <b>Field Placement and Student Teaching Application:</b>          See Mary Ann Gonzalez or Monica, Office of Clinical Experiences          ZEB 230          E-Mail: <a href="mailto:gonzalma@fiu.edu">gonzalma@fiu.edu</a> , Tel: (305) 348-2082</p> <p><b>Understanding Art and Art Education</b>  <b>Taskstream Requirement</b>  <b>Understanding the Professional Standards</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____TBA)</i>  <i>Bring a flashdrive or CD to download forms and course materials</i></p>
<b>August 30</b>	<p><b>Critique</b>  <b>Download course materials and rubrics onto your flashdrive or CD</b>  <b>Make Portfolio</b>  <b>Share Artwork</b>  <b>Module and Syllabus Requirements ESOL Strategies (see syllabus)</b>  <b>Art Elements and Design Principles</b>  <b>Art Criticism</b>  <b>Art History Research, Lesson Plan and Presentation</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____TBA)</i>  <i>Bring 2 pieces of your artwork to share in class</i>  <i>Bring 1 Ebony or 8B drawing pencil</i></p> <p><i>READ: Syllabus and all course requirements prior to class</i>  <i>Textbook (chapter 3, 4, 5, 6, 7) prior to class</i></p>
<b>Sept. 6</b>	<p><b>Critique</b>  <b>Identification of Goals, Objectives and Competencies (SSS)</b>  <b>Text Group 1 (chapter 1)</b>              <b>“Art: Its Meaning and Significance in Our World”</b>  <b>Art History Presentation 1</b>              <b>Ten Lessons the Arts Teach</b></p>

	<p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____ (TBA)</i>  <i>Bring all printed materials and forms</i></p>
<p><b>Sept. 13</b></p>	<p><b>Critique</b>  <b>Text Group 2 (chapter 2)</b>  <b>“Art Curriculum Components and Identifying Student Progress”</b></p> <p><b>Art History Presentation 2</b>  <b>Creating Instructional Objectives</b>  <b>Assessment and Designing Evaluation Instruments</b>  <b>Lesson Planning (TaskStream Artifact)</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____ (TBA)</i>  <i>M1 T1-Developmental Stages of Child Art with Rubric</i></p>
<p><b>Sept. 20</b></p>	<p><b>PROFESSIONAL CONNECTIONS</b></p> <p><b>Guest Speakers:</b>  <b>Mabel Morales, District Art Supervisor, M-DCPS &amp; FAEA Past-President</b>  <b>Topic: “Becoming an Art Teacher”</b>  <b>Kathi Rivera, President, DAEA</b>  <b>Topic: “Professional Responsibility and Networking”</b>  <b>Joanne Baquedano, Technology Specialist, M-DCPS</b>  <b>Topic: “Technology in Art Education”</b>  <b>Linda Mangual, Lead Museum Educator, M-DCPS</b>  <b>Topic: “Museum Education”</b></p> <p><b>FAEA Conference - Naples Grande Beach Resort (October 8-11) <a href="http://www.faea.org">www.faea.org</a></b></p> <p><b>Critique</b>  <b>Lesson Planning (TaskStream Artifact)</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____ (TBA)</i>  <u><i>M2 T1 Identification of National and State Visual Arts Standards with Rubric</i></u></p>
<p><b>Sept. 27</b></p>	<p><b>Critique</b>  <b>Lesson Planning (TaskStream Artifact)</b>  <b>Text Group 3 (chapter 8)</b>  <b>“Art Production: Ideas and Techniques”</b>  <b>Art History Presentation 3</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____ (TBA)</i></p>

<p><b>October 4</b></p>	<p><b>Critique</b>  <b>Text Group 4 (chapter 9)</b>  <b>“Multicultural and Interdisciplinary Art”</b>  <b>Art History Presentation 4</b>  <b>Lesson Planning continued (TaskStream Artifact)</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____TBA)</i>  <i>M4 T3-Understanding Art Criticism (Feldman Synopsis) with Rubric</i></p> <p><i>*FAEA Conference-Naples. October 6-9, 2016. Naples Grande Beach Resort</i></p>
<p><b>October 11</b></p>	<p><b>Critique</b>  <b>Text Group 5 (chapter 12, 13)</b>  <b>“Planning, Assessment and Organization”</b>  <b>Art History Presentation 5</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____TBA)</i>  <i>M4 T1 Art Activity Lesson Plan for TaskStream with Rubric for grading your students and rubric for grading your lesson plan and field teaching schedule</i></p>
<p><b>October 18</b></p>	<p><b>Critique</b>  <b>Text Group 6 (chapter 14)</b>  <b>“Good Questions Teachers Often Ask”</b>  <b>Art History Presentation 6</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Home Studio: _____TBA)</i>  <i>Extra Credit: FAEA Conference–Naples Reaction Paper</i></p>
<p><b>October 25</b></p>	<p><b>Critique</b>  <b>Art History Presentation 7, 8</b>  <b>ATELIER: Media and Processes</b></p> <p><i>DUE: <u>Prints (“4”x6” min.) of Art Work and Artistic Statement with Rubric</u></i></p>
<p><b>November 1</b></p>	<p><b>Critique</b>  <b>Art History Presentation 9, 10</b></p> <p><b>ATELIER: Media and Processes</b></p> <p><i>DUE: Taskstream project uploaded by midnight today</i>  <i>Puppet Show Story and Characters</i>  <i>Home Studio: _____TBA)</i></p>

November 8	<b>Critique</b> <b>Art History Presentation 11, 12</b> <b>ATELIER: Media and Processes</b>
November 15	<b>Critique</b> <b>ATELIER: Media and Processes</b>  <i>DUE: M1 T2-Classroom Observations (typed) with Rubric</i> <i>M4 T2-Teacher Evaluation and Self Evaluation with Rubric</i> <i>M4 T4&amp;5-Art Criticism Plan, Teacher Eva. and Self Eva. with Rubric</i> <i>Field Log with Cooperating Teacher's Signature</i> <i>Home Studio: _____TBA)</i>
November 22	<b>Critique</b> <b>Final Review</b> <b>ART GAMES PRESENTATION</b>  <i>DUE: Extra Credit FAEA Conference Reports (2 presentations minimum)</i> <i>M4 T7-Art Game &amp; Present to Class</i> <i>Notebook</i> <i>Portfolio (artwork by date)</i>
November 29	<b>ART EXHIBITION 5:00-7:00 (HML Noble Art Gallery)</b>
December 6	<b>PUPPET SHOWS</b> <b>Celebration</b> <b>*** Happy Holidays ***</b>