

Elementary Education K-6 (with ESOL Endorsement), College of Education
CONTENT & METHODS OF TEACHING ELEMENTARY ART - ARE 3313-U01

Department Teaching and Learning
Web site <http://faculty.fiu.edu/~ritziw>
www.taskstream.com, Self-Enrollment Code (see course web site)
<http://education.fiu.edu/> (Go to: Academic Programs)

Credits: **3 semester hours**
Instructor **Professor Mabel Morales**
E-mail: mamorale@fiu.edu
Class Day **Monday: 6:25 p.m. – 9:05 p.m.**
Office Hours **Available upon request**

Location **ZEB 160**
Phone/fax **Phone: (305) 348-2002 Fax: (305) 348-2086**

Resources for course

Required Textbook:

Goldberg, Merryl, ***Arts Integration:
Teaching Subject Matter through the Arts in Multicultural Settings***
Fifth Edition, ISBN-10: 0132565560 / ISBN-13: 9780132565561

Other Required Resources:

**Task Stream Enrollment
Course web site**

Grading Criteria (see next page)

GRADING CRITERIA & TRACKING FORM – ARE 3313

(Students are required to track their grades on this form)

Course Requirements

| Assignments | Points | Earned |
|---|------------|--------|
| Class Participation (Includes: Drawing Homework, Discussion of Reading, In-class Art Activities, Tracking Grades, Enthusiasm & Motivation, Bringing Syllabus, Grade Policy, Text & Portfolio to class) | 10 | |
| Reading Discussion Questions (1 point each reading) | 10 | |
| Portfolio & Class Critiques | 20 | |
| Art Criticism Report | 10 | |
| Art Appreciation Lesson Plan | 10 | |
| Teaching Visual Resources for Lesson | 10 | |
| Self-Reflection & Lesson Presentation | 10 | |
| STEAM Lesson Plan | 10 | |
| Final Exam | 10 | |
| TOTAL POINTS | 100 | |
| Extra Credit | | |
| 3 Early Written Assignments (Observation, Lesson Plan, Reading Discussion Questions) +1 Each | +2/+3 | |
| Museum Based Art Critique | +5 | |

Reduction in Points

| Occurrence/Assignment | Points Taken Away | Point Calculation |
|---|---|-------------------|
| Absences: (Excused w/Doctor's Note Only) | 1 Week = - 4 2 Weeks = - 8 3 Weeks = -12 4 Weeks = -18 5 Weeks = I or F | |
| Tardiness or Early Departures: | Days 1 & 2 = 0 Day 3 = -1 Each tardy or early departure after the third = -2 | |
| Late Written Work and/or Art Assignments | Each Assignment = -1 | |
| Incomplete Assignments | Each Assignment = -1 | |
| T.S. Artifact Not Uploaded by Deadline Date | -5 | |

***If the Artifact for Task Stream is not successfully completed and uploaded by the final due date, you cannot receive a passing grade for the course and 5 points will be deducted from your grade total.**

| Total Points | Final Grade |
|--------------|-------------|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0-59 | F |

Content and Methods of Teaching Elementary Art

ARE 3313, Section U01

Professor Morales

Fall 2017: Monday 6:25 p.m. – 9:05 p.m. ZEB 160

| Date | Assignment | Class Activity/What's Due |
|-----------|---|---|
| August 21 | Introductions – <i>Forming a Community</i> <ul style="list-style-type: none"> • Assignment Requirements • Overview of Course; General Course Requirements; Review Syllabus, • Calendar & Grade Policy • Art Elements & Principles of Design | Class Activity: <i>Art Portfolios</i> |
| August 28 | <ul style="list-style-type: none"> • Review Art Appreciation Lesson: Overview & Writing Objectives • Introduction to Portraiture • Strategies for ELL's & ESE will also be discussed with each art medium/technique introduced | Class Activity: Introduction to Portraiture Due Next Class: <ul style="list-style-type: none"> • Bring Drawing Pencils/Gum Eraser • Read Feldman Stages, develop 5 questions based on the reading |
| Sept. 4 | No Class – Labor Day Weekend Holiday | |
| Sept. 11 | <ul style="list-style-type: none"> • Discuss Feldman Stages of Art Criticism • Mock Art Critique • Self-Portraits, the Grid Method | Class Activity: <i>Self-Portraits</i> (Math/Science Arts Integration) Due Next Class: <ul style="list-style-type: none"> • Read ESOL Instructional Strategies & Differentiated, develop 5 questions based on the reading • Self-Portrait Due |
| Sept. 18 | <ul style="list-style-type: none"> • Class Discussion: ESOL Instructional Strategies for Visual Art & Differentiated Instruction (Readings available on website) • Self Portrait Critique • Intro to Mixed Media • Create Mixed Media Design | Class Activity: <i>Mixed Media Abstraction</i> Due Next Class: <ul style="list-style-type: none"> • Completed Self-Portrait • Read Chapters 2 & 4, develop 5 questions for each chapter |
| Sept. 25 | <ul style="list-style-type: none"> • Class Discussion: Art Integration: A Methodology for Learning” (Chapter 2) • “Piaget, Imitation & the Blues: Imagination & Creativity” (Chapter. 4) • Review Art Appreciation Lesson Plan Format w/ESOL Strategies • Art Appreciation Lesson Review Research on iPads, Art Period Sign-up (in class) | Class Activity: <i>Mixed Media & Abstraction</i> <i>Crayon Etching</i> <i>Imaginary Landscape</i> Due Next Class: <ul style="list-style-type: none"> • Completed Self-Portrait • Artist Names selected for Art Appreciation Lesson • Review Feldman's Four Stages of Art Criticism |
| October 2 | <ul style="list-style-type: none"> • Review Feldman's Four Stages of Critique • In Class Critique Using Steps in Art Criticism • Mixed Media Abstraction | Class Activity: Complete <i>Mixed Media & Abstraction Crayon Etching</i> <i>Imaginary Landscape</i> Due Next Class: <ul style="list-style-type: none"> • Completed Mixed Media Abstract |

| | | |
|------------|---|--|
| October 9 | <ul style="list-style-type: none"> Mixed Media Abstraction Class Critique Introduction to Watercolors & Watercolor Techniques | <p>Class Activity: <i>Watercolor Techniques</i> (Art & Science)</p> <p>Due Next Class (10/23):</p> <ul style="list-style-type: none"> Art Appreciation Lesson & PPT (printed hard copy of both documents) Read Chapter 7, develop 5 questions |
| October 16 | Comp Day – Visit Art Museum | |
| October 23 | <ul style="list-style-type: none"> Class Discussion: “The Wonder of Discovery: Science & the Arts” (Chapter 7) Introduction to Georgia O’Keeffe Introduction to STEAM: Overview, Arts Integration, Project Based Learning | <p>Class Activity: <i>Watercolor Painting Techniques</i> (Art & Science)</p> <p>Due Next Class (10/23):</p> <ul style="list-style-type: none"> Read Child Development in Art, develop 5 questions (reading available on website) Art Criticism Report |
| October 30 | <ul style="list-style-type: none"> Class Discussion: "Child Development in Art" (Reading available on website) STEAM Lesson Development 5.0 Watercolor Painting A la O’Keeffe | <p>Class Activity: <i>Watercolor Painting Inspired by O’Keeffe</i> (Art & Science)</p> <p>Due Next Class:</p> <ul style="list-style-type: none"> Completed Watercolor Painting STEAM Lesson Plan Evaluating Outcomes of Instruction” (reading available on website), develop 5 questions |
| Nov. 6 | <ul style="list-style-type: none"> Class Discussion: “<i>Evaluating Outcomes of Instruction</i>” (Reading available on website) Art Appreciation Lesson Plan Presentations | <p>Due Next Class:</p> <ul style="list-style-type: none"> STEAM Lesson Plan Read Chapter 10, develop 5 questions |
| Nov. 13 | <ul style="list-style-type: none"> Class Discussion: Seeing a Different Picture: Assessment & the Arts” (Chapter 10) Introduction to Tessellations | <p>Class Activity: <i>Tessellations</i> (Art & Math)</p> <p>Due Next Class:</p> <ul style="list-style-type: none"> Tesselation Chapter’s 5 & 8, develop 5 questions for each chapter |
| Nov. 20 | <ul style="list-style-type: none"> Class Discussion: “Communication, Expression, and Experience: Literacy and the Arts” (Chapter 5) and “The “Puzzles of the Mind & Soul: Mathematics & the Arts” (Chapter 8) Introduction to Poetry and Bookmaking | <p>Class Activity: <i>Bookmaking</i></p> <p>Due Next Class:</p> <ul style="list-style-type: none"> Completed Book with Poem Completed Hours & Art Appreciation Lesson Plan/PPT Uploaded to Taskstream Art Portfolio with all artworks & completed Portfolio Critique Assessment Form Submit All Late Submissions & Extra Credit Work |
| Nov. 27 | <ul style="list-style-type: none"> Complete Course Evaluation Review for Final Exam | <p>TODAY! Submit All Late Submissions & Extra Credit Work</p> |
| Dec. 4 | <ul style="list-style-type: none"> Final Exam 6:25 p.m. | <p>Have a great Winter Break!</p> |

GENERAL COURSE REQUIREMENTS – ARE 3313

Content and Methods of Teaching Elementary Art

Fall 2017, Professor Morales

- 1. Sign in each class session.** Due to the nature of this course, students will be evaluated on their performance in class. Hands-on art activities, critiques and presentations are important parts of the course content; consequently, participation is vital to your success in this course. **This course follows a no-cut policy. On time class attendance is required. Absences and excessive tardiness will lower your final grade** (See Grade Policy for details).
- 2. Reading the assigned chapters, articles & hand-outs, and participation in class discussion are also 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. 5 Reading Discussion Question will be due each class session (2 Points per session). These can only be submitted for credit on the day of the reading assignment. If you need to take an unexcused absence you can submit the Reading Discussion Questions for credit ON THE SAME DAY ONLY via email.**
- 3. Reading Quizzes** will be given as needed at the instructor's discretion.
- 4. NO OPEN DRINK CUPS OR CANS** in the classroom. Only bottles with closable tops are permitted.
- 5. Cell phones must be turned off during class. Text messaging, emailing and phone use during class WILL lower your Class Participation grade.**
- 6. Please respect those who are teaching or leading class discussion.**
- 7. FEAP Artifact (Art Appreciation Lesson Plan) & Field Hours** must be uploaded to the **Task Stream** by the due date (See syllabus calendar). **You cannot receive a passing grade** if these are not uploaded.
- 8. Art Appreciation Lesson must be successfully taught in the field school to receive a passing grade for the course.**
- 9. The instructor reserves judgment on the student's final grade.**
- 10. 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). **An alternative assignment will also be required to make up for the missed class session.**
- 11. It is the responsibility of the student to know the due dates of all assignments and readings, and to keep a record of assignment grade points and deductions on the GRADE POLICY & TRACKING FORM. Please stay organized, set personal goals and deadlines in addition to those required for this course and review the syllabus regularly for reading assignments and due dates. Do not count on the instructor to remind you of these responsibilities.**

Course Web Site: <http://faculty.fiu.edu/~ritziw>

ADVISING HOURS: Available by request only

Instructor: Mabel Morales

Email: profmorales.fiu@gmail.com

ASSIGNMENT REQUIREMENTS - ARE 3313

WRITTEN WORK:

1. All papers and other written assignments (Chapter Questions, Forms, etc.) must be typed.
2. **Type your name, course number, section number, assignment title, instructor and date on the top of the first page of the assignment.**
3. Attention should be given to English usage, grammar, and mechanics appropriate for formal writing. Papers should be proof read before they are submitted for grading.
4. Do not take material verbatim from sources unless the material is placed in quotes and footnoted. Unless material is shown as a quotation, the assumption is made that the material is in your own words. **References to authors and quotations should be footnoted.**
5. **A bibliography or list of references should be placed at the end of every task showing the sources used for the paper.**
6. **Plagiarism will not be tolerated. The University Policy on Plagiarism will be enforced.** The instructor assumes that papers are the work of the individual whose name appears on them when submitted for grading. **Papers are expected to be the original work of the individual.**
The instructor reserves the right to question students orally about their tasks to see if they fully understand what they have put down on paper.
7. The assumption is made that more than the assigned texts will be used as sources for tasks.
8. **One assignment may be recycled for a higher grade, which will be one point less than the maximum allowable points.**
9. **Up to three assignments may be submitted one week early to earn one additional point for each. (3 points total) One week early means during the previous class to which the assignment is due. Plan ahead... earn points!**
10. Students must successfully complete all tasks to earn credit for the course. Students are expected to make every effort to complete all course requirements during the semester in which they are registered.
11. **FEAP Artifact (Art Appreciation Lesson Plan & Power Point Slides) & Field Hours** must be uploaded to the **Task Stream** web site by the due date (See syllabus calendar). **You cannot receive a passing grade** if these are not uploaded.
12. Assignments, portfolios or other works that are not claimed by students, who have passed a course, will be retained by a professor for one semester, after which they may be discarded.
13. For record keeping purpose, the professor reserves the right to keep a copy or digital file of student papers on file indefinitely.
14. To avoid problems of misplaced assignments, you should make a backup **copy of all work** submitted. **Backup everything!**

ARTWORK:

1. **Art making**, which includes both creativity and skill, is a very important aspect of this course. An **Art Portfolio** of your work will be created and maintained throughout the semester to show consistent progress in the development of your creative thinking and art making skills.
2. One **ART HOMEWORK ASSIGNMENT will be DUE** each class session in your portfolio. Please write down or down-load and follow the criteria assigned for each drawing (See course web site).
3. Your in-class and homework art assignments (your portfolio) will be evaluated and graded based on: (also see Portfolio Assessment Rubric)
 - a. your ability to follow and include the assignment criteria;
 - b. the effort you put forward in completing the work;
 - c. your ability to show consistent progress throughout the semester.
4. **One point will be deducted if the completed drawing/work is not** presented at the beginning of the class in which it is due.

INCOMPLETE AND LATE WORK

1. Students who earn an "I" (Incomplete) in a course are expected to complete that course with the instructor in whose course he/she earned the "I". This applies to part-time and adjunct instructors, as well as, full time faculty. Students must complete work for a course within one year of the enrollment date for the course in which they are enrolled. Faculty will give attention to incomplete work after currently enrolled student needs are met.
2. The University Policy for determination of an "I" grade will be enforced. This policy has recently changed and has very specific requirements that must be followed. (See Student Handbook)
3. Work/Assignments turned in after **DUE DATES** will be graded down **one point per week**.
4. The professor is under no obligation to grade late assignments under the pressure of student imposed deadlines.

*** Assignments, for the most part, are contained in the syllabus and module; however, the professor reserves the right to make additional assignments, which, in the professor's opinion, will help the students achieve the course objectives.**

ART FIELD EXPERIENCE

1. Each student will choose a field experience school(s) from the COE approved list, attend the orientation session to determine field placement, and will participate in that school(s) throughout the semester. **Each student is required to complete 10 field hours for ARE 3313 with the Art Teacher** in the selected school(s), **not** the classroom teacher. **If the Art Teacher is not available in the school you selected, you will need to request a change in field placement.** The required field hours with the Art Teacher in your approved field school(s) cannot be counted toward field work in other courses.
2. **The Field Hours** must be uploaded to the **Task Stream** web site by the due date (See syllabus calendar).
3. The **Field Experience Placement Log** (green form) needs to be completed and signed by the field school art teacher as documentation of your field participation.

The College's Conceptual Framework (Vision/theme, Mission, Unit Outcomes)

The College of Education believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the College of Education is: **facilitating personal, intellectual, and social renewal within diverse populations and environments** (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These 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 are aligned with state and other professional standards.

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

The Process Outcome – the requisite generic skills needed to be able to apply the content and pedagogical content - - reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learner's foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical “mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit's candidates have a disposition toward enhancing the growth of all learners through the application

of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators.

These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people’s ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

Purpose of Course

The course will prepare professionals who are knowledgeable in their field (Stewards of the Art Discipline), who are skillful and reflective of their practice and think critically about issues related to art (Reflective Inquirer); and who are disposed toward enhancing the growth of all learners (Mindful Educator) to integrate visual art as an important component of an interdisciplinary Elementary Education Curriculum; and teach art as a mode of inquiry and creative expression to diverse populations.

Course Design and Standards

This course is aligned with the standards, principles, competencies and practices of: Florida Educator Accomplished Practices (FEAPS) , FLDOE Professional Education Competencies (PECs), FLDOE Subject Area Competencies (SACs), Uniform Core Curriculum (UCC), ESOL Standards/Competencies, and National Visual Art Education Professional Standards (NVAS).

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|---------------------|---|
| Course Objective(s) | <ol style="list-style-type: none"> 1. Is able to research, study and use a variety of artistic media and processes that are safe and appropriate for students at the Elementary level. 2. Is able to formulate appropriate instructional objectives based on an understanding of learner status and of the recognized goals of art education that include connections to other disciplines, culture and history. 3. Is able to implement developmentally appropriate teaching strategies that include art content reading, ESOL strategies, aesthetic and critical analysis using higher-order questioning techniques, current technologies and knowledge of creation and communication in visual art. |
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| | <ol style="list-style-type: none"> 4. Is able to develop appropriate and effective assessments to collect evidence of student growth and achievement. 5. Is able to demonstrate a disposition toward enhancing the growth of all learners through the application of their creative and critical thinking. |
| FEAPs Florida Educator Accomplished Practices | <ol style="list-style-type: none"> 1. (a) 3. b Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (assessed) 2. (a)3.f Employ higher-order questioning techniques. (assessed) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | <ol style="list-style-type: none"> 1. Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (assessed) 2. Sec. 60. Vis. Arts. 12.5 Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art. (addressed) 3. Sec. 60. Vis. Arts. 12.6 Identify appropriate uses of art materials and tools for developing basic processes and motor skills. (addressed) 4. Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (assessed) 5. Sec. 60. Vis. Arts. 13.3 Demonstrate knowledge of strategies for developing creative responses through art to ideas drawn from text, music, speech, movement, and visual images. (addressed) 6. Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed) 7. Sec. 60. Vis. Arts. 14 Knowledge of cultural and historical connections in music and visual arts (assessed) 8. Sec. 60. Vis. Arts. 14.3 Identify characteristics of style in works of art. (addressed) 9. Sec. 60. Vis. Arts. 14.4 Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places. (addressed) 10. Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (assessed) 11. Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed) 12. Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (assessed) 13. Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed) |
| UCC Uniform Core Curriculum | <ol style="list-style-type: none"> 1. IV.h School safety (addressed) |
| ESOL | <ol style="list-style-type: none"> 1. Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content. (3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed) 2. Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. (assessed) |

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| | (3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. |
| National Visual Art Standards (NVAS) | 1. Standard #5 Understanding the visual arts in relation to history and cultures. (assessed) Standard #6 Making connections between visual arts and other disciplines. (assessed) |

** All standards labeled as (assessed) are being formally assessed in the Critical Task (Art Appreciation Lesson). Some standards are also being informally assessed in other assignments and are noted as such in the Assignment tables.

Learning Experiences and Assessments

- **Class Participation** (Includes: Art Homework, Discussion of Reading, In-class Art Activities, Tracking Grades, Enthusiasm & Motivation, Bringing Syllabus, Grade Policy, Text & Portfolio to class, Management of art lab resources and time)
- Reading Discussion Questions
- Critical Art Class Observation (Format attached)
- Art Appreciation Lesson Plan (Critical Task) (Assessments based on Rubrics)
 - Teaching Visual Resources for Lesson
 - Self-Reflection of Taught Lesson
 - Presentation in class of Lesson Plan and Teaching Visual Resources
 - (Peer Feedback & Instructor Assessment based on Rubric)
- STEAM Project (Assessment based on Rubric)
- Art Portfolio of student works created in class and for homework (Assessment based on Rubric)
- Participation in Class Critiques of artwork (Assessment based on Rubric)
- Final Exam (Based on discussion of course readings and class participation)
- Museum Based Art Critique (Assessment based on Rubric)
- Additional Work of Art (Extra Credit)

Task Stream Message to Students

This course requires you to use Task Stream for uploading your critical assignments. Your Task Stream 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. Therefore, you must have a current Task Stream account.

The 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 find your course code (so that you may self-enroll)
- How to self-enroll into your Task Stream course(s)
- How to upload your critical task(s)
- How to document your field hours on Task Stream
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a Task Stream account, you will need to self-enroll in each course that requires Task Stream. **Please sign up for an account in the first week of the class if you do not already have one.**

For help, go to:

TaskStream.com (to purchase an account or for Task Stream technical support or to resent password or user name)

800-311-5656

help@taskstream.com

(Monday – Friday, 8:00 am – 7:00 pm ET)

COE Task Stream Office

305-348-3655 or 305-348-6143

tstream@fiu.edu

ZEB 211 or ZEB 213

(Monday – Friday, 8:30 am – 5:00 pm)

COE IT Department (may provide limited support)

305-348-6305

coesupport@fiu.edu

ZEB 269 (may provide limited support)

(Monday – Friday, 8:30 am – 5:00 pm)

COE Computer Lab

305-348-6134

ZEB 165 (may provide limited support)

(Monday – Friday, 8:30 am – 5:00 pm, plus some evening hours)

University Requirements (Code of Academic Integrity; Student Code of Conduct; Undergraduate Academic Misconduct Definitions and Procedures; and, Students with Disabilities)

Code of Academic Integrity

Introduction

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. 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.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

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.

Student Code of Conduct (FIU-2501)

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://www2.fiu.edu/~sccr/>.

Standards of Student Conduct [See all standards at <http://www2.fiu.edu/~sccr/>]

(1) Student Code of Standards

A University is a learning community following a tradition more than 1,000 years old. Florida International University (the 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.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

Undergraduate Academic Misconduct Definitions and Procedures

Introduction

Undergraduate students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by an undergraduate student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU undergraduate student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate 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. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

Students with Disabilities

Students with disabilities who require course modifications should request accommodations from the Disability Resource Center (DRC). The contact information to register with DRC in the Graham Center, Room 190, is (305) 348-3532 (voice), (305) 348-3850 (fax), (800) 955- 8771 (TDD). The DRC will determine what accommodations will be provided. If a student requires course accommodations, s/he should alert the professor at the beginning of the course. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements.

Additional Readings in Course

Feldman, Edmund, Becoming Human Through Art: Aesthetic Experience in the School, Prentice-Hall, 1970. Chapter 12, "Mastering the Techniques of Art Criticism"

State of Florida *Next Generation Sunshine State Standards* (Course web site)

Florida ESOL Performance Standards (Course web site and syllabus)

ESOL Instructional Strategies for Visual Art (Course web site and syllabus)

Content and Methods of Teaching Elementary Art ARE 3313, Section U01

Professor Morales - mamorale@fiu.edu

Fall 2017: Monday, 6:25 p.m. – 9:05 p.m. ZEB 160

Course website: <http://faculty.fiu.edu/~ritziw>

- Field Hours and Summary must be entered into Task Stream BEFORE taking the Exam.
- Signed Field Log must be uploaded (attachment) to Task Stream BEFORE taking the Exam.

TEXT: *Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings, Fifth edition* by Merry Goldberg ISBN-10: 0132565560 / ISBN-13: 9780132565561

Assignments Sheets and Rubrics

Assignment: Class Participation (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate will participate in class, which includes discussions of the assigned readings and related topics, creation of art works, management of art materials and lab resources, and use of current technologies including Smartboards and iPads.

Explanation of Assignment:

- Art Homework. Criteria for each assignment are listed on the course web site www.fiu.edu/~ritziw. Art works are not assessed individually, but rather as part of the Art Portfolio (see Art Portfolio Assignment);
- Discussion of Reading (see Reading Discussion Questions Assignment);
- In-class Art Activities are chosen to increase the knowledge of art skills, processes and developmental appropriateness for both the adult candidates and Elementary age learners. Art works are not assessed individually, but rather as part of the Art Portfolio (see Art Portfolio Assignment);
- Safe and effective use of all tools and art materials for both the adult candidates and elementary age learners will be discussed and demonstrated by the candidates.
- Tracking Grades on Grade Policy & Tracking Form, Enthusiasm & Motivation;
- Bringing Syllabus, Grade Policy, Text & Art Portfolio to class every week;
- Management of art lab resources and time.
- Use of current technologies including Smartboards and iPads.

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| FEAPs Florida Educator Accomplished Practices | (a) 3. b Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed) (a)3.f Employ higher-order questioning techniques. (Formally assessed in Critical Task) (also assessed here) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | <p>Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (Formally assessed in Critical Task) (also assessed here)</p> <p>Sec. 60. Vis. Arts. 12.5 Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 12.6 Identify appropriate uses of art materials and tools for developing basic processes and motor skills. (addressed)</p> <p>Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 13.3 Demonstrate knowledge of strategies for developing creative responses through art to ideas drawn from text, music, speech, movement, and visual images. (addressed)</p> <p>Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed)</p> <p>Sec. 60. Vis. Arts. 14.4 Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places. (addressed)</p> <p>Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed)</p> |
| UCC Uniform Core Curriculum | IV.h School safety (addressed) |
| ESOL | <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)</p> <p>Standard 2: Standards-Based ESL and Content Instruction</p> <p>Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.</p> <p>(3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed)</p> |
| National Visual Art Standards (NVAS) | <p>Standard #5 Understanding the visual arts in relation to history and cultures. (addressed)</p> <p>Standard #6 Making connections between visual arts and other disciplines. (addressed)</p> |

Assignment: Reading Discussion Questions
(10 points – 1 point per reading reading)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate will read the course text and other assigned readings and will formulate 5 or more higher-order questions about the reading(s) that will stimulate discussion in class.

Explanation of Assignment:

1. Read the assigned reading(s) for the week prior to the day of class.
(See the Syllabus Calendar for all readings and due dates)

2. Formulate **5 or more** higher-order questions about the reading(s) that will stimulate discussion in your small group and in the larger class. If there are more than one assigned readings/chapters, formulate a few questions for both of the readings (i.e. 2 questions for one reading and 3 questions for the other reading). You do not need to formulate questions for readings of forms or lists.

3. Bring your **TYPED** questions to class.

4. After the group and class discussion, the questions will be collected by the instructor. **Only typed questions will be accepted by the instructor and will count toward your class participation grade for the day. These cannot be submitted for credit after the class discussion.**

****Please do your part – READ, turn in your typed questions and participate!**
(This is the only way to avoid reading quizzes)

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| FEAPs Florida Educator Accomplished Practices | (a) 3. b Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed) (a)3.f Employ higher-order questioning techniques. (Formally assessed in Critical Task) (also assessed here) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | <p>Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 12.5 Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 12.6 Identify appropriate uses of art materials and tools for developing basic processes and motor skills. (addressed)</p> <p>Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 13.3 Demonstrate knowledge of strategies for developing creative responses through art to ideas drawn from text, music, speech, movement, and visual images. (addressed)</p> <p>Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed)</p> |

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| | <p>Sec. 60. Vis. Arts. 14 Knowledge of cultural and historical connections in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 14.4 Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places. (addressed)</p> <p>Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (addressed)</p> <p>Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed)</p> |
| ESOL | <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.</p> <p>(3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed)</p> <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. (addressed)</p> <p>(3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.</p> |
| National Visual Art Standards (NVAS) | <p>Standard #5 Understanding the visual arts in relation to history and cultures. (addressed)</p> <p>Standard #6 Making connections between visual arts and other disciplines. (addressed)</p> |

READING/CHAPTER REVIEW FORM

NAME: _____ ARE 3313, SEC # _____

Reading (s)/Chapter(s) _____

Chapter Questions (5 Questions based on the reading (s):

GROUP READING/CHAPTER DISCUSSION ACTIVITY FORM

ARE 3313, SEC #U01 Chapter(s) _____ Table # _____

Participant's Names: _____

Notes for class discussion:

***Attach typed questions from group members to the back of this form**

Assignment: Critical Art Class Observation – Field School (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate will observe in an approved field experience school and will prepare one (1) typed critical observation of the art class observed.

Explanation of Assignment: (Observation form attached)

The format for the observation is shown on the following pages and will be discussed in class. (An extra copy of the form can be found on the course web site) **Next Generation Sunshine State Standards (NGSSS) or C–Palms coding, along with the entire Big Ideas, Enduring Understandings, and Benchmarks, must be entered on the form for each lesson observed.** The completed observation will be turned in at the scheduled time for evaluation and feedback.

The direct observation of successful strategies of art instruction is important so that the art processes, class procedures, use of materials, inclusion of ESOL strategies, etc. become familiar before attempts are made to engage in the behaviors of the teaching craft.

By observing the behaviors of teachers and their interactions with students, **including ESOL and those with special needs**, the pre-service teacher will develop insights, opinions, and ideas that can be used to inform and enhance their personal philosophy and consequently their teaching strategies.

Enabler:

If the business of the teacher is to empower students to construct knowledge and to facilitate learning, then certain generalities may be assumed as you observe an art lesson.

1. Teachers are generally concerned with teaching creative skills, academic skills, and social skills.
2. Teachers can respond to students, whether with APPROVAL or DISAPPROVAL, to creative, academic, and social behaviors. They may also choose to ignore certain behaviors that are not potentially disruptive to learning.
3. Students may respond to the teacher, the class or to the task by acting APPROPRIATELY or INAPPROPRIATELY (by the teacher's standards and class rules).
4. Students will be either ON TASK to the subject matter or OFF TASK. It is generally assumed that ON TASK is appropriate to the learning situation and that active OFF TASK (*hitting, walking, throwing things, tapping pencils, kicking, etc.*) is more disruptive than PASSIVE OFF TASK (*daydreaming, head on desk, etc.*)

The above items concern classroom environment. Since the subject matter of art is intrinsically germane to ARE 3313, than certain other observations need to be made. If learning is a series of successive approximations towards desired behaviors, we could expect art skills to improve from kindergarten through grades five. However, since some children seem to be more naturally skilled than others are, it seems important to determine some base-line data (*entry-behavior*) to see if improvement is actually taking place.

Therefore, observations should show some linearity, i.e., two or three consecutive meetings of a particular art class; observations of two or three grade levels with classes

engaged in the same or similar activities. It is important that you try to determine if successive approximations toward a goal, using whatever method, are actually getting children closer to that goal (from an observer's standpoint).

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| FEAPs Florida Educator Accomplished Practices | (a) 3. b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | <p>Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 12.6 Identify appropriate uses of art materials and tools for developing basic processes and motor skills. (addressed)</p> <p>Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (addressed)</p> <p>Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (addressed)</p> <p>Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addresses)</p> |
| UCC Uniform Core Curriculum | IV.h School safety (addressed) |
| ESOL | <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.</p> <p>(3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed)</p> |
| National Visual Art Standards (NVAS) | Standard #6 Making connections between visual arts and other disciplines. (addressed) |

CRITICAL ART CLASSROOM OBSERVATION FORM

ARE 3313

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 ART ACTIVITY: (include: medium, technique & subject)

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

(Include 6 or more NGSSS or C-Palms Standards here - Copy & Paste from doc on course web site)

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 15 strategies)

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

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 or highlight 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 based on the evidence listed in sections 1 through 6 above.

You already responded to “What” the lesson was about, NOW Respond to WHY?
Ideas to consider would be the following:

Why was the topic chosen for this group of students? Why were the teaching strategies listed above chosen for this group of students? Why were the strategies used successful or inadequate? Why did the students respond a certain way to the instruction? 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.

(DO NOT limit you responses to only these questions.)

(350 words or more – approx. 25 lines at 12 pt. font)

Assignment: Art Appreciation Lesson Plan - Critical Task (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objectives:

The candidate will write an Art Appreciation Lesson Plan for presentation (minimum of twenty (20) minutes) about three or four works of fine art or fine craft, integrated with the content of another discipline, in the field school Art class. **The pre-service teacher will develop and implement ESOL Instructional Strategies and Differentiated Instruction Strategies for Visual Art** and an assessment of student learning. *** This assignment will be the Task Stream Critical Task artifact for ARE 3313.** (15 points)

The candidate will create visual teaching resources, including: Power Point or Prezi, transparencies if needed, vocabulary poster or signs, map and time-line for teaching the lesson in the field school. *Critical Self Reflection* of the lesson. (10 points)

Explanation of Assignment (Artifact):

Candidates will research in class using iPads and Art Appreciation Apps, artist, genre, and subject matters, and will create an art appreciation lesson plan aligned with the individual/diverse needs of the students. The lesson will reference the Florida Next Generation Sunshine State Standards or C-Palms for Visual Arts. Candidates will prepare all necessary materials and visual resources for this Art Appreciation Lesson Plan and apply their knowledge and skills by teaching it in a field school setting. Candidates will provide formative assessments and ongoing specific feedback to students throughout the lesson and will include a summative assessment that matches the lesson’s learning objectives. Candidates will be evaluated on their submission of completed presentation, class presentation, and will write a *Critical Self-Reflection* paper analyzing the teaching experience.

ARE 3313 Art Appreciation Lesson

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| Artifact Objective(s) | <ol style="list-style-type: none">1. Candidates learn how to research and study a variety of artistic media and processes related to planning an interdisciplinary art appreciation lesson based on history and culture.2. Candidates learn how to deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.3. Candidates learn how to select, adapt and use a wide range of ESOL standards-based materials, resources, and technologies to plan and teach an effective art appreciation lesson that will employ higher order questioning techniques.4. Candidates learn how to include aesthetic and critical analysis of visual arts in the planning and teaching of the art appreciation lesson.5. Candidates learn how to develop effective assessments to collect evidence of student growth and achievement and give ongoing and relevant feedback. |
| FEAP’s Florida Educator Accomplished Practices | <ol style="list-style-type: none">1. (a) 3.b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (assessed)2. (a) 3.f. Employ higher-order questioning techniques. (assessed) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |

| | |
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| <p>SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health</p> | <ol style="list-style-type: none"> 1. Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (assessed) 2. Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (assessed) 3. Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed) 4. Sec. 60. Vis. Arts. 14 Knowledge of cultural and historical connections in music and visual arts (assessed) 5. Sec. 60. Vis. Arts. 14.3 Identify characteristics of style in works of art. (addressed) 6. Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (assessed) 7. Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed) 8. Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (assessed) 9. Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed) |
| <p>National Visual Art Standards (NVAS)</p> | <ol style="list-style-type: none"> 1. Standard #5 Understanding the visual arts in relation to history and cultures. (assessed) 2. Standard #6 Making connections between visual arts and other disciplines. (assessed) |
| <p>ESOL</p> | <ol style="list-style-type: none"> 1. Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content. (3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed) 2. Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. (assessed) (3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. |

Assignment: Art Appreciation Lesson Plan - Critical Task (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Explanation of Assignment (Artifact):

The candidate will research one specific time period and artist representing one of the major cultural groups of South Florida, and will create an art appreciation lesson plan aligned with the individual/diverse needs of the students. The lesson will reference the Florida Next Generation Sunshine State Standards for Visual Arts. The candidate will prepare all necessary materials and visual resources for this art appreciation lesson plan and apply their knowledge and skills by teaching it in a field school setting. The candidate will provide ongoing specific feedback to students throughout the lesson and will include a summative assessment that matches the lesson's learning objectives. The candidate will be evaluated on their teaching by the field school art teacher and will write a self-reflection paper analyzing the teaching experience.

| | Meets | Does Not Meet | Score/Level |
|--|--|---|--------------------|
| Candidates deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. FEAP (a) 3.b. | Candidates successfully demonstrate the ability to plan and apply strategies that deepen and enrich students' understanding through art content area literacy strategies, verbalization of thought, and application of the subject matter. | Candidates fail to demonstrate the ability to plan and apply strategies that deepen and enrich students' understanding through art content area literacy strategies, verbalization of thought, and application of the subject matter. | |
| | 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: b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | | |
| Candidates employ higher-order questioning techniques. FEAP (a) 3.f. | Candidates successfully demonstrate the ability to plan and employ higher-order questioning techniques. | Candidates fail to demonstrate the ability to plan and/or employ higher-order questioning techniques. | |
| | 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: f. Employ higher-order questioning techniques; | | |
| Candidate demonstrates knowledge of skills and techniques in visual arts. SAC Sec. 60. Vis. Arts. 12 | Candidate successfully demonstrates knowledge of skills and techniques in visual arts in relation to the selected artist and artworks represented in the lesson plan. | Candidate fails to adequately demonstrate knowledge of skills and techniques in visual arts in relation to the selected artist and artworks represented in the lesson plan. | |
| | Standards FL- FIU- Competencies and Skills Required for Teacher Certification (2012) | | |

| | Meets | Does Not Meet | Score/Level |
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| | Subject: Elementary Education K–6 Standard: 12. Knowledge of skills and techniques in music and visual arts | | |
| Candidate demonstrates knowledge of creation and communication in visual arts. SAC Sec. 60. Vis. Arts. 13 | Candidate successfully demonstrates knowledge of creation and communication in visual arts in relation to the selected artist and artworks represented in the lesson plan. | Candidate fails to adequately demonstrate knowledge of creation and communication in visual arts in relation to the selected artist and artworks represented in the lesson plan. | |
| | Standards FL- FIU- Competencies and Skills Required for Teacher Certification (2012) Subject: Elementary Education K–6 Standard: 13. Knowledge of creation and communication in music and visual arts | | |
| Candidate demonstrates knowledge of cultural and historical connections in visual arts. SAC Sec. 60. Vis. Arts. 14 (NVAS, Standard #5) | Candidate successfully demonstrates knowledge of cultural and historical connections in visual arts in relation to the selected artist and artworks represented in the lesson plan. | Candidate fails to adequately demonstrate knowledge of cultural and historical connections in visual arts in relation to the selected artist and artworks represented in the lesson plan. | |
| | Standards FL- FIU- Competencies and Skills Required for Teacher Certification (2012) Subject: Elementary Education K–6 Standard: 14. Knowledge of cultural and historical connections in music and visual arts | | |
| Candidate demonstrates knowledge of aesthetic and critical analysis of visual arts. SAC Sec. 60. Vis. Arts. 15 | Candidate successfully demonstrates knowledge of aesthetic and critical analysis of visual arts based on Feldman’s Stages of Art Criticism. | Candidate fails to adequately demonstrate knowledge of aesthetic and critical analysis of visual arts based on Feldman’s Stages of Art Criticism. | |
| | Standards FL- FIU- Competencies and Skills Required for Teacher Certification (2012) Subject: Elementary Education K–6 Standard: 15. Knowledge of aesthetic and critical analysis of music and visual arts | | |
| Candidate demonstrates knowledge of appropriate assessment strategies in visual arts. SAC Sec. 60. Vis. Arts. 16 | Candidate successfully demonstrates knowledge of appropriate assessment strategies in visual arts. | Candidate fails to adequately demonstrate knowledge of appropriate assessment strategies in visual. | |
| | Standards FL- FIU- Competencies and Skills Required for Teacher Certification (2012) Subject: Elementary Education K–6 Standard: 16. Knowledge of appropriate assessment strategies in music and visual arts | | |
| Making connections | Candidate will successfully | Candidate fails to | |

| | Meets | Does Not Meet | Score/Level |
|--|--|---|-------------|
| between visual arts and other disciplines. (NVAS, Standard #6) | make connections between visual arts and other disciplines. | adequately make connections between visual arts and other disciplines. | |
| Effective Use of Resources and Technologies: Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. ESOL Standard 3 (3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. | Candidates are familiar with and are able to successfully select, adapt and use a wide range of standards-based materials, resources, and technologies. They use culturally appropriate and responsive materials for ELLs from diverse backgrounds and varying English skills. | Candidates fail to be familiar with and/or are not able to select, adapt and use a wide range of standards-based materials, resources, and technologies. They do not appear to use or use very limited culturally appropriate and responsive materials for ELLs from diverse backgrounds and varying English skills | |
| | | | |

Details of the Art Appreciation Lesson Plan:

The candidate will write a lesson plan and teach students (Minimum twenty (20) minutes) about three or four works of art or fine craft, integrated with the content of another discipline, in the field school Art class. The candidate will also develop and implement ESOL Instructional Strategies for Visual Art and an assessment of student learning. The field placement Art Teacher and the candidate will decide whether this will be taught to a small group or to the entire class. The candidate will choose one or two art periods from the approved list. The approved list will be distributed in the class and will include art periods dating from ancient time to the present. After choosing the art periods, the candidate will begin their research in class using iPad Art Appreciation Apps and the internet and will identify a minimum of **two (2) artists** whose work would be appropriate for stimulating discussion at the elementary level. The artists will be selected from the major cultural groups of South Florida. The final selection will be made with the field placement Art Teacher. **The visual teaching resources can show two or three-dimensional works of art and need to be organized in the form of a digital Power Point or Prezi Presentation. If the field placement school is not equipped with an LCD projector, transparencies of the images (or other appropriate large format images) may need to be printed and shown on an overhead projector.** The images must represent works of fine art or fine craft by the selected artist.

LESSON PLAN AND VISUAL TEACHING RESOURCES

(SUBMIT BOTH TO TASK STREAM BY THE DEADLINE (See Syllabus Calendar))

LESSON PLAN: (USE THIS FORMAT and HEADINGS)

Title of Lesson:

(Think of a creative title that includes the artist's name)

Behavioral Objective:

Include in the Behavioral Objective:

Subject, Conditions, Action Verb and Criteria

The name of your artist

Criteria for **BOTH** the art discussion and for the other discipline (subject)

Grade Level:

ESOL Level(s):

ESOL Strategies: *Required.

(see *ESOL Instructional Strategies for Visual Art* on the course web site)

Special Needs:

(Ask the art teacher about students who may need special assistance)

Lesson Content:

A. Time period/style of artist.

B. Works of Art (include a minimum of 3 works of art and following info about each)

"Title" of artwork #1:

Include: medium, size, date of work

2-3 sentences from your research about the work of art.

"Title" of artwork #2:

Include: medium, size, date of work

2-3 sentences from your research about the work of art.

"Title" of artwork #3:

Include: medium, size, date of work

2-3 sentences from your research about the work of art.

C. Biography of the artist (2 paragraphs min.)

Include from your research: the name, nationality, culture, important dates, style, brief history, contribution to field of art, etc.

D. Vocabulary list:

Include at least three Art Elements/Design Principles and two words from the other subject (include one or two more words for higher grades.)

E. List of Relevant Questions: (at least 15)

Include questions that will elicit responses and direct the learners to characteristics and qualities present and observable in the art objects. Include higher order questions that cannot be answered simply "yes" or "no". Good

questions will direct the attention of the students to different aspects of the works of art and will enable them to experience them more fully. Also include questions related to the other integrated subject.

Set:

(What will inspire the students to wonder about the topic?)

Teaching Strategies:

(Include an ordered list of what you plan “to do” throughout the lesson. Don’t forget to include the Greeting, Set, Assessment and Closure in your list. Also include brief details of activities.)

Assessment of Learning:

Develop an assessment to be used at the end of your lesson to assess student learning. **The assessment instrument should be able to be completed by the students in 10 minutes or less. The details of (or direction for) the assessment need to be included here.** If the students will be completing a prepared hand-out, please create an ORIGINAL assessment hand-out (DO NOT use one already created by someone else). **Consider using a game or puzzle as a form of assessment, but remember, you need to be able to DOCUMENT student learning.**

(Include Assessment Hand-out at the end of the Lesson Plan)

Closure:

(Include how you plan to bring closure to the lesson. Closure should take place after the assessment. This might include an ending review, follow-up and a farewell.)

Nest Generation SSS (C-Palms) for Art:

(Include codes and Big Ideas, Enduring Understandings, and Benchmarks.)

Nest Generation SSS (C-Palms) for Other Subject/Discipline:

(Include codes and Big Ideas, Enduring Understandings, and Benchmarks.)

References: (Include a complete list of resources, including texts, web addresses web site names)

VISUAL TEACHING RESOURCES: (MUST BE SUBMITTED TO TASK STREAM)

Create a Power Point or Prezi Slide Presentation (and print transparencies if needed) to create the visual resources you need to teach the lesson in your field school.

Include the following:

- A.** The name of your artist and important dates (if developmentally appropriate),
- B.** 3 or more clear and age appropriate works of art (Include “Titles” if appropriate)
- C.** Map (age appropriate) to clearly define the geographical locale of the artist.
- D.** Vocabulary words (listed in the Lesson Plan) to be used throughout the lesson.

(Vocabulary can also be written on the class dry erase board or Smart Board.)

Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. (ESOL 3.3.a.)

***E. If your other subject is history, you must also include a simple horizontal time line, that includes pictures, important dates and brief headings. (+1 extra point)** If your other subject is not history, you may choose to do this for extra credit (+1 extra point).

EVALUATION OF TEACHING: (DO NOT SUBMIT THIS TO TASK STREAM)

The Art Teacher will evaluate the teaching of the lesson in the field school using the *Art Appreciation Teaching Evaluation Form* located on the course web site. The form must be completed and signed by the Art Teacher and submitted in class (see deadline on Syllabus Calendar).

CRITICAL SELF-REFLECTION: (DO NOT SUBMIT THIS TO TASK STREAM)

(10 Points)

The Pre-service teacher will complete and submit in class a ONE PAGE *Critical Self-Reflection* of the lesson presentation (see deadline on Syllabus Calendar).

Include the following in the *Critical Self-Reflection*:

- **Why was the topic chosen for this group of students?**
- **Why were the teaching strategies listed above chosen for this group of students? Why were the strategies used successful or inadequate?**
- **Why did the students respond a certain way to the instruction?**
- **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.**

(*WHAT* you did **during** your lesson, your *Teaching Strategies*, have ALREADY been included in your lesson plan, so your *Critical Self Reflection* needs to be about the outcomes and your reflection on your lesson design.)

ESOL

CONTENT AREA INSTRUCTIONAL STRATEGIES

A. MULTISENSORY ACTIVITIES

- visual (use of visuals, real objects)
- auditory (use of listening devices, listening techniques)
- kinesthetic (use of body movement)
- tactile (use of touch)

B. INTRODUCTION OF TOPIC THROUGH BUILDING:

- background
- concept
- vocabulary
- relevance of application

C. HIGHLIGHTING TEXT BY:

- making importance evident
- prioritizing topics/concepts

D. SIMPLIFICATION OF TEXT THROUGH:

- vocabulary previews
- expansion of context
- reduction of non-essential text

E. DIVERSIFICATION OF ACTIVITIES

- hands-on, experimental activities
- reading related materials
- correlating learning to real-life situations (applying knowledge for better understanding)

F. COOPERATIVE TEACHING AND LEARNING

- small group instruction
- small group peer interaction

Visual

Arts

LEP students must be identified in your grade book by placing a (*) next to the student name with their level of proficiency. This information can be obtained from the classroom teachers.

ESOL Strategies must be included in each of your lesson plans. Suggestion: Affix a copy of the *ESOL Content Area Instructional Strategies (Visual Arts)* in your grade book. Write the letters which correspond to the strategies that will be used for each lesson.

Assignment: Art Portfolio and Critiques (20 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate will develop and maintain an Art Portfolio of works created throughout the semester to show consistent progress in the development of creative thinking and art making skills and will participate in class critiques of their finished works. The portfolio will be assessed at the end of the semester.

Explanation of Assignment:

Art making, which includes both creativity and skill, is a very important aspect of this course. One **ART HOMEWORK ASSIGNMENT will be DUE** each class session in your portfolio. Please write down or down-load and follow the criteria assigned for each drawing (See course web site www.fiu.edu/~ritziw).

Your in-class and homework art assignments (your portfolio) will be evaluated and graded based on: (also see Portfolio Assessment Rubric attached)

- a. your ability to follow and include the assignment criteria;
- b. the effort you put forward in completing the work;
- c. your ability to show consistent progress throughout the semester.

One point will be deducted if the completed drawing/work is not presented at the beginning of the class in which it is due.

| | |
|---|---|
| FEAPs Florida Educator Accomplished Practices | (a) 3. b Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed) (a)3.f Employ higher-order questioning techniques. (addressed) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (assessed) (Formally assessed in Critical Task) (also assessed here) Sec. 60. Vis. Arts. 12.5 Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art. (addressed) Sec. 60. Vis. Arts. 12.6 Identify appropriate uses of art materials and tools for developing basic processes and motor skills. (addressed) Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (assessed) (Formally assessed in Critical Task) (also assessed here) Sec. 60. Vis. Arts. 13.3 Demonstrate knowledge of strategies for developing creative responses through art to ideas drawn from text, music, speech, movement, and visual images. (addressed) Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed) Sec. 60. Vis. Arts. 14.4 Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places. (addressed) Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (addressed) |

| | |
|--------------------------------------|---|
| | <p>Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed)</p> <p>Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (Formally assessed in Critical Task) (also assessed here)</p> <p>Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed)</p> |
| ESOL | <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. (addressed)</p> <p>(3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.</p> |
| National Visual Art Standards (NVAS) | <p>Standard #5 Understanding the visual arts in relation to history and cultures. (addressed)</p> <p>Standard #6 Making connections between visual arts and other disciplines. (Formally assessed in Critical Task) (also assessed here)</p> |

PORTFOLIO & CRITIQUE ASSESSMENT

NAME: _____

SECTION #U01

(*PLACE THIS INSIDE THE FRONT COVER OF YOUR PORTFOLIO.)

| | POINTS EARNED | COMMENTS: |
|--------------------------|---------------|-----------|
| PORTFOLIO GRADE (MAX 15) | _____ | |
| CRITIQUES GRADE (MAX 5) | _____ | |
| TOTAL (MAX 20) | _____ | |

Missing Assignments:

Incomplete Assignments:

PORTFOLIO RUBRIC

POINTS

- 11-12 Includes all work assigned, fulfills all criteria for each assignment, shows maximum effort, and shows consistent progress in skill development and creativity. Shows successful knowledge and use of art elements and design principles. Successfully connects to other disciplines as outlined in criteria.
- 9-10 Includes all work assigned, fulfills all criteria for each assignment, shows some effort, and shows consistent progress in skill development and creativity. Shows adequate knowledge and use of art elements and design principles. Successfully connects to other disciplines as outlined in criteria.
- 7-8 Includes all work assigned, fulfills most criteria for each assignment, and shows consistent progress in skill development and creativity. Shows some knowledge and use of art elements and design principles. Adequately connects to other disciplines as outlined in criteria.
- 5-6 Includes most work assigned, fulfills all criteria for each assignment, and shows some progress in skill development and creativity. Shows minimal knowledge and use of art elements and design principles. Adequately connects to other disciplines as outlined in criteria.
- 3-4 Includes some work assigned, fulfills most of the criteria for each assignment, and shows minimal progress in skill development and creativity. Shows minimal knowledge and use of art elements or design principles. Minimally connects to other disciplines as outlined in criteria.
- 2 Includes some work assigned, missing criteria for each assignment, and shows no progress. Does not show knowledge and use of art elements or design principles. Does not connect to other disciplines as outlined in criteria.
- 1 Includes minimal work assigned, missing most criteria for each assignment, and shows no progress. Does not show knowledge and use of art elements or design principles. Does not connect to other disciplines as outlined in criteria.
- 0 Portfolio was not submitted for review.

CRITIQUE RUBRIC

POINTS

- 3 - 4 Successfully participates in all critiques while maintaining a safe emotional and psychological environment. Appropriately receives constructive criticism for finished work. Includes written suggestions on back of work. Demonstrates adequate knowledge of aesthetic and critical analysis of visual arts.
- 1 - 2 Participates in some critiques while maintaining a safe emotional and psychological environment. Receives constructive criticism for finished work. Includes limited written suggestions on back of work. Demonstrates limited knowledge of aesthetic and critical analysis of visual arts.
- 0 Does not participate in class critiques.

Assignment: STEAM Lesson Plan (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate, working in a group, will research STEAM related strategies

Explanation of Assignment:

Candidates will address arts integration strategies in their STEAM Project Design. Candidates will reference the Florida Next Generation Sunshine State Standards (NGSSS) for Science, Technology, Engineering, Arts and Mathematics. Candidates will create an innovative STEAM Project integrating 5 (five) disciplines.

| | |
|--|---|
| FEAP's Florida Educator Accomplished Practices | (a) 3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed) |
| PECs Professional Education Competencies | PECs addressed through FEAPs |
| SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health | <p>Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts. (Formally assessed in Critical Task) (also assessed here)</p> <p>Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts. (Formally assessed in Critical Task) (also assessed here)</p> <p>Sec. 60. Vis. Arts. 13.4 Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions. (addressed)</p> <p>Sec. 60. Vis. Arts. 14 Knowledge of cultural and historical connections in music and visual arts. (Formally assessed in Critical Task) (also assessed here)</p> <p>Sec. 60. Vis. Arts. 16.2 Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts. (addressed)</p> |
| National Visual Art Standards (NVAS) | <p>Standard #5 Understanding the visual arts in relation to history and cultures. (addressed)</p> <p>Standard #6 Making connections between visual arts and other disciplines. (Formally assessed in Critical Task) (also assessed here)</p> |
| ESOL | <p>Domain 1: Culture (Cross-Cultural Communications)</p> <p>Standard 1: Culture as a Factor in ELLs' Learning Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities. (Formally assessed in Critical Task) (also assessed here)</p> <p>Performance Indicators</p> <p>1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.</p> <p>1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.</p> <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)</p> |

| | |
|--|--|
| | <p>Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content. (addressed)</p> <p>3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.</p> |
|--|--|

Candidates will include the following criteria in the STEAM Lesson Plan Project:

1. Develop a lesson plan which incorporates the five disciplines (S) (Tech) (Eng)(Arts) (M).
2. Develop STEAM Project as identified in their research. (S) (Tech) (Arts) (M)
3. Participate in class activities that address ESOL speaking skills for a variety of academic and social purposes. (ESOL)
4. Participate in class activities that addressed the effects of racism, stereotyping, and discrimination of teaching and learning of ELL's from diverse backgrounds and at varying English proficiency levels. (ESOL)
5. Link STEAM Project directly to the Big Idea, Enduring Understanding and Benchmarks of a specific grade in the NGSSS for SS and include the NGSSS code.
6. Create sketches and prototypes of STEAM Lesson Plan Project. (VA)
7. Create sketches/designs of 3-D Project with STEAM Focus (VA).
8. Used technology to research strategies and innovative instructional methodologies to develop a cohesive lesson plan.
9. STEAM Project is thoughtful and well organized.
10. The STEAM project shows advanced creativity and unique aspects.

STEAM PROJECT ASSESSMENT

ARE 3313

Name: _____

Section # U01

Title of STEAM Lesson Plan Project: _____

COMMENTS:

STEAM Project GRADING RUBRIC

| | POINT VALUE | POINTS EARNED |
|--|----------------|------------------|
|--|----------------|------------------|

STEAM Project Outline and Project Classwork

| | | |
|---|-----|-------|
| Created an innovative STEAM Project integrating 5 (five) disciplines, as Identified in research (ESOL) (S) (M) (TECH)(ARTS) | (1) | _____ |
|---|-----|-------|

| | | |
|--|-----|-------|
| Linked STEAM Project directly to the Big Idea, Enduring Understanding and Benchmarks of a specific grade in the NGSSS for SS and include the NGSSS code (SS) | (1) | _____ |
|--|-----|-------|

| | | |
|----------------------------|-----|-------|
| Created original work (VA) | (1) | _____ |
|----------------------------|-----|-------|

| | | |
|--|-----|-------|
| Included design sketches, prototypes, & ideation | (1) | _____ |
|--|-----|-------|

| | | |
|---------------------------------------|-----|-------|
| Researched as a TEAM and shared ideas | (1) | _____ |
|---------------------------------------|-----|-------|

| | | |
|------------------------------------|-----|-------|
| Provided a typed STEAM lesson plan | (5) | _____ |
|------------------------------------|-----|-------|

| | | |
|--|--|-------|
| STEAM LESSON PLAN GRADE/TOTAL POINTS (10) | | _____ |
|--|--|-------|

Assignment: Exam (10 points)

Course: ARE 3313 – Content & Methods of Teaching Elementary Art

Learning Objective:

The candidate will complete a written exam to demonstrate knowledge and comprehension of art making skills, media, materials, art processes, ESOL Strategies for Visual Art, classroom management strategies and developmental concepts.

Explanation of Assignment:

The exam will consist of multiple-choice and short answer items. An exam review will be discussed in class one week prior to the exam date and will be posted on the course web site. The content of the exam will be based on course readings, notes from class lectures/discussions and concepts from the discussion and implementation of in-class and homework art making processes.