



**FLORIDA INTERNATIONAL UNIVERSITY  
ART EDUCATION / DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**ARE 6140: Section U01  
Curriculum and Instruction in Art (03 credits)**

Semester: Spring 2014  
Wednesdays, 5:00pm – 7:40pm  
Location: University Park, ZEB 212

**Instructor:**

Name: Professor David Y. Chang  
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Office Location: ZEB 355A, University Park Campus  
Office Hours: Tuesdays 2:00-4:00; Wednesdays 3:00-4:00; Thursdays 2:00-4:00  
Course Website: <http://coeweb.fiu.edu/classes/chang>

**I Course Description**

This course is designed to examine the theoretical bases of curriculum development in art education. Analysis of objectives, content, methods, and materials for art instruction in the elementary, junior, and senior high schools will be included.

**II COE Conceptual Framework**

The desired future of the College of Education (COE) at *Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

ARE 6140: Reflective Inquirer (Skills)

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

This course is aligned with the standards, principles, competencies, and practices of: National Visual Arts Standards, Florida Sunshine State Standards-Visual Arts, Florida Educator Accomplished Practices (FEAP).

## National Visual Art Standards

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

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

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

## V Required Textbooks, Readings, and Other Instructional Materials

Chalmers, F. G. (1996). *Celebrating Pluralism-Art, Education, and Cultural Diversity*. Los Angeles: The Getty Education Institute for the Arts.

Perkins, D. N. (1994) *The Intellegent Eye*. Los Angeles: The Getty Education Institute for the Arts.

Dobbs, S. M. (1998) *Learning in and through Art*. Los Angeles: The Getty Education Institute for the Arts.

Greggory, D. C. *New Technologies in Art Education*. Reston, Virginia: National Art Education Association.

Clark, G. & Zimmerman, E. (2004) *Teaching Talented Art Students*. New York: Teachers College Press.

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

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

1. Every student must register for TaskStream at <http://education.fiu.edu/taskstream> by deadline stated on syllabus.
2. TaskStream Assignment must be evaluated and uploaded properly in order to receive a final grade. If the Artifact for the TaskStream is not successfully completed by the end of the course, you will **NOT** be able to obtain a passing grade and 8 points will be deducted from your grade total.
3. On Time class attendance / Sign roll each class / Absences and tardiness will lower your grade (See Grade Policy for details).
4. Work/Assignments must be turned in with a scoring rubric which is available on class website.
5. Work/Assignments turned in after DUE DATES will be graded down one point per week. One paper may be recycled for a higher grade, which will be one point less than the maximum allowable points.
6. **NO SMOKING** or **DRINKS** in the classroom. Please respect those who are teaching or leading class discussion.
7. The instructor reserves judgment on the student's final grade.
8. 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).

**GRADE POLICY**  
**ARE 6140 SPRING 2014**

I. Points of Assignments:

Unit Introduction .....	3
Lesson Objectives .....	3
Unit & Activity Evaluation Instruments .....	3
Activity Criterion-Referenced Visuals (Minimum 2 Per Activity).....	3
TaskStream Task & Field Test Self Evaluation with Student Examples.....	8
Module/Textbook Research and Presentation (5 x 2).....	10
Curriculum Presentation.....	5
Curriculum and CD.....	40
Class Participation .....	<u>25</u>
	100

II. Reduction in Points:

A. Absences:	
1 Day .....	3
2 Days .....	6
3 Days .....	12
4 Days .....	24
5 Days .....	I or F

B. Tardiness or Early Departure:

First Day.....	1
Each One Following .....	2

III. Grade Equivalency:

<u>TOTAL POINTS</u>	<u>FINAL GRADE</u>
93 - 100 .....	A
90 - 92 .....	A-
87 - 89 .....	B+
83 - 86 .....	B
80 - 82 .....	B-
77 - 79 .....	C+
73 - 76 .....	C
70 - 72 .....	C-
67 - 69 .....	D+
63 - 66 .....	D
60 - 62 .....	D-
0 - 59 .....	F

## VII Taskstream Artifact and 3-point Rubric

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

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

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is \_\_\_\_\_. (see *Program Code List Spring 2010* at <http://education.fiu.edu/TaskStream>.)

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

**For help, go to:**

TaskStream

800-311-5656

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

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

Friday, 8:00 am – 7:00 pm ET)

COE Taskstream Website

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

COE IT Department, ZEB 269

305-348-6305

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

COE Computer Lab, ZEB 165

305-348-6134

### Assessment Panel Reviews

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

### **Multicultural Art Lesson Part 1**

The information below is provided to guide your response to this requirement. After reading, use the response tabs above to add your work.

#### **Directions:** Research phase

After reading and discussing the goals and objectives for Art Education and multiculturalism in Art, candidates will research one specific art process and products of that process from another culture, and will write a summary report analyzing the culture's process and products. The report should include at least one digital image of an original artifact from the target culture. Electronic research is required as one of the study tools.

# ARE 6140 Multicultural Art Lesson Part 1, Research BRIEF-FEAPs 4,5,7,9,12

	<b>Target</b> value: 3	<b>Acceptable</b> value: 2	<b>Unacceptable</b> value: 1	<b>Score</b>
Cultural/Historical Information * Use of Technology	Cultural and historical background are well researched. Artistic concepts are thoroughly analyzed. *Digital image of the artifact is well constructed and appropriate to the project. It will clearly enhance the aesthetics of the lesson plan project to come.	Cultural and historical background are adequately researched. Artistic concepts are analyzed to some extent. * Digital image of the artifact is adequate to the project, but may not be of the highest quality.	Cultural and historical background not well researched. Artistic concepts may be mentioned, but not analyzed. *Digital image is either of poor quality or absent.	

## Multicultural Art Lesson Part 2

The information below is provided to guide your response to this requirement. After reading, use the response tabs above to add your work.

### Directions: Teaching Phase

Candidates will create a multicultural lesson plan as a result of his/her findings. The lesson plan should follow the CBC lesson plan format with reference to the Florida Sunshine State Standards for Visual Arts. The lesson should include an activity that uses the medium and product from your research in part 1.

The plan should list appropriate materials and resources to be used to teach and create the art project in a Florida school.

# ARE 6140 Art Project Part 2 Brief FEAPs 4,5,7,9,12

	<b>Target</b> value: 3	<b>Acceptable</b> value: 2	<b>Unacceptable</b> value: 1	<b>Score</b>
Goal and Objectives Organization Activity Use of Technology Assessment	Excellent goal. Objectives completely accomplishable, and successfully promote critical thinking and creative expression. Lesson plan is well organized for successful delivery of the content. *Activity is cleverly planned and well connected to the goal and objectives. Students will gain a good understanding of the specific culture as well as the artistic experience. Excellent use of technology that effectively	Adequate goal. Objectives somewhat accomplishable, and are generally engaging and interesting, and allow for some creative expression. Lesson plan is acceptably organized for successful delivery of the content. Activity demonstrates some thoughtful planning and can be connected to the goal and objectives. Offers students an acceptable opportunity to understand the specific culture as well as the artistic experience. Acceptable use of	Unclear goal. Vaguely stated objectives, and are not engaging and interesting and may stifle creative expression. Lesson plan is disorganized and may hinder successful delivery of the content.  Activity is poorly planned without connection to the goal and objectives. Students will not gain any reasonable understanding of the specific culture and the artistic experience. Lack of use of technology to support supports the	

	<p>supports the goal and objectives of the lesson. It has clearly enhanced the aesthetics of the lesson plan project.</p> <p>Thoughtful and Compelling relationship between the assessment tool and the goal and objective of the lesson.</p>	<p>technology that supports the goal and objectives of the lesson. Technology enhances the aesthetics of the lesson plan project in some ways.</p> <p>Acceptable relationship between the assessment tool and the goal and objective of the lesson.</p>	<p>goal and objectives of the lesson. It has not enhanced the aesthetics of the lesson plan project. Little relationship between the assessment tool and the goal and objective of the lesson.</p>	
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### Multicultural Art Lesson Part 3

The information below is provided to guide your response to this requirement. After reading, use the response tabs above to add your work.

**Directions:** Reflection phase

The candidate will write a self evaluation paper analyzing the teaching experience and include at least one image of a student art work produced in the lesson.

## ARE 6140 Art Project Part 3, Reflection BRIEF FEAPs 4,5,7,9,12

created with  
**TaskStream**  
Advancing Educational Excellence

	Target value: 3	Acceptable value: 2	Unacceptable value: 1	Score
Professional self analysis Student Product and image Ideas for future improvement	<p>Thorough and professional self analysis of the lesson delivery. Articulates successes and limitations of the teaching experience fully.</p> <p>Student Product is appropriate to the lesson and demonstrates excellent use of skills appropriate for the age group represented. Product image is of high quality and represents the artifact well. Image management represents excellent use of technology</p> <p>Future plans relate well to the self analysis and are directly connected to the teaching experience.</p>	<p>Adequate self analysis of the lesson delivery. Articulates some successes and limitations of the teaching experience.</p> <p>Student Product is somewhat appropriate to the lesson and demonstrates a fair adaptation of skill for the age group represented. Product image is of adequate quality and represents the artifact fairly well. Image management represents adequate use of technology</p> <p>Future plans relate adequately to the self analysis and are somewhat connected to the teaching experience</p>	<p>Thin self analysis of the lesson delivery. Articulation of the successes and limitations of the teaching experience is weak or absent.</p> <p>Student Product is not well connected to the lesson, and may represent inappropriate skill levels for the age group represented. Product image is of poor quality and does not represent the artifact very well. It may be absent.</p> <p>Future plans are not well related to the self analysis and are not well connected to the teaching experience. They may be omitted.</p>	

## VIII Academic Integrity Statement

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

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

Misconduct includes:

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

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

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

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

## X Course Schedule Spring 2014



## COURSE SCHEDULE (Spring 2014)

January	8	Introduction / Module and Requirements	
January	15	Curriculum Topics and Theme / Instructional Objectives Evaluation of Artwork and Portfolio *Register for TaskStream *E-MAIL CURRICULUM TOPIC/THEME BY NOON *BRING SAMPLE STUDENT ART PORTFOLIOS	
January	22	Module I “Analysis of Goals” Module II “Analysis of Learner Status”	_____ _____
January	29	Module III “Formulating Objectives for Art Instruction” <u>Celebrating Pluralism</u> T-Group 1	_____ _____
February	5	Module IV “Selection and Organization of Content” <u>Learning to Think by Looking at Art</u> T-Group 2 *UNIT INTRODUCTION DUE *ACTIVITY OBJECTIVES DUE	_____ _____
February	12	Module V “Employment of Appropriate Strategies” Technologies in Art and Art Education T-Group 3 *UNIT & ACTIVITY EVALUATION INSTRUMENTS DUE *3 ACTIVITY CRITERION-REF. VISUALS (MIN. 2 PER ACT.) DUE	_____ _____
February	19	Module VI “Evaluating Outcomes of Instruction” *TASKSTREAM TASK & FIELD SELF EVAL. (MODULE VIII) DUE	_____
February	26	Curriculum Design, Organization and Presentation Requirements <u>Gifted and Talented in Art</u> T-Group 4 *UPLOAD TASKSTREAM ARTIFACT BY NOON TODAY	_____
March	5	Museum Night / Master Lecture (TBA)	
March	12	<i>Spring Break (No Class)</i>	
March	19	Scheduled Curriculum Research and Progress Report *Museum Lecture Paper	
March	26	<i>Independent Curriculum Research and Development for Presentation</i>	
April	2	<i>Independent Curriculum Research and Development for Presentation</i>	
April	9	Curriculum Presentations *CURRICULUM AND CD DUE	
April	16	Curriculum Presentations / Course Evaluation	