FLORIDA INTERNATIONAL UNIVERSITY
ART EDUCATION / DEPARTMENT OF CURRICULUM AND INSTRUCTION

ARE 6140: Section U01
Curriculum and Instruction in Art (03 credits)
Semester: Spring 2017
Tuesdays, 5:00pm – 7:40pm
Location: University Park, ZEB 160

Instructor:

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Office Hours:	Tuesdays 2:00-4:00; Wednesdays 3:00-4:00; Thursdays 2:00–4:00

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. CASE Conceptual Framework

The desired future of the College of Arts, Sciences, and Education (CASE) 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 the national and state professional standards.

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 Next Generation Sunshine State Standards-Visual Arts, Florida Educator Accomplished Practices (FEAP).

National Visual Art Standards

- Standard #1   Generate and conceptualize artistic ideas and work. (Creating)

- Standard #2   Organize and develop artistic ideas and work. (Creating)

- Standard #3   Refine and complete artistic work. (Creating)

- Standard #4   Select, analyze, and interpret artistic work for presentation. (Presenting)

- Standard #5   Develop and refine artistic techniques and work for presentation.

- Standard #6   Convey meaning through the presentation of artistic work. (Presenting)

- Standard #7   Perceive and analyze artistic work. (Responding)

- Standard #8   Interpret intent and meaning in artistic work. (Responding)

- Standard #9   Apply criteria to evaluate artistic work. (Responding)

- Standard #10 Synthesize and relate knowledge and personal experiences to make art. (Connecting)

- Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Connecting)

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

Florida Educator Accomplished Practices (FEAPs)

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students' cultural, linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students' subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

IV. Course Objectives and Professional Standards

The objectives for this course are organized by understandings, skills, and dispositions.

Understandings:

1. Understand the history of art education.

2. Understand the reading and research into the national trends and development of art, technology, and education.

3. Understand the major goals and current trends in the discipline.

4. Understand learner status, developmental stages and working with multi-ethnic, multi-cultural, exceptional and gifted students.

5. Understand various behavioral objectives in art education.

6. Understand the art content (production, history, criticism and aesthetics)

7. Understand the theories of art criticism, i.e. Feldman.

8. Understand the teaching strategies and alternative means of instruction.

9. Understand the application of evaluation procedures appropriate to the art program.

10. Understand learning styles as related to the teaching of art.

11. Understand the importance of new technology and innovative art media in art education.

Skills:

1. Can identify significant developments in the history of art education in the United States since 1800.

2. Analyze the goals of art education in relation to antecedent developments and trends in art, technology, and education.

3. Identify major goals of art education based on current research and recent national and state assessment studies.

4. Analyze the status of the learner through an investigation of developmental stages in child and adolescent art and of characteristics and needs of special populations including the exceptional child, the culturally different and the gifted child.

5. Formulate appropriate behavioral objectives for art instruction based on an analysis of learner status and of recognized goals.

6. Select appropriate art content to implement objectives for students in different learning situations.

7. Identify criteria for the evaluation of curriculum units.

8. Compare and contrast different theories and methods of art criticism.

9. Identify a variety of teaching strategies and alternative means of instruction.

10. Identify evaluation procedures which might be applicable in the assessment of different kinds of art learning.

11. Develop a comprehensive curriculum plan for an elementary or a secondary level for a specific period of time.

12. Investigate techniques of individualized instruction and design and produce instructional material for individualizing a segment of the curriculum plan.

13. Investigate learning styles as related to the successful teaching of art.

14. Examine and learn how to make use of forms of technology and other innovative media which may include performance, installation and environmental art forms.

Dispositions:

1. Develop the belief that critical thinking enables all students in demonstrating their ability to think creatively.

2. Develop the belief that understanding cultural diversity enhances learning and teaching in art education.

3. Develop the belief that knowing human development and learning theories prepares better art educators.

4. Develop the belief that setting up effective learning environment provides opportunities for acquiring creative skills.

5. Develop the belief that technology is empowering for students in art education as it provides endless possibilities for research and as artistic mediums.

V. Required Textbooks, Readings, and Other Instructional Materials

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

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

Dobbs, S. M. (1998) *Learning in and through Art.* Los Angeles: The Getty Educayion 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 <u>NOT</u> be able to obtain a passing grade and 8 points will be deducted from your grade total.

3.   <u>On Time</u> class attendance / Sign roll each class / Absences and tardiness will lower your grade (See Grade Policy for details). Students are responsible for obtaining notes and information from classmates for classes they must miss and, in some cases, students may request additional assignments to make up the missing credit.

4.   Work/Assignments must be turned in with a scoring rubric.

5.   Late work/assignments are NOT acceptable.

6.   One assignment may be recycled for a higher grade, which will be one point less than the maximum allowable points.

7.   NO SMOKING or DRINKS in the classroom. Please respect those who are teaching or leading class discussion.

8.   The instructor reserves judgment on the student's final grade.

9.   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 2017

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 ………………………………………………..……………25
                                                                                        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:

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
60 - 73	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. See *Program Code List Spring 2015* 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
(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
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

	Target value: 3	Acceptable value: 2	Unacceptable value: 1	Score
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

	Target value: 3	Acceptable value: 2	Unacceptable value: 1	Score
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 | |

supports the goal and objectives of the lesson. It has clearly enhanced the aesthetics of the lesson plan project. Thoughtful and Compelling relationship between the assessment tool and the goal and objective of the lesson.	technology that supports the goal and objectives of the lesson. Technology enhances the aesthetics of the lesson plan project in some ways. Acceptable relationship between the assessment tool and the goal and objective of the lesson.	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.	

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	Thorough and professional self analysis of the lesson delivery. Articulates successes and limitations of the teaching experience fully. 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 Future plans relate well to the self analysis and are directly connected to the teaching experience.	Adequate self analysis of the lesson delivery. Articulates some successes and limitations of the teaching experience. 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 Future plans relate adequately to the self analysis and are somewhat connected to the teaching experience	Thin self analysis of the lesson delivery. Articulation of the successes and limitations of the teaching experience is weak or absent. 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. Future plans are not well related to the self analysis and are not well connected to the teaching experience. They may be omitted.	

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)

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 2017

COURSE SCHEDULE (Spring 2017)

January 10   Introduction / Module and Requirements

January 17   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 24   Module I   "Analysis of Goals"   _____ _____
               Module II   "Analysis of Learner Status"   _____ _____

January 31   Module III   "Formulating Objectives for Art Instruction"   _____ _____
               <u>Celebrating Pluralism</u>   _____

February 7   *Off to attend PAW Master's Alumni Art Exhibition, GC Art Gallery*

February 14   Module IV   "Selection and Organization of Content"   _____ _____
How to Design and Conduct Effective Critiques in Art Curriculum
<u>Learning to Think by Looking at Art</u>   _____
         *UNIT INTRODUCTION DUE
         *ACTIVITY OBJECTIVES DUE

February 21   Module V   "Employment of Appropriate Strategies"   _____ _____
Technologies in Art and Art Education   _____
         *UNIT & ACTIVITY EVALUATION INSTRUMENTS DUE
         *3 ACTIVITY CRITERION-REF. VISUALS (MIN. 2 PER ACT.) DUE

February 28   Module VI   "Evaluating Outcomes of Instruction"   _____ _____
         *TASKSTREAM TASK & FIELD SELF EVAL. (MODULE VIII) DUE

March 7   Curriculum Design, Organization and Presentation Requirements
Gifted and Talented in Art   _____
         *UPLOAD TASKSTREAM ARTIFACT BY NOON TODAY

March 14   *Spring Break (No Class)*

March 21   *Off for Museum Visit – Frost Art Museum*

March 28   Scheduled Curriculum Research and Progress Report
         *Museum Reaction Paper Due

April 4   Scheduled Curriculum Research and Progress Report

April 11   *Independent Curriculum Research and Development for final Presentation*

April 18   Curriculum Presentations
         *ALL CURRICULUM AND CD DUE

April 25   Curriculum Presentations