

**Elementary Education K-6
(with ESOL Endorsement),
College of Education**

CONTENT & METHODS OF TEACHING ELEMENTARY ART - ARE 3313

Department Teaching and Learning

Web sites: www.taskstream.com, Self-Enrollment Code
<http://education.fiu.edu/> (Go to: Academic Programs)

Credits **3 semester hours**

Instructor **Evelyn Davila,**

Office hours **Monday: 12:30 – 1:30 PM**
Tuesday: 12:30 – 1:30 PM

Location **ZEB 160**

Telephone or Text for an appointment: **786-252-0209**

E-mail evdavila@fiu.edu

Resources for course: Required Text:

Goldberg, Meryl, *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, Syllabus, required forms, readings, and other information necessary for the course will be provided for downloading onto flash drives.

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

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 Class Schedule, Grade Policy, Text & Portfolio to class)	10	
Reading Discussion Questions (1 point each reading)	10	
Portfolio & Class Critiques	15	
Museum Based Art Criticism Report	10	
Art Appreciation Lesson Plan	10	
Teaching Visual Resources for Lesson	10	
Self-Reflection	5	
Classroom Observation & Teacher Evaluation	10	
STEAM Lesson Plan	10	
Final Exam	10	
TOTAL POINTS	100	
Extra Credit 3 Early Written Assignments (ie – Museum Critique, Lesson Plan, STEAM Plan) Extra Points at discretion of Professor Based on exceptional work or effort.	+3 Up to +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 One week from due date, no later assignments will be accepted	
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.**

Content and Methods of Teaching Elementary Art

Professor Davila (evdavila@FIU.edu),

Fall 2019 - ZEB 160

ARE 3313 Mondays 2:00 - 4:40 08/26/2019 - 12/09/2019
 Class 91702
 Section U03-C

ARE 3313 Tuesdays 9:30 - 12:15 p.m 08/27/2019 - 12/010/2019
 Class 91698
 Section U02-C -

Course Syllabus, assignment criteria, and reading assignments: Will be downloaded onto Students Flash drives on first day of class.

TEXTBOOK: *Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings*, fifth edition by Merryl Goldberg ISBN-10: 0132565560 / ISBN-13: 9780132565561

Date	Assignment	Class Activity	Due Next Class
<p>Week 1</p> <p>Aug. 26 Section U03-C</p> <p>Aug. 27 Section U02-C</p>	<p>Introductions: Overview of Course</p> <ul style="list-style-type: none"> • General Course Requirements; • Review Syllabus, Calendar, Grade Policy • Art Elements and Design Principles 	<p>Art Elements and Design Principles</p> <p>Make Art Portfolios</p> <p>Hands-On Activity: Drawing Portraits, Medium in art - shading</p> <p>Recommended websites for more information: http://www.projectarticulture.org/principles.php http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf</p>	<p>Bring supplies for every class</p> <ul style="list-style-type: none"> • Drawing Pencils (2B, 4B, 6B), • White <u>AND</u> Pink Erasers, • Small notebook for handouts (bring to class each week) • Sketchbook (optional) • 3 metal clips for portfolios <p>• Completed Self-Portrait due on week 3 (Follow Criteria and Handout)</p>
<p>Week 2</p> <p>Sept. 2 Section U03-C Labor Day No Class</p> <p>Sept. 3 Section U02-C Class as usual</p>	<p>Section U02-C ONLY.</p> <p>Introduction to Perspective</p> <p>Art No no's</p>	<p>Hands-On: Perspective Lesson</p> <p>Perspective Basics:</p> <ul style="list-style-type: none"> • Horizon line • Higher on the page • Smaller as they recede into the distance • Straight lines (horizontal and vertical) • Vanishing point • Lines leading to vanishing point <p>Perspective Drawing:</p> <ul style="list-style-type: none"> • 1 point inside a room • 1 point outside • 2 point inside a room • 2 point outside 	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Completed Self-Portrait (Follow Criteria and Handout) • Finished perspective drawings and add color <p>https://www.youtube.com/watch?v=ePv-9mVnTVk https://www.youtube.com/watch?v=tcw5szKXpGY https://www.youtube.com/watch?v=Vo3CEtzIORg</p>

<p>Week 3</p> <p>Sept 9 Section U03-C</p> <p>Sept 10 Section U02-C</p>	<p>Assignment Requirements Syllabus Calendar & Grade Policy</p> <ul style="list-style-type: none"> • Assignment Requirements • Introduce Art Appreciation Lesson • Review Syllabus, Calendar, & Grade Policy • Introduce fldoe.org and cfaefl.org websites • Review of “Art Elements and Design Principles” • Critique of Portraits and Perspective drawings (U02 only), 	<p>Hands on Activity: Drawing:</p> <ul style="list-style-type: none"> • Gesture & Mass figure drawing • Drawing Figures in Proportion (See Handouts) • https://www.youtube.com/watch?v=xmiwGm32dXU • https://www.youtube.com/watch?v=L6AaTwEoyjs • https://www.youtube.com/watch?v=5iU7YvG-JU8 	<p><i>Bring drawing supplies and 3 metal clips for portfolios</i></p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Artwork: Five figures <p>READ & WRITE:</p> <ul style="list-style-type: none"> • Type 5 questions for discussion of the following two websites: • https://edstats.fldoe.org. Click on “PK-12”, then click on “Fine Arts • http://cfaefl.org/Advocacy (Article and Analysis by Steven N. Kelly, Ph.D. and Cohort Study 2010-2011 and 2013-14)
<p>Week 4</p> <p>Sept. 16 Section U03-C</p> <p>Sept. 17 Section U02-C</p>	<p>Drawing: Still Life Value Study</p> <ul style="list-style-type: none"> • Discuss the Florida Department of Education (FLDOE) and the Center of Fine Arts Education Article (CFAEFL) websites (Analysis by Steven N. Kelly, Ph.D. and Cohort Studies) • “NGSSS for Visual Art Coding” • http://vpa.dadeschools.net/visualarts.html • “ESOL Instructional Strategies for Visual Art • Art Room “No Nos” • Arts vs Crafts • Review Critical Observation Form, • <i>Feldman Stages of Art Criticism</i> 	<p>Class Activity:</p> <ul style="list-style-type: none"> • Review “Art Elements” (Form, Space, Texture, Value); • “Design Principles” (Balance, Contrast) • Critique of Artwork: 5 Figures drawing <p>Hands-On:</p> <ul style="list-style-type: none"> • Drawing: Still Life & Make Value strips • Turning Shapes into Forms <p>Recommended websites for more information:</p> <p>https://www.youtube.com/watch?v=vMr6eimcolc</p> <p>https://www.youtube.com/watch?v=V3WmrWUEIJo</p> <p>https://www.youtube.com/watch?v=ytW62RhHkDE</p> <p>SAMPLES:</p> <p>https://www.studentartguide.com/articles/still-life-drawing-ideas</p>	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Artwork - <i>Still Life: Arrangement of Three Personal Objects - Follow Criteria on flash drive</i> <p>READ & WRITE:</p> <ul style="list-style-type: none"> • <i>Read and TYPE five questions on Feldman Stages of Art Criticism</i>

<p>Week 5</p> <p>Sept. 23 Section U03-C</p> <p>Sept. 24 Section U02-C</p>	<p>Feldman & VTS Art Criticism – Abstract Portrait</p> <ul style="list-style-type: none"> • VTS-Visual Thinking Strategies (Flash-drive) • Review Art Appreciation Lesson - Overview & Writing Objectives and Action Verbs • Discussion - "Art Criticism & Aesthetics" – Feldman Stages of Art Criticism 	<p>Class Activity:</p> <ul style="list-style-type: none"> • Still life Critique • “Design Principles” (Unity, Tension & Variety) • STEAM Application to artwork <p>Hands–On:</p> <ul style="list-style-type: none"> • Mixed Media & Abstraction – Abstract Portrait <p>READ</p> <ul style="list-style-type: none"> • http://www.ideelart.com/module/csblog/post/278-1-abstract-portraits.html • https://www.art-is-fun.com/portrait-painting 	<p>Homework: Due on Week 7</p> <ul style="list-style-type: none"> • Mixed Media & Abstraction – Abstract Portrait <p>Read & Write Due on Week 7</p> <ul style="list-style-type: none"> • Museum Visit and report • 5 Typed Questions from Readings for Class Discussion* Text Book: Chapters 1, 2, & 4
<p>Week 6</p> <p>Sept.30 Oct 1</p> <p>U02 & U03</p> <p>No Class</p>	<p>Museum Visit - (No Class)</p> <p>-</p> <p>Visit art museum and write paper based on Feldman Stages of Art Criticism.</p>	<p>Activity:</p> <p>Report on Museum Visit</p>	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Mixed Media & Abstraction – Abstract Portrait <p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • Museum Visit and report • 5 Typed Questions from Readings for Class Discussion* Text Book: Chapters 1, 2, & 4
<p>Week 7</p> <p>Oct. 7 Section U03-C</p> <p>Oct. 8 Section U02-C</p>	<p>Mixed Media & Abstraction - Abstract Landscape</p> <ul style="list-style-type: none"> • Review Art Appreciation Lesson Plan Format - w/ ESOL Strategies • Art Appreciation Lesson Research • Present Museum papers - – Feldman Stages of Art Criticism) • Critique of Abstract Portrait 	<p>Class Activity:</p> <ul style="list-style-type: none"> • Discussion Textbook: Chapters 1, 2, & 4) • Presentation of Museum papers — Feldman Stages of Art Criticism) • Critique of Abstract Portrait <p>Hands On:</p> <ul style="list-style-type: none"> • Mixed Media & Abstraction - Abstract Haitian Landscape <p>http://www.ideelart.com/module/csblog/post/103-1-abstract-landscape-art.html</p>	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Bring Materials to work on Mixed Media & Abstraction – Abstract Landscape <p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • Research lesson plan ideas and names of 2 Artists with examples of art and integrated subject ideas.

<p>Week 8</p> <p>Oct. 14 Section U03-C</p> <p>Oct. 15 Section U02-C</p>	<p>Art Appreciation Lesson Planning</p> <ul style="list-style-type: none"> • Discuss Art Appreciation lessons - 2 artist • Visual Resources & Assessment • Writing Objectives • Review A/A/L Digital Slide Presentation and show examples • Rubric and Fill Out Grading Form • Review Child Development 	<p>Class Activity:</p> <ul style="list-style-type: none"> • Present lesson plan ideas and artists for an Integrated Art Appreciation Lesson <p>Hands On:</p> <ul style="list-style-type: none"> • Work on <i>Mixed Media & Abstraction – Abstract Landscape</i> https://stagesofartisticdevelopment.weebly.com/stages-of-development.html • https://thevirtualinstructor.com/blog/the-stages-of-artistic-development 	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Complete Artwork: <i>Mixed Media & Abstraction – Abstract Landscape</i> <p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • 5 Typed Questions from Reading to Lead Class Discussion* - "Literacy & Art" (Textbook Ch. 5) • Work on Art Appreciation Lesson Due next week
<p>Week 9</p> <p>Oct. 21 Section U03-C</p> <p>Oct. 22 Section U02-C</p>	<p>Bookmaking / Lotus Books</p> <ul style="list-style-type: none"> • FCAT Ideas • Creative Bookmaking – Multiple designs • Using Puppetry in reading and literature lessons • Creating original stories and Poetry books <p>https://www.youtube.com/watch?v=Kd8-fzZvil0</p> <p>https://www.youtube.com/watch?v=63FuKrc-OFU</p> <p>http://wp.robertsabuda.com/make-your-own-pop-ups/</p>	<p>Class Activity:</p> <ul style="list-style-type: none"> • Discuss Chapter 5 - "Literacy & Art" • Critique <i>Abstract Landscape STEAM applications</i> <p>Hands On:</p> <ul style="list-style-type: none"> • Book Making - Lotus Book • Create Puppet from a children's book or Shel Silverstein poem • Pop-Up card <p>https://www.youtube.com/watch?v=g7Fc15Ykqu0</p> <p>https://www.youtube.com/watch?v=aGJZbNh9Phs</p>	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • Finish Puppet from children's book • Original theme for Tunnel book • Complete Lotus Book with original Poetry • Pop-up card • Bring a PRINTED COPY OF ART APPRECIATION LESSON PLAN & SLIDES (DO NOT count on being able to print this in the computer lab before class)
<p>Week 10</p> <p>Oct. 28 Section U03-C</p> <p>Oct. 29 Section U02-C</p>	<p>Bookmaking / Tunnel books</p> <ul style="list-style-type: none"> • Bookmaking as an art form and classroom inspiration • Tunnel books <p>http://web.archive.org/web/20070107163610/http://www.sdsmart.org/pix/tunnel-book.pdf</p> <p>https://www.teachkidsart.net/haiku-tunnel-books/</p> <p>https://www.instructables.com/id/How-to-make-a-Tunnel-Book/</p> <p>https://snapguide.com/guides/make-a-tunnel-book/</p>	<p>Class Activity:</p> <ul style="list-style-type: none"> • Presentation of Lotus book and poem • Present Puppet and popup card • Presentation of Art Appreciation Lesson Plan & Slides <p>Hands on:</p> <ul style="list-style-type: none"> • Bookmaking - make a tunnel-book using a variety of materials and watercolors. 	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • <i>Work on Tunnel book due Week 13</i> <p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • *Bring 5 Typed Questions from readings "Assessing Students" (Textbook Ch. 10)

<p>Week 11</p> <p>Nov 4 Section U03-C</p> <p>Nov 5 Section U02-C</p>	<p>STEAM Lesson / Polygons</p> <ul style="list-style-type: none"> • “Evaluating Outcomes of Instruction” (Flash-drive) • Developing a STEAM lesson • Introduce STEAM on: http://vpa.dadeschools.net/visualarts.html 	<p>Class Activity:</p> <ul style="list-style-type: none"> • Discussion "Assessing Students" (Textbook Ch. 10) • Develop a STEAM Lesson in class. http://vpa.dadeschools.net/visualarts.html • Form groups for STEAM Presentation <p>Hands on: Tissue paper designs</p>	<p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • CRITICAL ART CLASSROOM OBSERVATION FORM (Coded to NGSSS) • *Bring 5 Typed Questions from Readings to Lead Class Discussion* (“Math & Art” - Read Textbook Ch. 8) • Meet with group to develop STEAM lesson
<p>Week 12</p> <p>Nov. 11 Section U03-C No Class LaborDay</p> <p>Nov. 12 Section U02-C</p>	<p>No Class</p> <p>UO-2 Catch up on work</p> <p>Present Art lessons</p>	<p>Class Activity TBA</p> <p>Present Art lessons</p>	
<p>Week 13</p> <p>Nov. 18 Section U03-C</p> <p>Nov. 19 Section U02-C</p>	<p>“Math & Art”</p> <p>Math and STEAM</p> <p><i>Symmetrical Cutting & Design or Tessellations (STEAM)</i></p> <p><i>Math terms - Geometric Transformation, (Flip, Turn or Slide)</i></p> <ul style="list-style-type: none"> • Escher • *CRITICAL ART CLASSROOM OBSERVATION FORM (Coded to NGSSS) DUE* 	<p>Class Activity:</p> <ul style="list-style-type: none"> • <i>Discussion of Textbook Ch. 8; “Math & Art”</i> <p>Hands on:</p> <ul style="list-style-type: none"> • Complete Tissue paper / polygons • <i>Symmetrical Cutting & Design (STEAM)</i> <p>Prepare ART PORTFOLIO (Include: Portfolio Critique/ Rubric Form w/Name and Clips) Turn in on Week 14</p>	<p>HOMEWORK for the next class:</p> <ul style="list-style-type: none"> • <i>Completed Symmetrical Cut Design (Follow Criteria)</i> • <i>Completed Tissue paper / polygons</i> <p>READ & WRITE for the next class:</p> <ul style="list-style-type: none"> • <i>*Bring 5 Typed Questions from Reading to Lead Class Discussion* “Science & Art” (Read Textbook Ch. 7)</i> <p>TEACHER EVALUATION & SELF-REFLECTION OF LESSON</p>
<p><u>by Friday, Nov. 23</u></p>	<p>**** Upload to TASK STREAM: REVISED Art Appreciation Lesson Plan and Digital Slide Presentation by Friday, Nov. 23 before 11:59PM</p>	<p>(DO NOT SUBMIT THESE TO TASK STREAM)</p> <ul style="list-style-type: none"> • Evaluation of Teaching • Critical Self-Reflection: 	

<p>Week 14</p> <p>Nov. 25 Section U03-C</p> <p>Nov. 26 Section U02-C</p>	<p>• “Science & Art”</p> <ul style="list-style-type: none"> • “Science & Art” • Georgia O’Keeffe & Escher • Critique of <i>Symmetrical Cutting & Design</i> • <i>Forming with Clay</i> <p>Turn in *ART PORTFOLIO * and all missing work (Include: Portfolio Critique/Rubric Form w/ Name and Clips)</p> <p>Turn in: TEACHER EVALUATION & SELF-REFLECTION OF LESSON</p>	<p>Class Activity:</p> <ul style="list-style-type: none"> • <i>Discussion of “Science & Art” from the textbook, Ch. 7</i> • Critique of <i>Symmetrical Cutting & Design</i> <p>Hands on: Coral Reef sculptures</p>	<p>HOMEWORK for the next class:</p> <p>Prepare for STEAM presentation</p>
<p>by Sat, Nov. 30</p>	<p>**Enter FIELD HOURS and detailed SUMMARY AND Attach Signed Field Log to TaskStream by Saturday, Nov. 30 before 11:59 PM **</p>		
<p>Week 15</p> <p>Dec 2 Section U03-C</p> <p>Dec. 3 Section U02-C</p>	<p>STEAM Presentations</p> <p>Review for Final Exam</p>	<p>Class Activity:</p> <ul style="list-style-type: none"> • Presentation of STEAM Lessons • Critique of clay lesson <p>Hands on: Painting Coral Reef sculptures</p>	<p>HOMEWORK for the next class:</p> <p>Review for Final Exam</p>
<p>Week 16</p> <p>Dec 9 Section U03-C</p> <p>Dec. 10 Section U02-C</p>	<p><u>FINAL EXAM – 9:30 AM, ZEB 160 (Art Lab)</u></p> <p>** Field Hours, Summary, and Signed Field Log (uploaded attachment) must be entered into Task Stream BEFORE taking the Exam.</p>		

GENERAL COURSE REQUIREMENTS

Content and Methods of Teaching Elementary Art -

ARE 3313, Fall 2019,

Professor Davila

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 THE READING DISCUSSION DURING EVERY CLASS SESSION.**

- FIVE *Reading Discussion Questions* 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 via email.**
- ***Reading Discussion Questions CANNOT be submitted for credit after the class discussion. An alternate assignment may be given to make up credits.***

- **Reading Quizzes** will be given as needed at the instructor's discretion.

3. NO OPEN DRINK CUPS OR CANS in the classroom.

- Only bottles with closable tops are permitted.

4. Cell phones must be turned off during class.

- *Text messaging, emailing and phone use during class WILL lower your Class Participation grade.*

5. Computers must be at half mast or closed during class discussions.

- Please respect those who are teaching or leading class discussion by listening to those who are speaking.

6. FEAP Artifact (Art Appreciation Lesson Plan) & Field Hours MUST be uploaded to Task Stream by the due date (See syllabus calendar).

- ***You cannot receive a passing grade if these are not uploaded.***

7. The *Art Appreciation Lesson* must be successfully taught in the Art classroom of the field school to receive a passing grade for the course.

- ***The signed Teacher Evaluation of your taught lesson is required.***
- If necessary, Early Childhood majors may teach their art lesson in a K or 1st grade classroom. But must observe different grade levels in the art room.

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, turn in early, or email before the class session).
 - **An alternative assignment may also be required to make up for the missed class session.**

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.

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

ADVISING HOURS: Monday: 12:30 – 1:30 PM
 Tuesday: 12:30 – 1:30 PM

Text or call for an appointment: 786-252-0209

**Instructor: Evelyn Davila
Phone: (786) 252-0209
Email: evdavila@fiu.edu**

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

ASSIGNMENT REQUIREMENTS - ARE 3313

WRITTEN WORK:

1. All papers and other written assignments (Chapter Questions, etc.) **must be typed**.
2. **Type on the top of the first page of all assignments:**
 - Name,**
 - Course number and SECTION NUMBER,**
 - Assignment Title**
 - Date**
3. Attention should be given to English usage and grammar appropriate for formal writing. Papers should be run through spell check AND 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) Plan ahead... earn points!**
 - One week early means during the previous class to which the assignment is due.**
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 and take PHOTOS of finished artwork.**

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, DUE** each class session, should be placed in your portfolio. **Please write down or download and follow the criteria assigned for each drawing and tape onto the back of the artwork along with notes from the class critique.** (Criteria for each assignment will be in the flash drive download).
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 during the critique in 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.
2. **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.
3. **If the Art Teacher is not available in the school you selected, you will need to request a change in field placement.**
4. The required field hours with the Art Teacher in your approved field school(s) cannot be counted toward field work in other courses.
5. **The Field Hours** must be uploaded to the **Task Stream** web site by the due date (See syllabus calendar).
6. The ***Field Experience Placement Log*** (green form) needs to be completed and signed by the field school art teacher, scanned and uploaded to TaskStream as documentation of your field participation.

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)
 1. Teaching Visual Resources for Lesson
 2. Teacher Evaluation (Form attached)
 3. Self-Reflection of Taught Lesson
 4. Presentation in class of Lesson Plan and Teaching Visual Resources
 5. (Peer Feedback & Instructor Assessment based on Rubric)
- Cultural Puppet Play & Script (Assessment based on Rubric) or group STEAM lesson plan
- 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)

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)
-
- *Center for Fine Arts Education* - <https://cfaefl.org/advocacy>

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 learners 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).

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. 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) (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)	<ol style="list-style-type: none"> 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.

All EIAI Elementary and Special Education majors must pass the GK Exam and be fully admitted to their program by the end of the semester they successfully complete 72 credit hours.

- If the student has not passed all four sections of the GK Exam by 72 credit hours, the student must take a required 1-credit course, pay lab fee, complete all required assignments, register and take the FTCE Exam.
- Students who do not pass the FTCE Exam by the completion of 90 credit hours may be counseled out of the program.
- If you have any questions, please speak with your adviser in Student Advising.

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 TaskStream.
- 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

SEHD Taskstream Office, **ECS 467**

(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.

Assignments Sheets and Rubrics

Assignment: Class Participation

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 will be provided for downloading onto a flash drive. 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.

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

<p>SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health</p>	<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>
<p>UCC Uniform Core Curriculum</p>	<p>IV.h School safety (addressed)</p>
<p>ESOL</p>	<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. (3.2.c.) Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (addressed)</p>
<p>National Visual Art Standards (NVAS)</p>	<p>Standard #5 Understanding the visual arts in relation to history and cultures. (addressed) Standard #6 Making connections between visual arts and other disciplines. (addressed)</p>

•

Assignment: Reading Discussion Questions

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. Write a short, half page synopsis of the chapter. (What does the author say? Do you agree or disagree with the author? What part did you not understand?)
3. 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.

4. Submit to Canvas and bring your **TYPED** questions to class.
5. 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.

An alternate assignment may be given for missing questions at half credit.

****Please do your part – READ, turn in your typed questions and participate!**

(This is the only way to avoid reading quizzes)

<p>FEAPs Florida Educator Ac- complished Practices</p>	<p>(a) 3. b Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (addressed)</p> <p>(a)3.f Employ higher-order questioning techniques. (Formally assessed in Critical Task) (also assessed here)</p>
<p>PECs Professional Education Competencies</p>	<p>PECs addressed through FEAPs</p>
<p>SACs Subject Area Competen- cies, Elementary Educa- tion, Section 60, Visual Arts, Physical Education, and Health</p>	<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 (ad- dressed)</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 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, his- torical periods, and places. (addressed)</p> <p>Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (ad- dressed)</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>
<p>ESOL</p>	<p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) 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. (ad- dressed)</p> <p>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) Standard 3: Effective Use of Resources and Technologies</p> <p>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)	Standard #5 Understanding the visual arts in relation to history and cultures. (addressed) Standard #6 Making connections between visual arts and other disciplines. (addressed)
--------------------------------------	---

READING/CHAPTER REVIEW FORM

(Use this template)

NAME: _____ ARE 3313, SEC # _____

Reading (s)/Chapter(s) _____

Short Summation of the Chapter - What was the intent of the author?
Chapter Questions (5 Questions based on the reading (s):

GROUP CHAPTER DISCUSSION ACTIVITY FORM

(In Class Use Only)

ARE 3313, SEC # _____ 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

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 Flash drive) **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 the 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 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, then 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).

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)</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)	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 or FlashDrive)

(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 your responses to only these questions.)

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

Assignment: Museum Based Art Criticism Report (10 points)

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

Learning Objective:

The candidate will select and museum to visit and select an artwork to critique. The artwork will be critiqued using Feldman's four stages of art criticism. The art criticism report will reflect the students understanding of the viewing, describing, analyzing, interpreting and judging artwork and how such can develop language, critical thinking, and self-esteem skills. The Museum Based Art Criticism Report will be assessed and submitted **via Canvas**.

Explanation of Assignment:

- Visit an Art Museum of your choice
- Select a work of art to critique
- Document the artwork with a photo and the artist/artwork information
- Apply Feldman's Critique Process
- Write your report following the 4 Steps of Art Criticism: Describe, Analyze, Interpret & Judge. * *Include* the appropriate headings for each stage (Description, Analysis, Interpretation, Judgment). Include in the Judgment Stage the philosophy/philosophies that are appropriate to the artwork and the rationale for your choice. Be very precise and specific in your statements.
- Write **one to two** paragraphs per section (paragraphs should have a minimum of 5 sentences)
- Include image(s) of the artwork with your written critique and include image of you at the museum by the artwork selected
- Include a cover page: Include your name, course and section, the name of the museum, name of exhibition you viewed, and date of your visit.
- Submit by the deadline denoted on Class Assignments

Art Museums:

Bass Museum of Art - Miami Beach, Florida
Frost Art Museum Miami – Miami, Florida
Jewish Museum of Florida – Miami Beach, Florida
Lowe Art Museum – Coral Gables, Florida
Museum of Contemporary Art – North Miami, Florida
Perez Art Museum Miami – Downtown Miami, Florida

Collections:

De la Cruz Collection – Miami, Florida
Institute of Contemporary Art – Miami, Florida
Rubell Family Collection – Miami, Florida

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

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

Learning Objectives:

The candidate will write an Art Appreciation Lesson Plan and teach students (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 for Visual Art and an assessment of student learning.

***This assignment will be the Task Stream Critical Task artifact for ARE 3313 in.**

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. (10 points)

The candidate will be evaluated by the field school art teacher on the **Appreciation Lesson Teaching Evaluation Form** and will complete a **Critical Self Reflection** of the taught lesson.

Explanation of Assignment (Artifact):

Candidates will research, using iPads, iPhones, laptops and Art Appreciation Apps, artists 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 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 teaching by the field school art teacher and will write a **Critical Self-Reflection** paper analyzing the teaching experience.

ARE 3313 Art Appreciation Lesson

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.
-----------------------	--

<p>FEAP's Florida Educator Accomplished Practices</p>	<p>1. (a) 3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (assessed)</p> <p>2. (a) 3.f. Employ higher-order questioning techniques. (assessed)</p>
<p>PECs Professional Education Competencies</p>	<p>PECs addressed through FEAPs</p>
<p>SACs Subject Area Competencies, Elementary Education, Section 60, Visual Arts, Physical Education, and Health</p>	<p>1. Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (assessed)</p> <p>2. Sec. 60. Vis. Arts. 13 Knowledge of creation and communication in music and visual arts (assessed)</p> <p>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)</p> <p>4. Sec. 60. Vis. Arts. 14 Knowledge of cultural and historical connections in music and visual arts (assessed)</p> <p>5. Sec. 60. Vis. Arts. 14.3 Identify characteristics of style in works of art. (addressed)</p> <p>6. Sec. 60. Vis. Arts. 15 Knowledge of aesthetic and critical analysis of music and visual arts (assessed)</p> <p>7. Sec. 60. Vis. Arts. 15.2 Identify strategies for developing students' analytical skills to evaluate works of art. (addressed)</p> <p>8. Sec. 60. Vis. Arts. 16 Knowledge of appropriate assessment strategies in music and visual arts. (assessed)</p> <p>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>
<p>National Visual Art Standards (NVAS)</p>	<p>1. Standard #5 Understanding the visual arts in relation to history and cultures. (assessed)</p> <p>2. Standard #6 Making connections between visual arts and other disciplines. (assessed)</p>
<p>ESOL</p>	<p>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)</p> <p>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.</p>

Assignment: Art Appreciation Lesson - 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
<p>Candidates deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. FEAP (a) 3.b.</p>	<p>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.</p>	<p>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.</p>	
<p>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;</p>			
<p>Candidates employ higher-order questioning techniques. FEAP (a) 3.f.</p>	<p>Candidates successfully demonstrate the ability to plan and employ higher-order questioning techniques.</p>	<p>Candidates fail to demonstrate the ability to plan and/or employ higher-order questioning techniques.</p>	
<p>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;</p>			

	Meets	Does Not Meet	Score/ Level
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) 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		

	Meets	Does Not Meet	Score/ Level
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 between visual arts and other disciplines. (NVAS, Standard #6)	Candidate will successfully make connections between visual arts and other disciplines.	Candidate fails to 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	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	

	Meets	Does Not Meet	Score/ Level
(3.3.a.) Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.			

Details of the Art Appreciation Lesson:

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 PLANNING: WRITING INSTRUCTIONAL OBJECTIVES

It's important to consider the following when writing Instructional Objectives:

Correlate to the *Next Generation Sunshine State Standards* (NGSSS);

Each Instructional Objective must include these four major components:

1. **Subject** (The student);
2. **Conditions** (what the teacher will do or provide for learning to take place);
3. **Action Verb** (the observable behavior: draw, create, discuss, list, compare);/
4. **Criteria** (quantity or quality - to be assessed at the end of the lesson).

Based on current and relevant needs of the students in the field school placement, as discussed with the field placement art teacher.

Although Instructional Objectives are always developed to meet long term goals, they should be concisely written and specific to the behavior of the immediate lesson being taught. They should not be written in long or broad terms.

Avoid the use of verbs like "The student will **know, understand or appreciate...**" These are used in long-term goals for your art program, not to assess the outcomes of one lesson.

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)

Grade Level:

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 subject/discipline.

The Objective MUST match the Assessment

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

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

Nest Generation SSS (C-Palms) for Art:

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

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. Name/Time period/Style of artist.

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

ADD THE VISUAL

"Title" of artwork #1:

Include: medium, size, date of work

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

ADD THE VISUAL

"Title" of artwork #2:

Include: medium, size, date of work

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

ADD THE VISUAL

"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:

Art terms: Include **at least three** Art Elements/Design Principles (Additional art terms may also be added)

Subject area terms: **At least three** words from the other subject area.

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.
- **Include questions related to the other integrated subject.**

F. Materials/supplies needed:

Teaching Strategies:

Greeting: How will you greet the students

Lesson Set up: (What will inspire the students to wonder about the topic?(Youtube video, Game, PowerPoint, Artifacts or Visuals)

Activities: Step-by-step bulleted or numbered list of what you plan “to do” throughout the lesson.

Example: After the Setup:

- How will art materials be passed out
- How will you explain the lesson and activities
- What and how will students be doing the activities
- How will students clean-up and put away the artwork and materials etc.)

Assessment of Learning: Develop an assessment to be used at the end of your lesson, after clean, to assess student learning. **The assessment instrument should be able to be completed by the students in 10 minutes or less.**

The assessment instrument MUST reflect the Behavioral Objective. The details of the assessment need to be included here.

Remember, you need to be able to DOCUMENT student learning.

- 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).
- If the assessment is a drawing, narration, or other art form. Prepare a rubric showing the criteria for assessment, which reflects the Behavioral Objective.
- Consider using a game, puzzle, narration, drawing, etc. as a form of assessment.

Include Assessment Hand-outs or criteria for assessment, which reflects the Behavioral Objective 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 Other Subject/Discipline:

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

Nest Generation SSS (C-Palms) for Art:

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

References: (Include a complete list of resources, including texts, web addresses website 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 needed 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 (“Titles and date”)
- C.** Map (age appropriate) to clearly define the geographical locale of the artist.
- D.** Vocabulary words, which are listed in the Lesson Plan and 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 flash drive. 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)

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

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

- WHY the lesson was successful or not and special circumstances,
- Brief responses of the students to your lesson and any unexpected behaviors or situations,
- Additions/changes that would make the lesson better the next time you were to teach it.
-

(*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 student responses to your strategies, NOT *WHAT* you did during your lesson.)

Twenty-Five Quick Tips for Classroom Teachers

by Judie Haynes

Put any five of the following tips into practice and your English language learners will benefit from the improved instruction.

Do you want to create an effective learning environment for your English language learners? Pick five ideas that you have never tried from the list below and implement them in your content area or mainstream classroom. You will be surprised to see how much the learning of ELLs improves.

Before Teaching the Lesson

1. Determine the English language learning level of your ELLs. Be realistic about what you expect ELLs to do.
2. Plan ahead. Think about how you will make the content comprehensible to your ELLs. Consider the following questions.
 - How will you link the content to the students' previous knowledge?
 - How will you build background information? Show a video or read a book aloud about your topic first.
 - Decide what language and concepts need to be pre-taught.
 - How can you develop content area vocabulary? What visuals will you need?
3. Reflect on how you can teach to oral, visual, auditory, and kinesthetic learning modalities.
4. Prepare teaching aids such as maps, charts, pictures, and flashcards before the lesson is taught.
5. Add vocabulary word banks to student activities.
6. Adapt text so that the concepts are paraphrased in easier English. Eliminate non-essential details.
7. Find non-fiction books in the library written at a lower level about the topic you are teaching.

During the Lesson

8. Build on what ELLs already know.
9. Simplify vocabulary and sentence structure. Pre-teach vocabulary in context.
10. Use embedded or yes/no questions; give ELLs questions you will ask in advance so that they can prepare.
11. Introduce concrete concepts and vocabulary first.
12. Teach students to categorize their information using graphic organizers. Create semantic and story maps.
13. Demonstrate highlighting techniques so that students can highlight important information.
14. Review and repeat important concepts and vocabulary.
15. Provide concrete "real" examples and experiences.

16. Teach ELLs to find definitions for key vocabulary in the text.
17. Help ELLs become acquainted with their textbooks (table of contents, glossary, index, etc.)
18. Model your thinking processes for students using “think-alouds”.
19. Tape record part of your lesson to reinforce learning.

After the lesson

20. Have classmates make copies of their notes for ELLs to use.
21. Have ELLs watch videos or listen to tapes about current lesson using close caption feature.
22. Provide follow-up activities that reinforce vocabulary and concepts.
23. Have students work in small groups or pairs so that language and concepts are reinforced.
24. Adjust homework assignment to your ELLs’ English language proficiency.
25. Modify assessment so that your ELLs have an opportunity to show what they have learned.

FLORIDA INTERNATIONAL UNIVERSITY
Content & Methods of Teaching Elementary Art – Professor Davila

ART APPRECIATION LESSON TEACHING EVALUATION FORM

STUDENT NAME _____ ARE 3313, SEC. # _____

ART TEACHER _____ SCHOOL _____

GRADE _____ # OF STUDENTS _____ DATE _____

To the Cooperating Teacher:

Your assistance in evaluating the performance of candidates in their field component will be appreciated. Please check the form below according to the candidate's level of performance on these phases of their art appreciation lesson. Thank you.

The candidate:

Excellent Good Satisfactory Needs Improvement Unsatisfactory

1. Is able to effectively plan and organize the learning event.					
2. Is able to effectively use art visuals and instructional materials.					
3. Is able to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (FEAP (a) 3.b.)					
4. Is able to effectively use knowledge of aesthetic and critical analysis of visual arts in leading discussion. (SAC's Sec. 60. Vis. Arts. 15)					
5. Is able to effectively employ higher-order questioning techniques. (FEAP (a) 3.f.)					
6. Is able to effectively use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. (ESOL 3.3.a.)					
7. Is able to effectively teach with enthusiasm and encourage student involvement.					
8. Is able to effectively teach with clarity of speech and non-verbal cues.					
9. Is able to effectively demonstrate knowledge & use of appropriate assessment strategies. (SAC's Sec. 60. Vis. Arts. 16)					
10. Is able to dress appropriately as a professional in the classroom.					

COMMENTS: _____

(Cooperating Teacher - Please Sign) _____

Content & Methods of Teaching Elementary Art – ARE 3313 Evaluator - Professor Davila

A/A/L VISUAL TEACHING RESOURCES ASSESSMENT

STUDENT NAME _____ SEC. # _____ TABLE # _____

ARTIST _____

OTHER SUBJECT (Details) _____ GRADE LEVEL OF LESSON _____

	POINT	POINTS
<i>The candidate:</i>	VALUE	EARNED

Successfully used Power Point or Prezi to display works of art.	(3)	_____
--	-----	-------

COMMENTS:

Successfully researched using iPad Art Appreciation Apps and other methods to identify and use in the lesson culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds. (Two Artists Research Paper)	(1)	_____
--	-----	-------

COMMENTS:

Successfully included:		
- name & picture of the artist on Power Point or Prezi slide.	(1)	_____
- important dates (if developmentally appropriate),	(1)	_____

COMMENTS:

Successfully included a list of new vocabulary words from both art and the other subject. *Considered ESOL strategies.	(2)	_____
- included Art Elements/Design Principles appropriate for grade level.	(1)	_____

COMMENTS:

Successfully included an age appropriate map and any other visual aides to clearly define the locale of the artist (map game or puzzle; globe for higher grades).	(1)	_____
---	-----	-------

COMMENTS:

Successfully included an age appropriate time line that is **horizontal in format and includes pictures, dates and headings.**

(Required for History subject only) (N/A _____)	(+1 Extra Credit)	_____
---	-------------------	-------

VISUAL TEACHING RESOURCES GRADE	TOTAL POINTS (10).	_____
--	---------------------------	-------

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

VISUAL

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

ARTS

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

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

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. Write down or download and follow the criteria assigned for each drawing (See the flash drive folders).

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	<p>Sec. 60. Vis. Arts. 12 Knowledge of skills and techniques in music and visual arts (assessed) (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 (assessed) (Formally assessed in Critical Task) (also assessed here)</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 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. (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)</p> <p>Standard 3: Effective Use of Resources and Technologies</p> <p>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>

Name: _____ Section #: _____

Include in your Portfolio in the following order:

Portfolio & Critique Assessment Form

- 1. Self Portrait (Homework)
- 2. Five Figures Playing a Favorite Sport or Game Drawing (Homework)
- 3. Perspective drawing (In-Class Assignment) - (U02 only)
- 4. Still Life of Three Personal Objects using Value (Homework)
- 5. Imaginary Multimedia Abstract Landscape with Patterns (Homework)
- 6. Abstract Portrait using Mixed Media (In-Class Assignment & homework)
- 7. Lotus Flower Sculpture Book Sample Book with Poem and illustrations (In-Class Assignment & homework)
- 8. Steam Science project printed photo of project - Coral Reef or Sea Urchin (In-Class)
- 9. Tunnel Book
- 10. Hand-Made Pop-Up Card – (Homework)
- 11. Positive/Negative Symmetrical Cut Design or Tessellation Design (In-Class & Homework)
- 12. Tissue Paper design (In Class)
- 13. Puppet (Homework)

***Please make sure to complete the assigned criteria for each art homework assignment.**

PORTFOLIO & CRITIQUE ASSESSMENT

NAME: _____, SECTION # _____

(*PLACE THIS INSIDE YOUR PORTFOLIO.)*

	POINTS EARNED	COMMENTS:
PORTFOLIO GRADE (MAX 12)	_____	
CRITIQUES GRADE (MAX 4)	_____	
TOTAL (MAX 16)	_____	

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 **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:

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 address arts integration strategies in their STEAM Project Design. Candidates will reference the Florida Next Generation Sunshine State Standards (NGSSS) for Sci-

ence, Technology, Engineering, Arts and Mathematics. Candidates will create an innovative STEAM Project integrating 5 (five) disciplines.

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 lesson plan is thoughtful and well organized.
10. The STEAM lesson plan 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
<u>STEAM Project Outline and Project Classwork</u>		
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)		_____

ART MUSEUMS OF SOUTHEAST FLORIDA

[The Patricia & Phillip Frost Art Museum](http://thefrost.fiu.edu/) - FIU Campus
thefrost.fiu.edu/

Bass Museum of Art

<http://www.bassmuseum.org/>

2121 Park Ave, Miami Beach Behind (west of) the library at 22nd St. and Collins
305-673-7062

Perez Art Museum Miami (Pamm)

<http://www.miamiartmuseum.org/>

1103 Biscayne Blvd., Miami

Florida Museum of Hispanic and Latin American Art

<http://www.cortada.com/profile/exhibits/arte+arte.htm>

1 N.E. 40 St., Suite 6, Miami

305-576-5171

Museum of Art Ft. Lauderdale

<http://www.moafll.org/visit.html>

Gallery Hours

The Museum is open daily 11 a.m.-6 p.m. with extended hours on Thursdays until 8 p.m.
Sundays 12-5 p.m. **CLOSED MONDAYS**

Located at One East Las Olas Boulevard at the corner of Andrews Avenue in the heart of downtown Fort Lauderdale.

The Margulies Collection at the Warehouse

<http://www.margulieswarehouse.com/>

591 N.W. 27 St.

Miami, FL 33127

305 576-1051

Museum of Contemporary Art (MOCA)

<http://www.mocanomi.org/>

770 N.E.125 St., North Miami

305-893-6211

Lowe Art Museum – University of Miami

<http://www6.miami.edu/lowe/>

1301 Stanford Drive, Coral Gables Center of U of M campus

305-284-3535

* Most museums are closed on Mondays but will have evening hour once or twice per week.
Please call first to verify hours before going.

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 a study guide will be made available. 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.