AEAH 4750 Visual Art Studies: Constructing Visual Practices
Spring 2020
Tuesdays and Thursdays/ 9:00am -11:20am/CVAD Room 182
Dr. Kathy J Brown, Assistant Professor of Art Education
Office Hours by appointment: CVAD 220D
Tuesdays 11:30-12:30 & 4-5pm/ Thursdays 11:30-12:30pm

Course Description: Child development theory and creativity examined in relation to contemporary practice in the elementary art classroom. Partial field experience component required. Prerequisites AEAH 3753.

Course Objectives:
By the end of this course, students will be able to (SWBAT):

- Work within a conceptual framework of material inquiry, considering knowledge of scope and sequence, in order to plan and implement elementary school art experiences
- Identify key questions to pursue, after observation and documentation, to engage in inquiry and curriculum design
- Examine and practice pedagogical strategies that can be deployed within diverse classroom spaces
- Situate teaching practices in relationship to TEKS, current Eco Materialism, Contemporary Art and Socially Engaged Art
- Design assessments that are rooted in observation, focused on process, and supported by multimodal documentation
- Employ aspects of backwards design, including the alignment of standards, in curriculum planning and reflection
- Design a contemporary, engaging elementary school unit plan which includes 3 lesson plans
- Organize a safe, accessible and efficient classroom [Classroom Environment, Routines and Procedures: T-TESS Domain 3.1]
- Complete the required 28 hours of classroom observations in the field.

Course Structure: Organizing around the practice of Material Inquiry, this course will have students working as A/R/Tographers (Artists/Researchers/Teachers), examining and experimenting with various pedagogic practices from different perspectives. Classes will include studio work (in traditional, non-traditional, and new media), critique, theoretical discussion, student facilitated art lessons, group and individual work, observation discussion, and documentation. Students will research, and develop lessons based on contemporary artists in Eco Materialism, Socially Engaged Art, and other forms of Contemporary Art, across diverse media.
Required Texts:


Additional readings will be available through the online Canvas Course Shell.

Recommended Text:


Communications
Course materials and announcements will be provided on Canvas. For help with access, contact UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

I highly recommend that you make an appointment for Office Hours, either as groups or individually on a regular basis (schedule in class or via email).

Email: [kathy.brown@unt.edu](mailto:kathy.brown@unt.edu) (typically 24-48 hour response time, weekdays. For urgent matters, or to schedule Office Hours. *Missed class is not urgent. See attendance policy.*

Activities, Assignments, and Grading Policy:

**Classroom Observations:**
Classroom Observations-28 hours-Required-Must be completed to pass the class-10 points
- Field observation digital journal-5 points
- Classroom Observation Digital Story Discussion Board Presentation-10 points
  (Must follow guidelines in order to receive full credit)
- FolioTek Submission-2.5 points

**Readings:**
7-8 Reading Responses-20 points
1 Required Reading Response Discussion Facilitation-2.5 points

**Practice Testing:**
Completion of 1st TExES Practice Exam and Improvement/Study Plan-2.5 points
Completion of 2nd TExES Practice Exam and Improvement/Study Plan-2.5 points

**Curricular Planning:**
1 Revised Lesson Plan from Previous Semesters Elementary Lesson Plan-COE Template-5 points
1 New Detailed Elementary School Unit Plan (includes 1-3 detailed COE Lesson Plan)-15 points
  - Unit Plan Presentation (One lesson from Unit)-10 points
1 Mini Art History Group Presentation (groups of 3): 5 points
Participatory Experiences: GDAC, VTS Practice, Sculpture, Printmaking-10 points
Extra Credit Opportunities: 2.5 extra credit
Attend the Platform Lecture Series

Platform Lecture/Christine Sun Kim
Feb 10, 2020
6:30pm
Greater Denton Arts Council
400 E. Hickory Street, Denton Texas, Free event

There should be additional events throughout the semester.

Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%

Final Course Grades will be determined by dividing the total points earned by the total points possible. Letter grades are assigned based on the above percentages.

Attendance/Late-Work Policy: Absence, tardiness, and late work are the single greatest contribution to low grades in this course.
You should plan to be in class 10 minutes before start time. You are allowed two missed classes, after which your grade will be affected, however if you are absent on a day of “participation points”, there will be an additional deduction in grade. Three absences is an automatic reduction by one full grade. Absences can only be excised with proper notation. If you plan to observe a religious holiday that coincides with a class day, please notify me as soon as possible. Students are responsible for contacting their peers and making up any work missed. Do not email me about absences. If you are still unclear, come to office hours. If extreme circumstances affect your ability to attend the course, contact me as soon as possible to make other arrangements. Work submitted in class or online after the start of class is late. Late assignments will be reduced one full letter grade. Assignments more than one week late will not be accepted. Missed in-class reading facilitation cannot be made up or rescheduled. You must be present on the day you are scheduled to lead or present in curriculum slam, mini art history, etc.

Electronics Policy: In-class notes and work are to be made in your Artist Journal. Phones and laptops are to be kept in your bags to the side of the classroom, and should be turned off. When required for in-class work, we will retrieve and return them from there. If you need to be reached in the case of emergencies, it is your responsibility to minimize your phone’s impact on yourself and the course.

RESOURCES

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:
https://deanofstudents.unt.edu/resources/food-pantry
University Mental Health Services: It is often not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: [https://speakout.unt.edu/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources)

UNT Multicultural Center: The center is committed to cultivating a campus environment where people of all identities and experiences can thrive. It fosters the success and awareness of historically underrepresented student populations with an emphasis on disability, ethnicity, gender, interfaith, race and sexual orientation. The Center’s programs and activities are developed to increase the awareness, understanding, and intersectionality of the various identities in the UNT community.

**Multicultural Center | Union 335 | 940-565-3424**

**Pride Alliance** Student Union 372 Open Monday through Friday 8 a.m. - 5 p.m.
940.565.2589 [pridealliance@unt.edu](mailto:pridealliance@unt.edu)

**UNT POLICY**

**Academic Integrity Policy:** Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Plagiarism:** Plagiarized work will receive a zero. Additionally it will be reported to the Dean of Students, who may impose further penalties, including losing credit for the course. Reference all of your sources, including those taken from the Internet. Citations are required when you: 1) quote or copy more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) reproduce an image.

**ADA Policy:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Course Risk Factor:** According to University Policy, this course is classified as a category two course. **Course Safety Procedures:** This course has been assigned a course risk factor of two (2). Students in this class are exposed to some significant hazards but are not likely to suffer serious bodily injury. The hazards to which you may be exposed in this class include chemical hazards (paints and glazes), injury from cutting instruments (scissors and paper cutters, for
example), and electrical hazards (from tools and kilns, for example.) Always be safety conscious and watch out for yourself and for others. MSD Sheets describing the components of each substance used in this class are located in the UNT Student Health Center. In case of emergency alarm will sound. Please follow the building evacuation plans posted on each floor of the building and proceed to the nearest parking lot. In case of tornado or other weather-related threat campus sirens will sound. Please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded.

**Sexual Discrimination, Harassment & Assault**: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at eeo@unt.edu or at (940) 565 2759.

**Financial Aid Satisfactory Academic Progress**: A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit https://financialaid.unt.edu/satisfactory-academic-progress-requirements for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

**Emergency Notification & Procedures**: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Syllabus Change Policy**: This syllabus is intended as an outline to orient and frame the general contours of this course, and should be considered a “work in progress.” As the course proceeds, readings, in class work, and due dates may be subject to modification.

**General Description of Major Course Assignments**:

*Weekly Readings and Reading Reflections*
Readings will consist of chapters from required texts and journal articles PDFs. Students are expected to critically read, take notes and write a 2 page double-spaced reading reflection or record a 5-7 minute critical video response. Reading reflections are uploaded in Canvas the evening before class by 11:59 pm.
Reading Reflection Facilitation: Attendance required. In Groups of three, facilitate an inquiry-based discussion of the weekly reading. Raise questions and/or a plan a 10-15 minute participatory activities to foster critical thinking.

Classroom Observation Digital Journal and Online Discussion Board Presentation:
Field Experience: Students will participate actively in a 28-clock hour elementary field experience. Students will document their classroom observation experiences with a digital journal and synthesize the journal in a visual format, a 5-10 minute digital story (narrated PowerPoint).

Field Experience Digital Journal: Students will maintain a detailed and comprehensive journal of their field experience. Upload your completed digital journal to the canvas course shell on required date. Journal can also include pictures of student artwork and images of the classroom space as well.

Online Discussion Board Digital Story Presentation (5-10 MINUTES): Synthesize information and present your experiences digital story. The digital story will be uploaded to the Canvas discussion board to be shared with your classmates. Share your classroom observation experience with your classmates, posting by the due date and respond to two of your classmate’s videos.

Digital stories should describe, at a minimum, your overall experience and discuss the following questions (in no particular order): What did you learn from the experience? What did you notice in the school/classroom? What is the state of art education in the schools you’ve visited? How long and how often are the classes? How often do elementary students have art class? What projects did you experience? What was successful? Where there any challenges and how might you handle it in your future classroom? What was your salient takeaway? Include images of students’ artwork, classroom supply storage, and room arrangement, and bulletin boards/door decorations.

Elementary Art Unit Plan: Utilizing components of backwards design, students will create a Stewart and Walker (2005) style instructional plan which includes: Big Idea (enduring idea), Rationale, Key Concepts (big idea), Key Concepts (art), Essential Questions, Unit Objectives, TEKS, Assessment, planning for art making (artworks, artists, artifacts, significant facts), overview of lessons and at least one detailed COE template lesson plan. A template and rubrics will be provided in Canvas. Check points, feedback and in-class work sessions are interspersed throughout the term.

TEExES Art Content Practice Exams: Students must register and complete two practice texts during the course of the class at UNT (free of charge). First exam must be completed by specified date and second test must be completed by specified date by the end of the term. After completed each exam, students must write a one-page study/improvement plan.

COE UNT Common Lesson Plan /Revised Lesson Plan (from last semester’s individual unit plan): Rewrite a lesson plan from last semester in the format of UNT’s Common lesson Plan template (located in Canvas course shell-Module).

Curriculum Slam/Unit Plan Presentation (25 minutes per person): Present individual innovative elementary level unit plan and teach the art making portion of one lesson from the unit. Teacher art demonstration required.

Participation Points: GDAC Field Study, Printmaking and Sculpture Studio Day, VTS Facilitation Practice

Mini-Art History Group Project: In groups of 3, create a 6-10 slide mini-presentation regarding one historical artistic movement, selecting key artists. Directions and rubric posted in Canvas. Primary sources (video of artist interviews-artist’s own words, etc) can be included.
Educators as guides for engaged learners summarizes the conceptual framework for UNT’s basic and advanced programs. This concept is portrayed visually as a compass, which represents the tools educators employ as they orient students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem solving, curriculum development, program development, inquiry, and research. Guiding engaged learners features on-going dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy. Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators.

1. **Content and curricular knowledge** refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the P-16 curriculum.
2. **Pedagogical knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 14 T</td>
<td>Expectations/Course Overview Intro to Teacher Dispositions Unit Planning Refresher</td>
<td>In class review of Stewart &amp; Walker (2005) 1 Chapters -3 (PDF)</td>
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<tr>
<td>Jan. 16 TH</td>
<td>Intro to Elementary Education Unit Planning Refresher</td>
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<td>Sign Up for TExES Practice Exam</td>
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<tr>
<td>Jan. 23 TH</td>
<td>COE Lesson Plan</td>
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<td>Bring Printed copy of your previous 5E lesson plan and printed copy of UNT Common Lesson Plan</td>
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<tr>
<td>Jan. 28 T</td>
<td>Assessing Student Learning in the Art Room COE Lesson Plan Template</td>
<td>Reading Response #2 Day &amp; Hurwitz (2012) Chapter 20 “Assessing Student Learning &amp; Achievement”</td>
<td>Reading Response #2 Due Group 4 Reading Response Facilitation</td>
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<tr>
<td>Jan. 30 TH</td>
<td>COE Lesson Plan Developing Art Curricula for Elementary School</td>
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<td>Bring Printed copy of your previous 5E lesson plan and printed copy of UNT Common Lesson Plan</td>
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<tr>
<td>Feb. 4 T</td>
<td>Diverse Learners: Students with special needs and the Art Room</td>
<td>Reading Response # 3 Day &amp; Hurwitz (2012) Chapter 4 &quot;Children with (Dis) abilities’’</td>
<td>Reading response # 3 Due Group Reading Response Facilitation</td>
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<tr>
<td>Feb. 6 TH</td>
<td>Classroom Management</td>
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<td>COE Lesson Plan due</td>
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<tr>
<td>Feb. 11 T</td>
<td>Stages of Artistic Development &amp; engaging children in drawing &amp; Painting Art Activity</td>
<td>Reading Response #4 Day &amp; Hurwitz (2012) Chapter 6 Drawing and Chapter 7 “Painting”</td>
<td>Reading Response #4 Due</td>
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<tr>
<td>Feb. 13 TH</td>
<td>Developing curricula for elementary school students: Unit Planning ideas- Check in Printmaking with kids Studio Day</td>
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<td>Participation points for studio participation</td>
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<tr>
<td>Feb. 18 T</td>
<td>Printmaking with kids</td>
<td>Reading # 5 Day &amp; Hurwitz</td>
<td>Reading Response Due</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>Feb. 20 TH</td>
<td>NO CLASS (Art Education + Social Justice Symposium)</td>
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<td>Feb. 25 T</td>
<td>Art History with Kids</td>
<td>Mini Art History Group Presentations Due</td>
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<tr>
<td>Feb. 27 TH</td>
<td>Art History with Kids Possible additional classroom activities: Tableau Vivant or “A Walk through Art History” or Remix of Historical Images (appropriation, recontextualization, gazing: post modern principles)</td>
<td>Mini Art History Group Presentations Due</td>
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<tr>
<td>March 3 T</td>
<td>Mid-Term Check-In (status observation hours/testing/teacher disposition self-assessment, unit plan progress)</td>
<td>Reading Response # 6 Day &amp; Hurwitz (2012) Chapter 16 “Methods for Teaching Art” Reading Response #7 Due</td>
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<tr>
<td>March 5 TH</td>
<td>Sculpture with Children</td>
<td>Participation Points</td>
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<td>March 10 T</td>
<td>NO CLASS SPRING BREAK</td>
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<td>March 12 TH</td>
<td>NO CLASS SPRING BREAK</td>
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<td>March 17 T</td>
<td>Sculpture with Children</td>
<td>Reading Response # 7 Day &amp; Hurwitz (2012) Chapter “Sculpture” Reading response #8 Due</td>
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<tr>
<td>March 19th TH</td>
<td>Sculpture with Children and /or Jewelry Making Vocabulary</td>
<td>TExES 1st practice exam must have been completed by March 20th and Improvement plan uploaded</td>
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<tr>
<td>March 24th T</td>
<td>Field Study: Greater Denton Arts Council GDAC (VTS in the museum/gallery space)</td>
<td>Participation Points</td>
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<tr>
<td>March 26th TH</td>
<td>NO CLASS (NAEA National Conference)</td>
<td>1st draft of unit plans due</td>
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<tr>
<td>March 31st T</td>
<td>Art Dialogue with Kids: VTS &amp; Token Response Art Dialogue with Kids: VTS Practice</td>
<td>VTS Participation Points</td>
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<tr>
<td>April 2 TH</td>
<td>-Classroom Management -Room Organization -Safety in the Art Room - #Bulletin Board Challenge</td>
<td>Participation points</td>
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<tr>
<td>April 7</td>
<td>Applying to COE---in class Bring Laptops &amp; Work on Unit Plans</td>
<td>Application to COE Must be completed by today</td>
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<td>April 9</td>
<td>Curriculum Slam</td>
<td>Presenters 1-4</td>
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<td>April 14</td>
<td>Curriculum Slam: Elementary Unit Plan Presentations</td>
<td>Presenters 1-4</td>
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<tr>
<td>April 16</td>
<td>Curriculum Slam: Elementary Unit Plan Presentations</td>
<td>Presenters 1-4</td>
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<tr>
<td>April 21</td>
<td>Curriculum Slam: Elementary Unit Plan Presentations</td>
<td>Presenters 1-4</td>
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<tr>
<td>April 23</td>
<td>Curriculum Slam: Elementary Unit Plan Presentations</td>
<td>Presenters 1-4</td>
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<td><strong>Second TExES exam must be taken by April 25th and Study/Improvement plan uploaded</strong></td>
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<tr>
<td>April 28</td>
<td>Curriculum Slam: Elementary Unit Plan Presentations</td>
<td>Presenters 1-4</td>
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<tr>
<td>April 30</td>
<td>NO CLASS Final Presentation due online: Classroom Observations Digital Story <strong>Online Classroom Observation Digital Stories (Presentations) Due online discussion Board</strong></td>
<td>Post your 5-10 minute digital story, providing an overview of your classroom field observations. Watch/Read and Respond to 2 classmates by May 2. Observation hours must be logged into FolioTEK by May 2nd.</td>
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</tbody>
</table>
Sign and return this form to Dr. Brown by January 16th, 2020.

STUDENT ACKNOWLEDGEMENT
AEAH 4750:001    Spring 2020

I _________________________________________(print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

<table>
<thead>
<tr>
<th>Course number and section</th>
<th>Risk Rating</th>
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<tbody>
<tr>
<td>AEAH 4750:001</td>
<td>TWO</td>
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___________________________  __________________________
Student full name (print)   Student e-mail address (print)

___________________________  __________________________
Student phone #s             Signature                     Date

Kathy J. Brown, PhD
Faculty Name

___________________________  __________________________
Signature                     Date