

AEAH 4795.001: Topics – Using Art Museums as School Resources

Fall 2015 - Wednesdays – 2:00-4:50 – Room 219 CVAD

Dr. Laura Evans; Office 253

Office Hours: Wednesdays 6-8 and by appointment

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COURSE DESCRIPTION: This course teaches ways to use the art museum as a partner and resource for classroom teaching. It also explores museum education as an alternative teaching career.

COURSE CONTENT: In this course, we will investigate ways that museums can act as educational inspiration for classroom teachers and students. We will explore how museums can be sites for field trips, for in-class activities and discussion, as an outreach program to a teacher’s classroom, and as a place for further teacher development. This course also introduces students to museum education as a career possibility.

COURSE OBJECTIVES: As a result of participating in this course, students will:

Knowledge & Skills

- ...Know more about how to maximize art museum resources to enhance classroom teaching and student learning;
- ...Appreciate how having a personal experience with art can translate to a richer teaching/learning experience in the classroom;

Attitudes & Perceptions

- ...Have an increased appreciation for what art museums have to offer art teachers;
- ...Feel more confident in their ability to use museums and museum resources in the classroom.

REQUIRED READINGS: Talboys, G. (2010). *Using Museums as an Educational Resource: An Introductory Handbook for Students and Teachers* (2nd Edition). London: Ashgate.

COURSE STRUCTURE and STUDENT EVALUATION (OR GRADING):

Attendance/Participation (30 points)	30% of total grade
Readings Synopsis/Reflection (3 points X Reading = 15 points)	15% of total grade
Lesson Plans (Pre and Post Visit) (35 points)	35% of total grade
Lesson Plan Presentation (20 points)	20% of total grade

Attendance/Participation

Attendance, punctuality and participation are extremely important. Participation includes: reading and understanding all readings and assignments; involvement in class discussions - asking questions, offering

thoughtful insights and comments, responding to classmates' comments, completing assignments on time, and taking part in out-of-class assignments.

Readings Journal

You will keep a write a two-paragraph analysis and reflection of each chapter of the course readings. Using a notebook or your computer, write a one-paragraph synopsis of a chapter (in your own words, explain what the chapter is about) and a one-paragraph reflection of the chapter (what you think of the chapter and how you might use this information. Use your own voice and experiences to make meaning of it).

Each chapter requires an analysis and reflection. When there are multiple chapters to read on the due date, you are responsible for turning in as many reflections as there are chapters. Remember to use only one paragraph per synopsis/reflection, per chapter.

Please include on your paper: your name and the chapter title that you are reflecting upon. Entries will be handed in on the day that the reading is due. Be critical, reflective, and reflexive.

Reading reflections will be graded pass/fail.

Lesson Plans and Paper: Pre and Post-Visit Museum Plans & Reflection

For your lesson plans, choose an audience (high school, middle school, elementary) and a local, DFW area museum. Choose a tour from the museum's current offering of tours for your chosen age group (these tours can be found via the museum's website or by contacting the Education Department of your chosen museum – we will discuss how to find this, in greater detail, in class), a temporary or permanent exhibition, or choose three works of art from the collection that you could organize together for a self-guided tour for your students. Using the theme of the museum's tour or exhibition or the theme of your own self-guided tour, create two lesson plans that connect to the big ideas of this tour. One lesson plan will be a pre-museum-visit lesson to prepare your class for the museum visit. The second will be a post-visit, or follow-up lesson plan, to be used after your class has visited the museum. Follow the guidelines for how to design your lesson plan (see lesson plan guidelines at the back of this syllabus).

In addition to your 2 lesson plans, write a one to two page reflection about why you chose the theme you did, what your lesson planning process entailed, and how you might use museums in your classroom in the future.

Lesson Plans Presentation

For your presentation, explain your lesson plan. Tell us why you decided to choose the museum/works of art/exhibit that you chose and what big ideas were your inspirations. Walk us through your pre-visit and post-visit lesson plan, keeping in mind that you have about 10 minutes. Tell us about the activities, games, discussions, art-making, etc. you have included in your

lessons. How do these activities further the big ideas that drive your lessons and the accompanying museum experience?

Use a presentation style that will allow us to experience the works of art that you will be using as centerpieces in your lesson plans.

ATTENDANCE AND GRADING POLICY: This class meets once a week in a variety of places and class will have a range of ways to approach learning. Full participation throughout the semester, therefore, can only be achieved by attending all sessions. Missing more than one class session could adversely affect your grade. Each missed and unexcused absence (after one unexcused absence) will result in an overall 3% point deduction from your final grade. Please check with me, should you need to miss more than one class session

Occasionally we will have guest speakers, visit area museums, or have student presentations during class time; therefore, timely arrival to class and preparedness for full participation in all class activities is expected. Excessive tardiness will be treated as an absence. The student must be able to travel to area museums.

I do not accept emailed assignments. Your assignment's final grade will be lowered by 2% each day until I receive a hard copy of your assignment. Appeals to have a grade raised must be made within one week of the return of the graded assignment. No grade will ever be lowered as a result of an appeal to raise a grade.

PLAGARISM POLICY: It is absolutely necessary to provide a proper citation when you 1) quote or copy a paragraph or sentence, 2) paraphrase, or 3) repeat key ideas and theories from a published source. It is also necessary to produce original work in relationship to this class.

AMERICAN DISABILITIES ACT: The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

COURSE RISK FACTOR: *According to University Policy, this course is classified as a category **one** course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.*

STUDENT ACADEMIC PROGRESS: 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 <http://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.

BUILDING EMERGENCY PROCEDURES: In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of the instructor(s) and please act accordingly.

CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: *Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.*

NOTE: I will make every effort to follow the syllabus and schedule, but please realize adjustments may be necessary in order to accommodate learning/instructional needs of the class. I therefore retain the right to change the syllabus with or without notice.

We will utilize art gallery and museum sites on and off campus for class sessions. These will be announced in class before hand, and if unexpected changes need to be made, they will be announced by MyUnt e-mail. Be sure your account is up to date. The Art Education and Art History office, Art 224, will also be alerted about classes that are not meeting in Art 219.

Guidelines for Lesson Plans

I. Unit Title and Rationale:

Title should reflect the essential question under investigation. ***Include rationale here.***

II. Lesson

III. Unit Key Concepts:

Identify the key concepts to be investigated in this unit.

Lesson Key Concepts (which concepts, listed above, will this particular lesson attend to)

IV. Essential Question:

Identify the essential question(s) to be investigated in this lesson.

V. Lesson Objectives:

Each lesson should have AT LEAST 2-3 objectives. The objectives should include the expected learning as well as the means through which that learning will be achieved. An activity, such as “The student will paint a painting,” is not an appropriate objective (it is closer to the activity). The objective should focus on what the student will learn as a result of engaging in the activity and in relationship to the essential question under investigation. Before writing each objective, please think “***After the lesson, the student will be able to...***” and then write the objective. The objective must be very specific, and should be observable, measurable and assessable.

VI. Specific Art Content:

List the specific art content to be taught, such as concepts about art, the nature of art, skills, elements and principles, processes, and techniques used to communicate ideas.

VII. Instruction and Its Sequencing:

Introduction/Motivation:

How will I get students interested (the “hook” to get a student’s attention) in today exploration of the essential question? Your goal is to present information about your unit in a fun and exciting way that facilitates learning among students.

Purpose: What do I want students to learn or accomplish today?

Instruction: What do I need to do (demonstration, lecture, discussion, activity) to help students build new knowledge today?

Resources & Materials for Teacher: List the instructional resources needed-- reproductions, objects, websites, equipment, videos, DVDs, parents, experts, literature, performances, local sites...etc. In the case of images/reproductions or motion pictures to be used in the lesson, be sure to include the artist/director; title of the work(s); and, if the reproduction is commercially available, the source for obtaining them.

Resources & Materials for Students: List all materials needed for students' art making, discussions, and/or other activities, and vocabulary list.

Guided Practice. How will I help students practice the new knowledge to make it their own? List any reflective questions here.

Independent Practice: How will students demonstrate their knowledge without my help?

Closure: What concluding event can I design that allows students to reflect on the essential question and how your lesson helps to investigate the big idea.

Formative Evaluation: How will I check to see if students have constructed knowledge for themselves in relationship to the essential question? What will I do if students need re-teaching?

Classroom Management Procedures: What will you do to keep students on task and safe?

Adaptations for Students with Special Needs: What accommodations will be made to make sure your students with special needs will be successful? Things to consider: Do students need to sit close to the teacher? Will peer sponsors be used during the project? Do any of your supplies or directions need to be modified for physical or mental disabilities? Does your student need extra time on projects or writing assignments?

VIII. Summative Assessment and Evaluation:

Assessment should align with the objectives and instruction. Consider multiple ways the lesson might be assessed throughout its course. Allow the students to be involved in assessment. Be sure to determine how progress will be reported to students, administrators (if applicable), and parents. The student should be aware of his/her own progress. You **MUST** include the specific assessment instrument (rubric designed specifically for your lesson/unit, specific checklist, quiz, or exam, etc.) Turning an objective into a "yes/no" question (i.e., "Did the student ...?") is never an appropriate assessment method.

X. Interdisciplinary Connections:

Briefly list and describe any meaningful connections or extensions of the lesson into other subject areas. It is beneficial to be able to include any TEKS in the non-art subject area pertinent to the interdisciplinary connection. Not all art lessons have legitimate connections across the curriculum.

XI. References & Resources:

List all references used to develop this lesson.

XII. Art TEKS

XIII. National Art Standards

STUDENT ACKNOWLEDGEMENT: After thoroughly reading the above described, legibly fill out and sign form attached and return to instructor.

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 realize that my class work may be included in research and give my permission for it to be used with the understanding that Dr Evans will follow all protocol for ensuring my anonymity. I can also opt out of having my work used in research by letting Dr Evans know of my wishes. I hereby agree to the syllabus and its provisions.

AEAH 4795.001

Risk Rating

Student e-mail address (please print legibly)

Signature

Date

Laura Evans
Faculty Name

Signature

8/26/2015
Date