Course Descriptions: Introduction to the field of art education. 3 hours.

TECHNOLOGICAL REQUIREMENTS FOR REMOTE DELIVERY: As this is a remote delivery course with all course components loaded onto our Canvas course site and using Zoom conferencing for synchronous learning, a computer with internet access, microphone, and built in webcam are required to fully participate. Additionally, as you will upload images and video documenting your work, a digital camera [a smartphone is fine] and tripod or document camera with a clamp arm will be useful. See the Technology Help module on our Canvas course site for more assistance.

COURSE OVERVIEW:

Required Text

COURSE CONTENT: the course addresses the following topics:

Foundations of Art Education:
- Historical developments in art education
- Approaches to teaching in art education
- Teaching the disciplines of art

Learning in Art
- Artistic development
- Diversified learners

Beginning Curriculum Development:
- Components of art lessons
- Structuring authentic instructional art experiences
- Pedagogical approaches to teaching art education curriculum through technology

Professionalism in Art Education:
- Standards for art teachers in training
- Professional expectation for art teachers
- Advocacy for the profession
- Career planning

COURSE OBJECTIVES: This course is structured to assist art students in developing, teaching, and understanding art curriculum. By the completion of this course, students will:

1. choose age appropriate content
2. display aspects of professionalism related to art education
3. apply concepts, strategies, and content from contemporary art in curriculum development
4. demonstrate understanding of art disciplines in teaching presentations
5. explore pedagogical approaches to art education
6. prepare for certification exams
7. create art instructional opportunities incorporating a choice-based art education format

COURSE STRUCTURE: A wide variety of teaching strategies and methodologies will be introduced and modeled during the course, including lecture, discussion, oral presentations, peer critique, student-led instruction, and individual project work to help students achieve the course objectives. The course meets for 3 hrs. weekly on Zoom.
**STUDENT EVALUATION:** To meet the course goals listed above, students will be assessed on the following forms:

- Readings Discussion Board Posts 26%
- TExES Art Content Practice Exam Completed and Written Study Plan 5%
- Interacting with an Artwork Presentation and Worksheet 15%
- Mini-Art History Presentation [narrated PowerPoint] Teaching Demo 15%
- Contemporary Art Lesson Plan & Presentation 25%
- Participation 14%

**GRADING:** An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F. In order to continue in the program, you need to earn 70% or higher in every education class.

**Descriptions of Assignments (further details, rubrics, and forms found on the Canvas course shell)**

**READINGS DISCUSSION BOARD POSTS:** Worth 26%

Readings consist of chapters from required text. You are to critically read, take notes, and write 3 questions and 3 key reflections each week. These will be uploaded to Canvas course shell as discussion board posts.

**TExES ART CONTENT PRACTICE EXAM (178 PRACTICE MANUAL) AND WRITTEN STUDY PLAN:** Worth 5%

You must complete the EC-12 Art practice test in the practice manual. Exam must be completed by January 27. After scoring, you must write, in paragraph form, a one-page study/improvement plan, denoting strengths and weaknesses related to specific TExES domains, along with how/what [websites, books, practice test, etc.] you will study to improve the score. The practice test manual is located in the modules of the Canvas course shell.

**INTERACTING WITH AN ARTWORK—WORKSHEET AND PRESENTATION:** Worth 15%

This is a starting point for lesson planning. Start by choosing an artist from [https://art21.org/artists/](https://art21.org/artists/). You will share your screen with us to project your chosen contemporary artwork, around which you will build your presentation. You will be teaching this short presentation live within our Zoom meeting on your scheduled day. You will receive feedback from peers and professor. Plan for a 7-10 minute presentation based on your completion of the provided worksheet.

**MINI-ART HISTORY PRESENTATION:** Worth 15%

The purpose of this assignment is four-fold: [a] test prep, [b] a presentation you could use to teach students in the future, [c] a project you could assign to your future students, and [d] enhancing your cultural competency in teaching art. Create a 6 slide, mini-presentation as a narrated Power Point covering one traditional, non-western cultural art practice. Run your choice by the professor. Specificity is key to this undertaking. Get to know the cultural tradition, which specific groups’ embrace[d] the tradition, and why it is classified as art. Then research the cultural, geographic, and historical contexts of the traditional cultural art practice. Choose exemplar pieces to share and explain any stylistic features and technical components within your slides. Include list of sources within power point. Integrating primary sources [for example, video of process in context] through embedded videos adds a compelling element to your presentation. We will hold a peer review during class time.

**CONTEMPORARY ART LESSON PLAN & PRESENTATION:** Worth 25% due April 21, workshopping days April 7 & 14

You will use the College of Education (COE) lesson plan format (the template is located in the Canvas course shell) to create an art lesson plan related to contemporary art processes and artists. You will present this lesson during the last class. We will also have 2 workshop days for in-process feedback on April 7 and 14 prior to the due date and presentations during our final class on April 21.

**PARTICIPATION:** Worth 14%:

- Professionalism [respectful interactions with instructor and colleagues including in any email or comment]
- Virtual attendance to prescheduled synchronous meetings
- Promptly responds to emails
- Constructive contributions to class discussion and peer feedback
- Assignments turned in on time
- Attentiveness to others and appreciative of feedback
- Adheres to netiquette expectations
ATTENDANCE/LATE WORK POLICY: PLEASE BE AWARE Virtual attendance effects your GRADES! Absences, tardiness, and late work are the single greatest contributor to low grades and fails in this course. Attendance and full participation is essential in this class. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. Each student is allowed one absence. For more than one absence, the final grade will be lowered at least one letter grade. PLEASE NOTE: Any combination of two late arrivals or early leaves from our Zoom meeting equals one absence. If technology is an issue on a given day, alert me right away. You are responsible for completing all assignments and turning them in on the due date. If you are absent you must e-mail work to the professor by the due date in order for it to be considered on time. Late assignments will be reduced one full letter grade. Late work will only be accepted one week after due date, except assignments due at the end of the semester, which will NOT be accepted late.

Content in the arts can include works, situations, actions, and language that can be personally challenging or offensive to some on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

COVID-19 IMPACT ON ATTENDANCE: If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center [940-565-2333 or askSHWC@unt.edu] or your health care provider PRIOR to coming to campus. UNT also requests that you contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or exposure.

COVID-19 IMPACT ON ACADEMIC PROGRESS: If you are experiencing issues related to the pandemic that are impacting your academic progress, please contact UNT’s Dean of Students at deansofstudents@unt.edu (940) 565-2648.

MENTAL HEALTH RESOURCES: UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:
1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, [940] 565-2333 M-Th: 8am-5pm
https://studentaffairs.unt.edu/student-health-and-wellness-center#programs
2. Counseling and Testing Services*, 801 N. Texas Blvd, Denton, TX, Suite 140, [940] 565-2741 M-F: 8am-5pm
https://studentaffairs.unt.edu/counseling-and-testing-services
3. UNT CARE Team*, (940) 565-2648, careteam@unt.edu, https://studentaffairs.unt.edu/care
* Services are free of charge to University Students
If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:
- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:
  • During Office Hours [M-F 8am-5pm]: [940] 565-2741 • After Hour Calls: [940] 565-2741 • Crisis Text Line: Text CONNECT to 741741
  • Live Chat: http://www.suicidepreventionlifeline.org

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.

ADA ACCOMMODATION STATEMENT. 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.

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].

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deansofstudents.unt.edu/conduct.

SEXUAL ASSAULT PREVENTION. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.
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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>TO READ FOR CLASS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 13 • COURSE INTRO • COHORT INTRODUCTIONS • TEACHER CANDIDATE STANDARDS • DISPOSITIONS TO TEACHING • PROGRAM ORIENTATION</td>
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<td>Week 2</td>
<td>Jan. 20 • ART EDUCATION HISTORIES, RATIONALES, &amp; APPROACHES • TExES DOMAINS</td>
<td>• Readings Discussion Board Post due • Student Acknowledgement due</td>
<td>• Chapter 1</td>
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<td>Week 3</td>
<td>Jan. 27 • ART HISTORY • DIVERSITY • DEGREE PLANNING • AESTHETICS • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • TExES Art Content Practice Exam [178 Practice Manual] Completed and Written Study Plan due</td>
<td>• Chapter 9 Art History • Chapter 6 Diversified Learners</td>
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<td>Week 4</td>
<td>Feb. 3 • COE VISIT [10-10:30am] • ART CRITICISM • DEGREE PLANNING • AESTHETICS • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Sign-ups for Observation Placements: 8-17 February</td>
<td>• Chapter 7 Aesthetics</td>
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<td>Week 5</td>
<td>Feb. 10 • ARTISTIC DEVELOPMENT • ART HISTORY • DIVERSITY • CHOICE-BASED ART EDUCATION • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Mini-Art History Presentation [narrated PowerPoint] due</td>
<td>• Chapter 8 Art Criticism</td>
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<td>Week 6</td>
<td>Feb. 17 • TEACHING DRAWING • IMAGE DEVELOPMENT STRATEGIES • ARTISTIC DEVELOPMENT • ART HISTORY • DIVERSITY • CHOICE-BASED ART EDUCATION • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 1, 2, 3, 4</td>
<td>• Chapter 5 Artistic Development</td>
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<td>Week 7</td>
<td>Feb. 24 • TEACHING PAINTING • ARTISTIC DEVELOPMENT • ART HISTORY • DIVERSITY • CHOICE-BASED ART EDUCATION • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 5, 6, 7, 8</td>
<td>• Chapter 11 Drawing • Chapter 2 Choice-Based</td>
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<td>Week 8</td>
<td>Mar. 3 • TEACHING PAINTING • IMAGE DEVELOPMENT STRATEGIES • ARTISTIC DEVELOPMENT • ART HISTORY • DIVERSITY • CHOICE-BASED ART EDUCATION • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 9, 10, 11, 12</td>
<td>• Chapter 12 Painting</td>
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<td>Week 9</td>
<td>Mar. 10 • TEACHING PAPER ARTS • ASSESSMENT • TEACHING PAINTING • IMAGE DEVELOPMENT STRATEGIES • ARTISTIC DEVELOPMENT • ART HISTORY • DIVERSITY • CHOICE-BASED ART EDUCATION • COE COMMON LESSON PLAN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 13, 14, 15, 16</td>
<td>• Chapter 13 Paper Arts • Chapter 3 Assessment</td>
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<td>Week 10</td>
<td>Mar. 17 • TEACHING TEXTILES • MANAGEMENT • TEACHING SCULPTURE • TEACHING BUILT EN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 17, 18, 19, 20</td>
<td>• Chapter 16 Textiles • Chapter 4 Management</td>
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<td>Week 11</td>
<td>Mar. 24 • TEACHING CERAMICS • VCAE • TEACHING SCULPTURE • TEACHING BUILT EN • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP • TEACHING SCULPTURE • TEACHING BUILT EN • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 21, 22, 23, 24</td>
<td>• Chapter 10 Vis. Culture • Chapter 15 Clay and Mosaics</td>
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<td>Week 12</td>
<td>Mar. 31 • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP • TEACHING SCULPTURE • TEACHING BUILT EN</td>
<td>• Readings Discussion Board Post due • Interacting with an Artwork Presentations 25, 26, 27</td>
<td>• Chapter 17 Built EN • Chapter 14 Sculpture</td>
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<td>Week 13</td>
<td>Apr. 7 • ART ED CAREER • LESSON PLAN WORKSHOP • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP • TEACHING SCULPTURE • TEACHING BUILT EN • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP • TEACHING SCULPTURE • TEACHING BUILT EN • TECHNOLOGY IN ART ED • LESSON PLAN WORKSHOP</td>
<td>• Readings Discussion Board Post due • Draft Contemporary Art Lesson Plan—bring to class</td>
<td>• Chapter 18 Technology</td>
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<td>Week 14</td>
<td>Apr. 14 • ART LESSON PRESENTATIONS</td>
<td>• Readings Discussion Board Post due • Draft Contemporary Art Lesson Plan—bring to class</td>
<td>• Chapter 20 Career</td>
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<td>Week 15</td>
<td>Apr. 21 • ART LESSON PRESENTATIONS</td>
<td>• Contemporary Art Lesson Plan &amp; Presentation due</td>
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Tentative schedule subject to change by professor