COURSE DESCRIPTION: 3 hours. Processes for developing and implementing visual arts and design curriculum and pedagogy within a laboratory school setting. Explorations in the philosophies and modes of inquiry related to the formal and informal learning of pre-K, elementary, secondary, adult, and/or life-long learner populations. No prerequisite required.

REQUIRED READINGS: Readings available from our course library page at https://guides.library.unt.edu/AEAH5708/intro.

REQUIRED EQUIPMENT: Students are required to have the use of a camera and voice recorder (on a phone is fine) and bring it to every class.

COURSE GOALS: Topics covered through readings, discussions, and assignments include:
- Provide opportunities for exploratory art making with philosophical concepts while simultaneously connecting and extending students’ knowledge of the field of art education.
- Work across materials, disciplines, contexts, resources, and structures in devising an art program.
- Collaborate with others in the facilitation of an art education program for participants.
- Use the art program as a site to employ modes of research inquiry related to visual arts learning.
- Stage an exhibition of participants’ artwork processes and products.

COURSE OBJECTIVES: Among much unforeseen learning, it is anticipated that students will:
1. Create curriculum appropriate for art program participants.
2. Implement and critically reflect on teaching strategies and pedagogies of visual arts education.
3. Collaboratively or individually plan and teach within a laboratory setting.
4. Implement experimental philosophical and/or theoretically informed approaches to contemporary art and design practices.
5. Observe, record, collect, and document qualitative data within the art program.
6. Analyze and extend qualitative data within a reflective journal.

COURSE STRUCTURE and STUDENT RESPONSIBILITIES:

Attendance, participation, and promptness are critical to the success of this course. Students are expected to read all of the available assigned readings on our course library page (https://guides.library.unt.edu/AEAH5708/intro) prior to our first course meeting on June 3 and must be prepared to discuss and share thoughts and insights related to the readings during the first week of course meetings (commencing on June 3). The readings are intended to help students critically reflect on the program participants’ art making processes and are a crucial part of the course.
During the **first week**, we will meet as a graduate course in preparation for working with attendees during the second week of the course. This preparation will include discussing readings, drafting curriculum, materials explorations, and enacting curricular ideas with the class, all with an eye to implementing our learning with attendees in the second week of the course. Correspondingly, each day of the first week will typically follow this routine:

- **8-8:30am** Art of Curriculum professor provocations
- **8:30-9:30am** Enacting of curricular/philosophical ideas with materials
- **9:30-10:30am** Reading discussion
- **10:30-10:50am** Break
- **10:50-12pm** Curriculum drafting in groups
- **12-12:30pm** Reflecting and refining curricular plans

A central part of AEAH 5708 is the facilitation of an art program. Each morning of the second week of this course, participants ages 8-10 years will be attending the class for an art program. While course instructors will provide a framework for the activities, students are expected to collaboratively or individually teach and facilitate each day’s instruction and art activities.

In **week two** the graduate students will work, according to the schedule, with their respective attendees. Prior to participants arrival all students, should ensure they have the proper materials for their making/process and its documentation. They will also use this time to check in with professors about any curricular adaptations or changes they plan to make, particularly if this is in response to any events from the previous day of the program (e.g. if the attendees need more time working on a particular concept or skill, if the student needs to introduce a different way of working with wire, etc.).

During participants’ attendance (each morning of the second week from 10am-12pm), graduate students will work with their respective attendees to enact the curriculum, which includes:

1. an introduction to the concept through active engagement (20-30 minutes);
2. an explanation of the inquiry (or task for the day) (10-15 minutes);
3. time for making/process (60 minutes);
4. reflection/feedback from peers (20 minutes);
5. and a closing that prepares attendees for what they will do on the following day (10 minutes).

At the end of each program day, graduate students should expect to spend another half hour with us, reflecting and debriefing on the day’s events. During that time, the group can offer suggestions and accommodations, particularly in light of the following day’s material inquiries.

The summer program week will culminate in an exhibition of collaborative works on the last **Saturday, June 15** from 10:30am-12pm when the attendees’ family and friends will also be invited. Graduate students should expect to spend extra time on **Friday, June 14** preparing for this.

Students are responsible for the program’s art instruction and are obligated to members of their teaching team and to others in the class. While a focus and framework of activities will be provided for each day of the art program, students are accountable for preparing specific motivations, locating resources, and giving instruction for one session. **Please anticipate meeting with your teaching team outside of class if necessary and to spend extra time planning and preparing for the art program.** As well, each student will be assigned **3 art program participants** to assist and carefully document throughout the course. Each student is also responsible for classroom set-up and clean-up and for storing
participants’ work in appropriate areas. Moreover, students will take an active part in planning and facilitating an exhibit of art program participants’ work at the end of the course.

In order to ensure a supportive environment where creative, innovative risks are embraced, we expect all students, as a collective, to be responsible and respectful to the environment of the class. Naturally, it is anticipated that there will be diversity among students registered in this course in terms of experience in teaching and researching, levels of academic preparation, life journeys, and interests.

**STUDENT EVALUATION & ASSIGNMENTS:** Evidence of progress will be assessed through the following:

**Lesson Planning/Instruction/Reflection** (30%) (Individual due dates apply depending on when your day of instruction falls between June 10-14.) You will be working in small groups or alone to plan and facilitate the art instruction for one day of the art program. Collaboratively or individually write a lesson plan for the day you (and your group) are responsible for the art instruction and hand in a copy (if you are working without an assigned group, you complete this on your own). Include goals/objectives, a lesson procedure, materials and visual resources (i.e. a list of resources used and/or samples), as well as any other relevant teaching notes and background materials. These will be collected and shared on Canvas so each person in the class will get a copy of all the lessons at the end of the course. You may also need to undertake research related to your topic of instruction, experiment with art processes, and/or collect a variety of quality visual resources to use on the day of your instruction. The day following your lesson, a written reflection on the undertaking will be due for assessment.

**Participation** (40%) 40% of your final grade will be based on participation. This means that over the course we’ll be tracking your behavior in the following areas:

- Regular attendance
- Arriving on time for class and staying throughout, including clean-up at the end of class
- Preparedness (having read the required readings, bringing the required materials, etc.)
- Politeness, respect and consideration for the learning of others
- Active engagement with learning experiences throughout the entire art program
- Participation in discussions (whole class and small group)
- Attentive listening (regardless of who is speaking or presenting)
- Working collaboratively and collegially with your group and with the other members of the class
- Active participation in instruction and planning of the participants’ program
- Being available to meet with members of your teaching team outside of class if necessary
- Arriving early on the day of your instruction in order to set up before class
- Experimenting with art processes and materials associated with visual arts and design lessons
- Locating necessary resources and visuals
- Helping with planning, set-up, and facilitation of the final open studio art exhibition on **June 15**
- Sharing knowledge, expertise, and resources
- Demonstrating flexibility in making the art program run as smoothly as possible
- Taking initiative.

**Visual/Digital/Verbal Journal** (30%) (Two due dates are associated with this assignment—a selection will be **submitted by the end of Tuesday, June 11** [scanned and submitted to professors via Canvas] and then the completed, entire assignment needs to be submitted electronically by the end of **June 17**, 2 days after the culminating open studio art exhibition on June 15.) Document in detail your participants’ work throughout the art program. Include photos, audio recordings, and images as well as written documentation of both process and product along with your participants’ actions, thinking, interactions, creating, responses, and dialogue. You should have entries for each day of the art program as well as a
3-5 page conclusion/summary of your learning at the end of the program. This summary should be a well written, concise, self-reflective analysis that critically discusses relevant literature, theoretical, and/or philosophical frameworks relating your observations to the course readings. A significant effort should be made to understand your participants’ artistic processes in light of implications for art education practice. The journal may be presented in any form you wish as long as it reflects professional standards and can be submitted in PDF form electronically to both course professors via Canvas.

Grades will be broken down as follows:

- PARTICIPATION 40%
- VISUAL/DIGITAL/VERBAL JOURNAL 30%
- LESSON PLANNING/INSTRUCTION/REFLECTION 30%

NB: All assignments must be submitted to me by the deadline as email attachments labeled as follows: [surname][title of assignment], for example kalinbookreview.doc or .docx

GRADING: An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F.

ATTENDANCE/LATE WORK POLICY: Attendance and full participation are essential and expected in this class. Each student is allowed one absence. For more than 1 absence, the final grade will be lowered at least one letter grade. Any combination of two late arrivals or early leaves equals one absence. You are responsible for completing all assignments and turning them in on the written or announced 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. If you miss a class session, it is your responsibility to find out assignments and obtain notes/handouts from classmates – instructor will not provide them.

AMERICAN DISABILITIES ACT: CVAD 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 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.

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 www.deanofstudents.unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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.

CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: Each University of North Texas student is entitled to certain rights associated with higher education institutions. The following statement reminds students of their rights and responsibilities within the academic community – “Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

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 Blackboard for contingency plans for covering course materials.

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, 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 your teachers and act accordingly.
ACADEMIC INTEGRITY STANDARDS: According to UNT Policy 18.1.16, 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 POLICY: Taking credit for someone else's words, ideas, art works, lesson plans, etc., without giving them credit constitutes plagiarism. Plagiarized work will receive a zero and the matter will be reported to the department in which case you may lose credit for the entire course. Therefore, reference all of your sources, including those taken from the Internet. Moreover, it is absolutely necessary to provide a citation when you: 1) quote or copy a paragraph, sentence, or more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) borrow an image. It is also necessary to produce original work in relationship to this class.
STUDENT ACKNOWLEDGEMENT
AEAH 5708:001   SUMMER 2019

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.

AEAH 5708:001
Course number and section

______________________________
Student full name (print)

______________________________
Student phone #

Nadine M. Kalin
Faculty Name

______________________________
Signature                     Date

Christopher Moffett
Faculty Name

______________________________
Signature                     Date
READINGS FOR AEAH 5708:001 SUMMER 2019


Mathew Ritchie Interviews and Presentation Links
- https://www.youtube.com/watch?v=BP0dxd01sOY
- https://www.youtube.com/watch?v=ja2CUVJmQ48
- https://moody.rice.edu/exhibitions/matthew-ritchie
- https://www.youtube.com/watch?v=g3ZGHx5K_AM&feature=youtu.be

Task Party Links
- https://www.youtube.com/watch?v=TIETYbZhuco8
- https://oliverherringtask.wordpress.com

SUGGESTED SUPPLEMENTAL READINGS

Sound
Wire

Line

Material Inquiry

Walking/Place
# AEAH 5708 ART EDUCATION LABORATORY SCHOOL – MULBERRY STREET STUDIO SCHEDULE

*Subject to change; change is our friend and to be expected*

<table>
<thead>
<tr>
<th>Prior to WEEK 1</th>
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<tbody>
<tr>
<td>Complete all readings <strong>available</strong> at <a href="https://guides.library.unt.edu/EAEH5708/intro">https://guides.library.unt.edu/EAEH5708/intro</a> as laid out for week 1 below. Note readings in ‘red’ won’t be available for you on the library webpage prior to the course official start due to copyright restrictions.</td>
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<tr>
<th>WEEK 1</th>
<th>Monday 6/3</th>
<th>Tuesday 6/4</th>
<th>Wednesday 6/5</th>
<th>Thursday 6/6</th>
<th>Friday 6/7</th>
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<tbody>
<tr>
<td>Concepting/Making</td>
<td>Introduction Modified TASK party time Matthew Ritchie 1st visit Capturing/Transforming/Planning</td>
<td>Walking / Lining / Mapping Wiring</td>
<td>Sounding</td>
<td>Projecting, Scaling, Soundscaping, and Exhibiting</td>
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<tr>
<th>WEEK 2</th>
<th>Monday 6/10</th>
<th>Tuesday 6/11</th>
<th>Wednesday 6/12</th>
<th>Thursday 6/13</th>
<th>Friday 6/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepting/Making</td>
<td>Taking a line for a walk Mapping</td>
<td>Walking in place Capturing / Transforming Wiring</td>
<td>Sounding</td>
<td>Projecting, Scaling, Soundscaping, and Exhibiting Matthew Ritchie 2nd visit</td>
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<tr>
<td>Processing</td>
<td>&lt;— Capturing/Transforming/Mapping —&gt;</td>
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<tr>
<td>Materializing</td>
<td>Zoom recorders, Contact Mics, Paper, Pencils, Erasers, Rulers, Building, Humans</td>
<td>Zoom Recorders, Contact Mics, Building, Humans</td>
<td>Wire, Pliers/Cutters</td>
<td>Zoom recorders, Contact Mics, Building, Humans</td>
<td>Zoom Recorders, Audio Stations, Projectors, Speakers, Flashlights, Building, Humans</td>
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<td>Instruction</td>
<td>Group/Individual 1</td>
<td>Group/Individual 2</td>
<td>Group/Individual 3</td>
<td>Group/Individual 4</td>
<td>Group/Individual 5</td>
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<tr>
<td>Plan/Reflection Due</td>
<td>Group/Individual 1</td>
<td>Group/Individual 2</td>
<td>Group/Individual 3</td>
<td>Group/Individual 4</td>
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<tr>
<td>Journal</td>
<td>Midpoint Selection due by end of day</td>
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**SATURDAY 6/15**

*Exhibit and refreshments set up and tours in morning with students and families arriving at 11am*

**MONDAY 6/17**

*Journals Due to Canvas*