

AEAH 5773.001 CURRICULUM THEORY IN ART EDUCATION

SPRING 2021, MON. 5-7:50pm CST (SYNCHRONOUS, REMOTE DELIVERY), OFFICE HR.: MON. 4-5pm

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COURSE DESCRIPTION:

Processes for developing and sequencing the curriculum and methodologies for the assessment of educational programming and student learning in art for elementary and secondary public schools and higher education.

REQUIRED COURSE TEXTBOOKS and MEMBERSHIPS:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). American Psychological Association.

Hickman, R. (ed.) (2019). *The international encyclopedia of art and design education* (3 volume set— *Volume II Curriculum* and *Volume III Pedagogy*.) Wiley-Blackwell. [Referred to as IEAED in schedule.] **Available as e-book from UNT library**

NAEA website membership provided by department.

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. For including help with Canvas and Zoom access, visit:

<https://online.unt.edu/zoom-access-students>

<https://community.canvaslms.com/docs/DOC-10721>

<https://online.unt.edu/learn>

Lastly, you will need Microsoft Office Suite to complete the final assignment.

COURSE OBJECTIVES:

Among much unforeseen learning, it is anticipated that students will meet the following goals through readings, discussions, in class workshops, and assignments:

1. Integrate art education curriculum theory into plans for practice.
2. Assess motivations, biases, and historical/cultural/social/economic/racial commitments in curricular desires and priorities.
3. Innovate art/museum/design curriculum.
4. Align components of curricula (i.e., goals, objectives, content, teaching strategies, assessment, pedagogy, etc.) within art, design, and/or art museum education.
5. Apply APA (7th ed.) format in completing all assignments to the level expected in graduate scholarship.

COURSE STRUCTURE:

The course will cover 3 epochs of art education curriculum—historical, emerging, and speculative. The weekly course Zoom meetings will commence with a review of assigned readings, extended through discussion board postings and class discussions. Course lectures will be augmented by in-class curricular brainstorming and development challenged by provocative objects, practices, and concepts associated with contemporary art. Students will also use the course to *workshop* three curricular explorations representing the 3 epochs in order to gain peer feedback.

COURSE REQUIREMENTS:

Each student must come to class prepared to discuss readings or provide feedback on assigned experiences. In order to ensure a supportive environment where creative, innovative risks are embraced, I 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 occurrences, and current interests. The assignments are designed to promote inquiry in your particular endeavors. As UNT requires 2 hrs. of homework per week for every semester credit. Thus, **plan to devote 6 hrs./week (96 hrs./semester) to work related to this course outside of class time.**

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

Class Participation: Worth 20% of final grade.

Active participation is a very important aspect in making this a successful experience for each student and for the class as a whole—if you don't participate weekly in an outstanding manner you should not anticipate earning an outstanding 90-100% participation grade within this course. I will assess your performance based on your:

1. active AND quality participation in class discussions, simulations, workshops, and undertakings—seeks challenges, persists, and reflects with as open a mind as possible,
2. offering of thoughtful insights which demonstrate knowledge of course readings,
3. respectful response to course members' and faculty's perspectives,
4. demonstrated concentration toward activities during synchronous class times held over Zoom.

Discussion Board Posts: Worth 20% of final grade, due weekly.

Based on your completion of the assigned weekly readings and/or webinar viewing. You are to *critically* read or watch, take notes, and write 3 questions as well as 3 key reflections each week. You will upload these to Canvas course shell as discussion board posts.

Historical, Emerging, and Speculative Lesson Plans and Presentations: Each worth 10% of final grade; 3 presentation dates (Feb. 15, March 22, and April 19), and 3 lesson plan due dates (Feb. 22, March 29, and April 25).

Any overlapping assignments or parts of assignments submitted within other coursework must be cleared by both faculty members well in advance. This assignment requires you to write up three full lessons based on historical, contemporary, and speculative themes. It is expected that you will push outside of your current curricular comfort zones. This zone is different for individual students. You will prepare a brief oral presentation for each lesson through which the class will be familiarized with your lesson and so you can seek input to revise your lesson.

Grades will be broken down as follows:

▪ Participation	20%
▪ Discussion Board Posts	20%
▪ Historical Lesson Presentation	10%
▪ Historical Lesson	10%
▪ Emerging Lesson Presentation	10%
▪ Emerging Lesson	10%
▪ Speculative Lesson Presentation	10%
▪ Speculative Lesson	10%

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

Graduate students are placed on **academic probation** if their final grades fall below a B.

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 are 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 deanofstudents@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>
4. Psychiatric Services, (940) 565-2333, <https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry>
5. Individual Counseling*. (940) 369-8773, <https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling>

* **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 deanofstudents.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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SCHEDULE SPRING 2021

DATE	TOPIC	ASSIGNMENTS	READ or VIEW FOR CLASS
Week 1 Jan. 11	Introduction		
Week 2 Jan. 25	Historiography of Art and Design Education Curriculum	<ul style="list-style-type: none"> • Student Acknowledgment • Discussion Board Posts due 	<ul style="list-style-type: none"> • Broome, IEAED • Curriculum eBook (on Canvas course shell, Week 2 module) • Freedman, Intro, IEAED • Funk, IEAED • UNT Common Lesson Plan (on Canvas course shell, Week 2 module)
Week 3 Feb. 1	Cultural Diversity in Art Education Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Desai, IEAD • Goss, IEAD • Knight, IEAED • Haywood Rolling, Jr. (2020). Making Black Lives Matter. <i>Art Education</i>, 73(5), 8-9. • NAEA Webinar—Cultural [mis]appropriation https://virtual.arteducators.org/products/cultural-misappropriation-permissions-for-honoring-cultural-ownership-in-art-education#tab-product_tab_speaker_s
Week 4 Feb. 8	Elementary, Middle, High School, and Foundations Art Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Blaikie, IEAED • Etherington, IEAED • Pouls, IEAED • Siegesmund, IEAED • NAEA Webinar—Mapping your Curriculum https://virtual.arteducators.org/products/mapping-your-curriculum
Week 5 Feb. 15		<ul style="list-style-type: none"> • Historical Lesson Presentation 	
Week 6 Feb. 22	Visual Culture and Visual Literacy Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due • Historical Lesson due 	<ul style="list-style-type: none"> • Freedman, Visual Culture and Visual Literacy. IEAED • Gude, Olivia. Postmodern Principles. https://naea.digication.com/omg/Postmodern_Principles • Yuan, Postmodern Pedagogical Principles of Museum-Informed Art Education, IEAED
Week 7 Mar. 1	Gender and Sexuality in Art Education Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Garber, IEAED • McKinnery, IEAED • NAEA Webinar—Where's the Feminism in Art Education? https://virtual.arteducators.org/products/wheres-the-feminism-in-art-education-pandemic-perceptual-shifts
Week 8 Mar. 8	Design Thinking and STEAM Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Callahan, IEAED • Granville, IEAED • NAEA Webinar—Creative Critical Thinking https://virtual.arteducators.org/products/creative-critical-thinking-bringing-design-thinking-into-the-classroom • NAEA Webinar—STEAM from Theory to Practice https://virtual.arteducators.org/products/steam-from-theory-to-practice
Week 9 Mar. 15	Technology and Art Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Castro, IEAED • Han, IEAED • Katz, H. & Winegardner, Z. (2020). <i>Create connect contemplate</i>. <i>Art Education</i>, 73(3), 29-37. • Meeken, J. (2020). System error. <i>Art Education</i>, 73(3), 22-28.
Week 10, Mar. 22		<ul style="list-style-type: none"> • Emerging Lesson Presentation 	
Week 11 Mar. 29	Futural Art Education Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due • Emerging Lesson due 	<ul style="list-style-type: none"> • Burton, IEAED • Keifer-Boyd, IEAED • Kraehe, A.M. (2020). Dreading, pivoting, and arting. <i>Art Education</i>, 73(4), 4-7. • Kraehe, A.M. (2020). The future of art curriculum. <i>Art Education</i>, 73(3), 4-5.
Week 12 Apr. 5	Afrofuturism in Art Ed	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Boyd Acuff, J. (2020). Afrofuturism. <i>Art Education</i>, 73(3), 13-21. • Kraehe, A.M. (2020). Racial encounters, ruptures, and reckonings. <i>Art Education</i>, 73(5), 4-7. • Schwartz, Decolonizing the Imagination, Curriculum Unit (on Canvas course shell, Week 12 module)
Week 13 Apr. 12	Speculations for Art Education Curriculum	<ul style="list-style-type: none"> • Discussion Board Posts due 	<ul style="list-style-type: none"> • Bolin, P.E. (2020). Looking forward from where we have been. <i>Art Education</i>, 73(5), 44-46. • Graham, M. (2020). Deconstructing the bright future of STEAM and design thinking. <i>Art Education</i>, 73(3), 6-12. • jagodzinski, Pedagogy of Design in Reference to the Anthropocene, IEAED • Smith, T.J. (2020). Critically reframing post internet art. <i>Art Education</i>, 73(3), 38-44.
Week 14, Apr. 19		<ul style="list-style-type: none"> • Speculative Lesson Presentation 	<ul style="list-style-type: none"> • Speculative Lesson due Sunday, April 25