ART 413 focuses advanced instructional methods and procedures of art education for secondary students. Art education pre-service teachers will develop competencies in secondary art curriculum planning, motivational techniques, classroom management methods, and assessment strategies appropriate for visual arts instruction. Additionally, students will become proficient in the application of instructional technology, art criticism and art history integration, art education and visual culture, writing portfolio project, and art education advocacy for secondary schools.

Practicum is required outside regular class sessions and arranged in collaboration with mentor art teachers at assigned middle or high schools. Each student will complete 15 hours of field observation. You must maintain professional demeanor and behave in a responsible and thoughtful manner as prospective art educators.

ART 413 is an art education studio and seminar class. Students must keep up with readings since group discussions and peer interactions are crucial. A panel of guest middle and high school mentor art teachers will be invited to discuss relevant and practical classroom experiences for secondary settings. By the end of this class, students will be able to articulate their art education philosophy, become familiar with art education literature, and gain skills to prepare for the Teacher Work Sample, PRAXIS II (Art Knowledge and Art Making), and Principles of Teaching and Learning (PLT) Exam.

Course Objectives

During the semester, art education pre-service teachers in this class will

• develop and demonstrate classroom management strategies appropriate for visual arts instruction, procedure, and organization.
• identify and utilize various classroom management models to minimize/prevent behavior problems and to maximize student learning in secondary art classes.
• design and implement standard and alternative assessments appropriate for visual arts instruction.
• analyze assessment outcomes for continuous feedback on student progress.
• develop and demonstrate multiple instructional strategies to meet diverse needs of individual students.
• acquire competency in planning and managing art instructions for secondary students through semester long field experiences outside regular class sessions.
• strengthen practical teaching experiences as they work with assigned secondary mentor teachers at middle and/or high schools.
• develop and expand visual arts instructions integrating four components of Discipline Based Art Education (DBAE: Art production, Art criticism, Art history, and Aesthetics) to address appropriate proficiency levels for secondary students.
• create and maintain an inclusive art program that supports students with high artistic abilities, special needs, multicultural and global art education, and gender and diversity issues in art education.
• broaden knowledge of the field of art education through assigned readings, class discussions, and small group presentations.
• advocate art education in secondary schools.
• develop and utilize strategies to prepare for PRAXIS II (Art Knowledge and Art Making), PLT (Principles of Learning and Teaching), and job search for P-12 art specialist position.

Required Texts

ERC on Reserve

Attendance

Attendance and punctuality are crucial for all classes. Attendance will be taken at the beginning of class. Students should plan to arrive promptly for all class meetings and remain for the entire class period. Students are responsible for all the work assigned during the class session regardless of absences. Ask your classmates for directions on missed assignments, class activities, and/or art projects.

✓ Absenteeism beyond three (five) times (excused and unexcused) will result in an automatic one (two) letter grade reduction from your final grade.

✓ ART 413 is an art education studio/seminar class and active class participation/peer interaction is crucial for your success in this class. Use the class time wisely and professionally. Leaving the class prior to the official dismissal will result in canceling your attendance for the day.

✓ Cell phone and any electronic devices MUST be turned off or muted while class is in session.

✓ Use your listening devices, i.e. iPod or other equivalent electronic items, outside the class. Repeated violation of this policy will result in reduction of 3 points (out of total 100 points scale) for the final grade.

Plagiarism

Plagiarism of any kind, whether in an assignment, presentation, or exam is unacceptable and will result in a zero for that assignment and an automatic two letter grades down for the course.

Factors Determining Course Grade

All written assignments are due on scheduled dates. Electronic format will not be accepted and late submission will be given 0 point for the assignment.

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Observation Report</td>
<td>10%</td>
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<tr>
<td>Demonstration of ability to design a thematic</td>
<td>20%</td>
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<tr>
<td>Integrated Arts unit</td>
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<tr>
<td>Responsible and successful implementation of</td>
<td>20%</td>
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<tr>
<td>teaching and evaluation</td>
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<tr>
<td>Mid-Term Art Criticism Paper/Issues Paper</td>
<td>10%</td>
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<tr>
<td>Final Curriculum and Teaching Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Secondary Studio Examples</td>
<td></td>
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<tr>
<td>Professionalism and Educator disposition</td>
<td>10%</td>
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</tbody>
</table>

Grading scale

93-100 = A - Superior college level work
83-92 = B - Above average college level work
73-82 = C - Average college level work
63-72 = D - Questionably unacceptable college level work
0-62 = F - Unacceptable college level work
Reading the Textbook: Read the chapter Conclusion FIRST. Then read the Questions for Study & Discussion. (The questions are in the order of the materials in the chapter.) Then read the chapter, paying special attention to A Closer Look sections. Write down any questions you have in your response paper to a select question.

Dates for initial two observation days are September 6 and 11. You are responsible for setting up additional time for observation if necessary, traveling to school, and scheduling class observations and interviews with your mentor art teacher.

In-class studio time is to be used to work collaboratively with your peers, create the work of art that is the culminating project in your unit plan, various class assignments for presentation, and to produce teacher samples. This will not be a “make it & take it” piece, but must be a fully realized work of art, the culmination of your unit, and the one to which you would give one of your own students an “A”.

**FAC425 is a private lab and the facilities are to be used for relevant class work.** Please turn off the computer when you are done. Do not tamper and/or unplug the computers for personal use. Print when necessary only. Clean up your mess and put supplies away where they belong. Ask the instructor's permission for use of the laminating machine. Please remember that textbook series, electronic/audio visual equipment, teaching resource materials, and studio supplies are for **In Class Use Only**. If your art piece needs to be completed in sequence, time to dry, or if you finish early, use the class time to work on your handouts, assessment tools, power point, conferencing, researching, etc. You are expected to use the class time wisely and professionally.

**For ART 490**, students are required to complete **40 hours of practicum on Fridays** including 15 hours of observation for ART 413. Each student will be assigned to a high school teacher. Out of 40 hours, 6 PD hours will be credited for attending KAEA (October 24 & 25) Additional 6 hours will be credited for attending a joint Student Conference (U of L and WKU) tentatively scheduled for Thursday, October 9 and Friday October 10 at Western Kentucky University. Detail information will be provided later in the semester as I complete the necessary arrangements. Make a note of these practicum hours in your field experience log.

Remaining hours are to be spent in secondary art classes that will include observation, assisting your mentor teacher with instruction/lesson preparation/grading, individual tutoring of G/T or students with special needs, extending your mentor teacher's lesson when expected. By the end of November, you must complete four sessions of practice teaching based on your unit plan created for ART 413. Your thematic unit plan is due on **October 9, Thursday**. You are to submit teaching dates and classes along with your unit plan. Please consult with your mentor teacher and schedule your teaching dates and classes in advance.

*Student Disability Services*

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.