**ART346- Secondary School Art and Pre-Student Teaching Clinical Experience**

**Credits:** 3

**Instructor:** Alyson Pouls, Ph.D.

**Days/Times:** Tuesdays and Thursdays, 3:30-4:45PM

**Where:** Wightman Hall, Room 221, Department of Art and Design, College of Communication and Fine Arts, Central Michigan University

**Office Hours:** Wednesdays, 12:30-1:30PM and by appointment

**Office Location**: Room 166 Wightman Hall

**Contact information:** pouls1a@cmich.edu

**Website:** alysonpoulsart.weebly.com

**Course Description:** *Secondary School Art and Pre-Student Teaching Clinical Experience* provides the pre-service art educator with both theoretical and practical knowledge of art education. Readings, class discussions, studio experiences, lectures, and guest speakers will prepare students to plan and implement standards-based art experiences for the young adult. An additional thirty-hour observation and teaching clinical experience is a required component for the successful completion of this course.

**Course Objectives: Upon completion of this course the student will be able to:**

* Demonstrate an understanding of adolescent growth and its implications on art education in the secondary grades, analyze information relative to teaching art at this level, and evaluate practical classroom behavior through the Mid-tier experience (Clinical). (R) and (LEA)
* Demonstrate how art and art objectives are one of the primary sources of cultural diversity in society. (R)
* Demonstrate analytical and interpretive skills as they relate to the making of art objects in Western and non-Western societies and as those skills may be applied to ethnocentric and mythopoetic imagery. (C)
* Demonstrate the cognitive and affective skills to analyze and critically understand aesthetically art objectives and events. (LEA)
* Indicate knowledge of visual arts standards and objectives relative to their impact on schools.
* Discuss, plan, and select art education lessons and units appropriate to the learner.
* Use appropriate visual arts vocabulary.
* Demonstrate proficiency in basic art processes and technologies.
* Choose appropriate supplies, resources, and materials for art learning experiences.
* Assess student learning using a variety of methods.

**Materials Needed:**

* Notebook for class notes
* Art materials as needed
* Folder or binder for handouts
* Binder that you create

**Textbooks/Readings:**

**Text:** *Studio Thinking 2: The Real Benefits of a Visual Arts Education (2nd Edition)*

Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan

-In addition to the text, there will be weekly readings to supplement your knowledge of trends in art education as it applies to the secondary art classroom

**TEACHING DISPOSITIONS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Academic Language**

Academic language is language used in textbooks, written assignments, and interactions with students and colleagues both verbal and in writing. You are required to use academic language when writing, speaking, and presenting to both secondary level students and your pre-service art teacher colleagues.

Read: “A Primer on Academic Language” posted on Blackboard and:

<http://www.nysata.org/assets/documents/NYSATANews/a_primer_on_academic_language_for_art_teachers_final-2.pdf>

**\*I will also provide you with a simplified version of the above**

**Professionalism**

Attendance, participation, and oral contributions are expected. Professionalism also includes collaboration, cooperation, and courtesy. Most learning in this class takes place as part of classroom interaction and communication. Therefore, attendance and active participation in classroom discussions, assignments, and reflections are expected and will be assessed. DO NOT PROCRASTINATE!

Appropriate dress and professional demeanor is expected in your clinical placements. We will discuss this further when EHS visits to talk about clinical expectations.

**COURSE ASSIGNMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**All assignment requirements will be provided to you when the assignment is introduced**

**Readings and Reflections:** Readings will be assigned throughout this course to help you gain a greater understanding of teaching methodology, developmentally appropriate lessons, art education topics, and additional information from the field of art education. Reflections begin on the day the reading is assigned with due dates given when assigned. The bulk of your reflections will focus on your observations in your clinical placements. Post all reflections under DISCUSSIONS in Blackboard. Postings must be no less than 250 words, double-spaced, 12-point, Times New Roman font.

**Create an ePortfolio**

While EHS no longer requires a digital portfolio, it is essential for your future employment interviews to show a portfolio of your work, student work, lesson plans, and a teaching philosophy. A list will be provided to you that details each item you should include. This reflects may exactly reflect your binder. An overall teaching philosophy should be written to include.

**Design an ideal classroom**

As a group, create a plan to effectively redesign and organize room 221 to reflect your ideal high school classroom. Consider your observations and thoughts from your clinical experience and past art education experiences. Include a floorplan, materials list, and the organizational structure for a secondary art classroom. You may create this digitally, using 2D materials, or as a 3D model. If we all agree, we may implement your plan this semester!

**Create a presentation and about a contemporary Art Education theory**

There are multiple trends, theories, and philosophies of teaching art. So that you can understand how each method can be used in the classroom, each of you will choose from a list of theories and create a presentation detailing the teaching philosophy. You will also create a 1 sheet list or description of the model to share with the class. We will discuss this in depth in class.

**Binder of lesson plans for Grades 9-12 (12 lesson plans total)**

We will discuss this in class, and you will receive an outline of what to include. The goal is that when you leave this course you have a binder of lessons for high school art courses, a scope and sequence, a teaching philosophy for high school, and a classroom management plan. This will prepare you for student teaching and job interviews, far in advance.

**Develop and co-teach a single detailed model lesson and present it to the class. This lesson should also tech a technique to the group.**

Based on theories and trends in art education discussed in class, develop a lesson with a partner and present it to the class. Include a benchmark example in your teaching demonstration and a technique geared to the high school level.

**Clinical Experience: 30 Hours:** Your experiences in the secondary art classroom will help you build your understanding of teaching dispositions, lesson planning, and all manner of teaching the high school student. The school of education supervises your clinical experience, and lessons are created in tandem with participating art teachers in the context of the classroom. You will also do the following:

* Reflect on your experiences in group discussions and reflection questions provided by me.
* Presentation and paper reflecting on your full clinical experience once complete.
* Adherence to all clinical guidelines and dates communicated to you by EHS.

**GRADING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

10% Dispositions/Participation/Reflections

10% ePortfolio

10% Design of an ideal classroom

20% Presentations: Contemporary Art Education Presentation; Book chapter Presentation

20% Co-teaching lesson and technique

20% Binder of lessons grades 9-12

10% Final synopsis of Clinical Experience and presentation

**Clinical experience is PASS/FAIL** (you cannot pass this course without completing your clinical assignment)

**Course Timeline:**

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| **TUES 8/28**  **Topic/Discussion:**   * Why Art Education in high school? What did you learn in high school art class? * The premise of your textbook; anti-instrumentalism; Your students as artists * Syllabus, course requirements and assignments, timeline, textbook, readings, and Clinical experience   **Activity:** Science and art-collaborative experimentation  **HW:** Read both prefaces and the forward in your textbook:  Read and answer the reflection questions about your high school art experiences, posted on Bb under ASSIGNMENTS. Please bring a copy of your answers to class on Thursday. |
| **THURS 8/30**  **Topic/Discussion:** Reflection questions (from above)  **Activity:** Musical Chairs art collaboration  **HW:** Read “Part 1: Studio Classrooms-The “How of Studio Teaching” and answer the chapter questions posted on Bb under ASSIGNMENTS by Monday, September 3rd, 6PM. |
| **TUES 9/4**  **Clinical Experience visit from EHS 3:30PM**  **Topic/Discussion:** Art Education History refresher-How did we get here?  **Activity (if there is time):** Spreading positivity in your classroom-street art inspired stencils  **HW:** Begin reading Part II of your textbook on Studio Habits |
| **THURS 9/6**  **Topic/Discussion:** Studio Structures and Studio Habits Framework   * How is learning structured? * What do students learn and how do we know? * The 4 studio structures (or the way you organize your instruction) and transitions/classroom management.   **Assignment Introduction**: Developing an ePortfolio. What should be in your digital teaching portfolio? Components of portfolio and link due by Thursday, November 29th, with check ins every 2 weeks to ensure progress.  **HW:** Start working on your ePortfolio, continue reading Part II of your textbook on Studio Habits |
| **TUES 9/11**  **Topic/Discussion:** Studio Habits   * Types of curriculum * The “hidden” curriculum or the 8 Studio Habits (or what they do and learn in art class)   **HW:** Continue reading Part II of your textbook on Studio Habits |
| **THURS 9/13**  **Topic/Discussion:** Developmental Theory-What can they do? Creating developmentally appropriate art lessons for high school  **Assignment Introduction:** Develop and Co-teach a single high school art lesson, with a benchmark example, and present it to the class.  **Activity:** Work with your partner to create your co-teaching lesson. Lessons will take place in class Tuesday, 9/25  **HW:** Continue working on your co-teaching lessons. Continue reading Part II /Studio Habits |
| **CLINICAL PLACEMENTS BEGIN THIS WEEK**  **TUES 9/18**  **Topic/Discussion:** Trends in Art Education   * Visual Culture, Choice-based, Project-based, Material Culture, Big Ideas, Social Justice Art Education, etc. * What to look for in your Clinical Observations   **HW:** Continue working on your co-teaching lessons. Continue reading Part II /Studio Habits |
| **THURS 9/20**  Topic/Discussion: Observation 1  Activity: Work on your co-teaching lessons  **HW: Finnish planning** your co-teaching lessons for Tuesday’s presentations. Continue reading Part II /Studio Habits |
| **TUES 9/25**  **Discussion:** Observation 1  **Syllabi and Course Assignment revisions**  **Binder Introduction Requirements:** Introduction of high school level curriculum binder assignment. Binders are due on Thursday, December 6th  **Activity:** Lesson Plan Exercise-Find a lesson for a high school class, and evaluate the lesson using the lesson plan evaluation form provided to you in class. We will discuss these on Thursday.  **HW:** Begin working on your Art Education trend presentations.  -Complete your Lesson Plan exercise and bring to class on Thursday  -Locate 1 lesson plan per grades 9-12, totaling 4 lessons, and create your lesson plans using the lesson evaluation form we reviewed. **DUE Thursday, 10/4 TYPED in your binders**. |
| **THURS 9/27**  **Topic/Discussion:** Observation 2  **Activity:** Use the lesson evaluation form you brought with you to class today, and break this down sequentially based on how you will teach the lesson, using the form provided to you. Use this as a framework to breakdown teaching activities sequentially.  **Assignment Introduction:** Choose an art education trend and, with a partner, research and present the framework to the class. Include a 1-sheet with main points for each student to keep, and a visual presentation that is 15 minutes in length.  **Presentations will take place on Tuesday, 10/23 (roughly 1 month from now).**  **HW:** Continue working on your Art Education trend presentations (due 10/23) and your 4 lesson plans (due 10/4) |
| **TUES 10/2**  **Topic/Discussion:** Discipline in the high school art class  **Activity:** Locate classroom management plans geared towards high school art class. Evaluate what you find, and revise or create a high school classroom management plan to include in your binder.  **HW:** Your 4 lesson plans are due THURSDAY to Bb by noon.  -Continue working on your Art Education trend presentations (due 10/23).  -Complete your classroom management plan for your binder |
| **THURS 10/4**  **4 lesson plans are due to Bb**  **Topic/Discussion:** Observation 3  **Activity**: Ideal Classroom studio time  **HW:** Continue working on your Art Education trend presentations and your ideal classroom. |
| **TUES 10/9**  **Topic/Discussion:** Types of Art Education high school classes (AP, IB, etc)  **:** Discussion focused on redesigning room 221 to reflect an ideal high school classroom. What  **HW:** Continue working on your Art Education trend presentations and your ideal classroom. |
| **THURS 10/11-Clinical visit at 3:30PM**  **Topic/Discussion:** Observation 4 and Critique methods  **HW:** COMPLETE your ideal classroom, due next class. Continue working on your Art Education trend presentations. Read Critique article on Bb |
| **TUES 10/16**  **DUE: Class critique/presentations of your ideal classroom**  **HW:** Work on your Trends in Art Education presentations |
| **THURS 10/18**  **Topic/Discussion:** Observation 5  **Activity:** Studio time to work on your Trends in Art Education presentations NEXT CLASS  **HW**: Finish your presentations for next class |
| **TUES 10/23**  **DUE:** Presentations: Trends in Art Education |
| **THURS 10/25---NO CLASS MAEA** |
| **TUES 10/30**  **Topic/Discussion:** Observation 6  **CHECK-IN: ePortfolio Progress** |
| **THURS 11/1**  **Topic/Discussion:** Scope and Sequence-Building curriculum holistically  **Art Activity:** Lesson ideas and resources  **HW:** Scope and sequence reading/exercise |
| **TUES 11/6----NO CLASS PLEASE VOTE** |
| **THURS 11/8:**  Topic/Discussion: Observation 7  **Art Activity:** Visual Culture in advertising |
| **TUES 11/13**  Topic/Discussion: Special Needs in Art Education  **Assignment Introduction:** Developing a teaching philosophy. Draft due Tuesday, 11/20, include final version in ePortfolio |
| **THURS 11/15**  Topic/Discussion: Assessment  **Assignment Introduction:** Final presentations (taking place on Thursday, December 13th)  **HW**: Read Assessment article |
| **TUES 11/20**  **Topic/Discussion:** Grading  **Activity:** How to create rubrics and other assessment tools  **DUE: Draft of teaching philosophy (include final version in ePortfolio)** |
| **THURS 11/22**  **NO CLASS THANKSGIVING** |
| **TUES 11/27**  **Topic/Discussion:** Theories of Aesthetics  **HW:** Read article on aesthetics and be prepared to discuss the various theories you read about on Thursday |
| **THURS 11/29**  **DUE:** ePortfolios with specific components and link, and final version of teaching philosophy  **Topic/Discussion:** Advocacy, community and faculty support  **HW**: Read Art Education Advocacy article on Bb |
| **TUES 12/4**  **Catch-up day:** individual meetings with Dr. Pouls |
| **THURS 12/6 Clinical Visit 3:30PM** |
| **FINAL: Thursday, December 13th 2:00-3:50PM**  We will not have an exam, however, your Clinical Presentations are today and your synopsis is due at 2PM |

\*Syllabus timeline and assignments are subject to change at the discretion of the instructor

**ADDITIONAL REQUIREMENTS:**

**Attendance Policy**

Attendance is absolutely mandatory and will be taken by the instructor. Anything beyond 3 unexcused absences will result in a 5-point deduction from your final grade.

**Lateness to Class**

This is disruptive to your fellow artists in class. Please don’t be late. For every 30-minutes you are late or leave early, I will deduct 5 points from the days participation grade

**Late Projects**

While I accept late work, for each class period you are late you will lose half a letter grade from the final project grade.

**Participation**

Includes bringing materials to class, participating in class discussions, critiques, group work, and avoiding being late or leaving early.