

**Pedagogy in Art Education**  
**AAE 330**  
**The College of New Jersey**  
**Course Syllabus Fall 2017**

**Instructor:**

**Class Meetings:** 102 AIMM

Section 1: Tuesday & Friday, 10:30 am-12:20  
(or Mon & Thurs, 11:30-1:20)

Section 2: Tuesday & Friday, 1:30-3:20 pm  
(or Mon & Thurs, 1:30-3:20)

1 Course Unit

**Email:**

**Office:** TBA

**Office Hours:** Please email me to  
schedule an appointment.

**Course Description**

This third course in the professional art education sequence will introduce and discuss the methods, theories and practical application of teaching art. It is designed to provide students with pedagogical approaches, experiences and knowledge that will guide their future success as effective art educators. Activities will include but are not limited to in-class/online discussion, readings, peer teaching, research, instructional materials and strategies appropriate for the teaching of art.

**Course Purpose/Overview**

Pedagogy is a discipline that deals with the theory and practice of teaching. This course explores methods and practice of how to best teach the visual arts in the K-12 schools. This course will help students become effective art educators as they investigate various pedagogical approaches for teaching art materials and techniques, art history, aesthetics, and art criticism, special populations, and classroom management. Students will engage in peer teaching to improve their teaching abilities, communication skills, and confidence.

This course is designed to be a collaborative learning experience that mirrors the atmosphere of an authentic school environment. Emphasis will be placed on professional/respectful behavior, attitude, presentation, and engagement between future teachers, art teachers, instructor, and school districts. Students will get involved with arts organizations, including Art Educators of New Jersey (AENJ) and the National Art Education Association (NAEA). This course is designed to prepare students for AAE 360 (i.e., the fourth art education course in the program sequence). A minimum grade of C+ is required in all art education courses. The prerequisite course is AAE 250.

**Course Objectives/Learning Goals**

Students will...

- Demonstrate an understanding of art education pedagogy through readings, in-class activities, artmaking, and visual/written/performing assignments
- Demonstrate an understanding of art materials and processes and teaching special populations through readings and assignments
- Engage in the practical application of educational theories and skills through peer teaching
- Exhibit professional behavior through in-class meetings and assignments as stated in the teaching dispositions assessment

**Course Requirements**

The course requirements are in conformity with the mission of the School of Education, and in alignment with NJ art standards and NCATE accreditation standards. Students are expected to:

- Attend class and participate in all assigned readings, discussions and additional class activities identified by the instructor.
- Complete assigned readings and assignments
- Present work to their classmates and offer constructive criticism
- Peer teach an art lesson in class and reflect on planning and teaching
- Act professionally in class

**Assignments:**

An Art Teacher's Resource Notebook: Notes from Readings

- For each class meeting, you will complete a written assignment that highlights the most important information you learned from the assigned reading(s). This assignment should show the notes that you took during your reading (include date, book title, chapter number and title, and author). The notes should consist of concise bulleted points, include approximately 350 words (single-spaced), be typed or neatly hand written, and included in an art teacher's resource notebook. These notes are to help you in your future planning/teaching (and include many ideas that you can easily reference!).

#### Differing Needs in Art Education Assignment- Presentation

- As a future art educator, you will be responsible to teach diverse students with varying abilities, backgrounds, and different life experiences. You will research and present a subject matter pertaining to a special art education topic. Guidelines will be discussed in class and posted on Canvas.

#### Investigating Art Materials

- For this assignment, you will be expected to research an art material or process. You will present your findings along with different techniques and ideas to use in the elementary classroom. You will be expected to do a hands-on demonstration in class and teach your classmates so they too engage in the artmaking processes (approx. 60 minutes). Video (time lapse video: fast motion) Please document your research and artmaking process in your Art Teacher's Resource Notebook. Additional requirements for this assignment may be discussed further in class and/or posted on Canvas.

#### Historical Art Explorations: Research Presentation

- Art History is an integral part of art education. Because art reflects major ideas, issues, and concerns of societies, art history can help us better understand the world. This assignment asks you to research a movement or time period from art history that you can teach in the art room (e.g., Renaissance, Baroque, Dada, Impressionism, Abstraction, Pop, Conceptual Art, Contemporary Art, etc.), create a presentation, and teach your classmates. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

#### Teaching an Art Lesson to your Peers

- For this assignment, you will be expected to teach a portion (60 min) of a lesson plan in class to your peers. You will then present (30 min) your experiences, reflections and student examples that you received from teaching the lesson in the schools. The requirements for this assignment will be discussed further in class and posted on Canvas.

*Late assignments will result in a loss of points. All assignments should be submitted on Canvas (in the appropriate dropbox). If you are absent, your assignment is still due on the due date.*

#### **Required Textbooks:**

Gerber, B, & Guay, D. (2006). *Reaching and teaching students with special needs through art*. National Art Education Association.

Hume, H. (2010). *The art teacher's book of lists* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass. **(Praxis II Art)**

#### **Recommended Textbooks and/or Additional Readings:**

Supplementary articles will be made available in class and/or posted on Canvas. Although students may refer to digital copies of the readings, it is strongly recommended that students print the online/Canvas readings so they can reference the information during class and keep for future use.

#### Books:

Hurwitz, A. & Day, M. (2011/12). *Children and Their Art* (9th ed.). San Diego: Harcourt, Brace & Jovanovich. ISBN-13: 978-0495913573 **(C&TA)**

Wachowiak, F. & Clements, R. D. (2010). *Emphasis art: A qualitative art program for elementary and middle schools* (9th ed.). Boston, MA: Allyn & Bacon, Inc. **(EA)**

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View: Harry K. Wong Publications, Inc. **(FDS)**

#### Magazines (online or print edition):

*Art Education*- TCNJ Online Library- Journals- Art Education- Education Full Text (H.W. Wilson)

*Arts and Activities*: <http://www.artsandactivities.com/aadigital.html> (free digital versions online)

*School Arts*: <http://www.davisart.com/Portal/SchoolArts/SADefault.aspx?curPage=School-Arts-Online-Lesson-Plans> (free digital versions online)

#### **Supplies and Memberships:**

Basic supplies can be purchased as needed throughout the course. Art supplies may be used from the storage closet for AAE coursework, but no supplies are to leave the art education classroom. *It is your responsibility to be fully prepared for every class*. All students should already be members of two professional art education organizations: AENJ (Art Educators of New Jersey) and NAEA (National Art Education Association). Students

were expected to join the memberships in the Fall semester and the memberships last one year.

### Grading:

Your final grade will be based on a cumulative total of your semester points/percentages. Each assignment is worth a possible total of 100 points. Opportunities for extra credit may be available. Rubrics for each assignment will be discussed in class and/or posted on Canvas.

20%	Reading Notes
15%	Investigating Art Materials
15%	Differing Needs
15%	Historical Exploration
20%	Peer Teaching
15%	Class Participation (Attendance and In-Class Activities)

### Grading Scale

A 100-94%	Superior. Surpassed expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Excellent teaching. Very professional.
A- 93-90%	Distinguished. Surpassed many expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Excellent teaching. Very professional.
B+ 89-87%	Excellent. Remarkable work. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Great teaching. Professional.
B 86-84%	Respectable. Met expectations. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Good teaching. Professional.
B- 83-80%	Good to Respectable. Work of good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Good teaching. Professional.
C+ 79-77%	Fair to Good. Average work that meets basic course requirements. Some assignments may be submitted late. Mostly responds to others rather than initiating a discussion in class. Average teaching. Mostly professional.
C 76-73%	Fair. Work does not meet minimal requirements. Minimal or inappropriate class participation. Below average teaching. Somewhat unprofessional.
C- 73-70%	Mediocre. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Below average teaching. Unprofessional.
F 69% - below	Failing. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Inadequate teaching. Unprofessional.

### Policies and Expectations

It is expected that for every hour you spend in class each week, that you also spend 2-3 hours outside of class reading, studying, preparing assignments, etc. *(As a rule of thumb, each college credit requires 2-3 hours of work outside of class. Since TCNJ is on a unit system (1 unit= 4 credits), please plan on dedicating 12-18 hours of work each week for this course.)*

Please turn off your cell phone ringer prior to class. Text messaging and talking on the phone is prohibited during class. If you use computers, you should be working on coursework that relates to this class only. It is expected that you will be on-task throughout the duration of each class meeting (this means you should not be working on assignments for other classes, texting, sleeping, etc.). Please demonstrate professional and respectful behavior (e.g., use good listening skills as your classmates or instructor is speaking, participate in class activities and discussions, etc.).

### Attendance Policy

Every student is expected to participate in the course through regular attendance in class meetings. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. A sign-in sheet will be available at the beginning of each class. **Tardiness and leaving early will factor**

**into the class participation portion of your grade.** Therefore, your grade may be lowered with each absence, as you will miss vital information. **It is your responsibility to obtain missed work from your peers** and note this will not alleviate the absence in relation to grading policy. The course instructor is NOT responsible for “catching” you up and is not expected to respond to emails regarding absences. **If you are absent on a day an assignment is due, you are still accountable for submitting the assignment on time** (drop a hard copy in the instructor’s mailbox or submit a digital copy on Canvas or email).

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Please contact the instructor as soon as possible if an emergency situation arises that affects your long-term attendance. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should also contact the instructor for such class absences well in advance.

*\*\*Every student brings a unique and needed perspective on the information presented in class. Therefore, your attendance is vital to the learning process. Please make every effort to be present and on time for every class.*  
Please familiarize yourself with The College of New Jersey Attendance Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=9134>.

#### **Note to Students with Differing Needs/ *Americans with Disabilities Act (ADA) Policy***

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact Disability Support Services (609-771-2571, <http://differingabilities.pages.tcnj.edu/>). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Please familiarize yourself with *TCNJ's Americans with Disabilities Act (ADA) policy*:  
<http://policies.tcnj.edu/policies/digest/digest.php?docId=9206>.

#### **Academic Integrity**

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Please familiarize yourself with The College of New Jersey Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>.

#### **Violence and Harassment Policy**

TCNJ practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the campus police at 911 or 609-771-2345, Student Health Services, or the Office of Ant-Violence Initiatives (OAVI). Additional information can be found at:  
<http://www.tcnj.edu/~sa/antiviolence/flowcharts/index.html>

#### **Course Calendar**

Adjustments to the calendar will be made as needed during the semester. The instructor will make every effort to inform students during class time or via email announcements when changes occur. It is the student’s responsibility to be informed therefore, I suggest identifying a classmate to share information and updates regarding any change.

**Methods and Instruction in Art Education**  
**AAE 330**  
**The College of New Jersey**  
**Course Syllabus Fall 2017**

	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
#1	Rrport, duty free Sept 1	Syllabus Expectations Review Assignments: Art Material Presentation		
#2	T Sept 6	Characteristics of an Effective Teacher What is effective teaching? Establishing Relationships with students	RCAE- Chapter 5	Reading Notes A  TB (Mantoux) Skin Test, Student Health Services)  Join AENJ & Register for Fall Conference
#3	R Sept 8	Children as Learners Artistic Development	C&TA- Chap 3 Getty- grade-by-grade guide ( <a href="http://www.getty.edu/education/teachers/building_lessons/kindergarten.html">http://www.getty.edu/education/teachers/building_lessons/kindergarten.html</a> ) Gardner (Canvas)	Reading Notes B
#4	M Sept 12	Teachers and Instruction  Instructional Strategies- Inquiry, Break it down (steps), Demos, Visuals, etc.	C&TA- Chap 16 Optional- C&TA Chap 17	Reading Notes C  Join NAEA ( <i>as undergrad student</i> )
#5	R Sept 15	Multiple Intelligences	Gardner (Canvas)	Reading Notes D
#6	M Sept 19	Drawing- Pencil, Pen, Crayon, Charcoal, Chalk Pastel, Marker, & Oil Pastel (Art Content and Production)	Hume- Chap 6 EA-Chap 23-24 (Canvas)	Reading Notes E  Art Material Presentations  Unit Summary Proposal
#7	R Sept 22	Painting (Watercolor, Tempera) Paper (Folding, Tearing) Printmaking (Relief: Additive & Reductive)	Hume- Chap 7 EA-Chap 25-27 (Canvas)	Reading Notes F  Art Material Presentations
#8	M Sept 26	3-D: Sculpture (Plaster Craft) & Ceramics (Model Magic or Clay), Yarn, Wire	Hume- Chap 9 EA-Chap 29-31 (Canvas)	Reading Notes G  Art Material Presentations
#9	R Sept 29	New Media (Computer, Installation, Performance, Photography) Design	Hume- Chap 8 EA-Chap 28 (Canvas)	Reading Notes H  Art Material Presentations
#10	M Oct 3	Differentiated Instruction	Differentiated Instruction in Art- Chap 1	Reading Notes I
#11	R Oct 6	Differentiated Instruction	Differentiated Instruction in Art- Chap 5 or 6	Reading Notes J
Attend the Art Educators of New Jersey (AENJ Conference)- approximately 5 hours/sessions				
#12	M Oct 10	Classroom Management: Discussion & Activity: Rules, Behavior Plans, Room Organization, Safety (The First Days of School, by Wong)	C&TA- Chap 18 (?) FDS- 11-20 (Canvas)	Reading Notes K

#13	R Oct 13	Classroom Management		Reading Notes L
	M Oct 17	No Class- Fall Break		
#14	R Oct 20	Teaching Art Criticism Talking about Student Art	C&TA- Chap 12 Hume- Chapter 3 (3.12-3.25)	
#15	M Oct 24	Teaching Art Criticism Talking about Student Art		Reading Notes M
#16	R Oct 27	Teaching Art History and Cultures	C&TA- Chap 13 Hume- Chapter 3 (3.1-3.11) <i>Hume- Chapter 4 (optional)</i>	Student Presentations: Art History
#17	M Oct 31	Teaching Art History and Cultures		
#18	R Nov 3	Teaching Aesthetics	C&TA- Chap 14	
#19	M Nov 7	Teaching Aesthetics Debate: Richard Serra		
#20	R Nov 10	Teaching Special Populations and Art Education Learners with Varying Needs Differing Needs- Review Pres. Assignment Sheet	Reaching and Teaching Students with Special Needs: Chap 1	
#21	M Nov 14	Special Needs in Art Education In-class Work time	Reaching and Teaching Students with Special Needs: Chap 2  Making Art Activities Work	
#22	R Nov 17	Differing Needs Student Presentations	Reaching and Teaching Students with Special Needs: Select Chapters (4-9)	Student Presentations: Differing Needs
#23	M Nov 21	In-class work time		Reading Notes M
	R Nov 24	Thanksgiving- No Class		
#24	M Nov 28	Peer Teaching		
#25	R Dec 1	Peer Teaching		
#26	M Dec 5	Peer Teaching		
#27	R Dec 8	Peer Teaching		
	Finals	Peer Teaching		