**Course Title:**
Instructional Planning And Pedagogy for Art Education

**Course Prefix and Number:**
AE 3060

**Course Instructor's Name:**
Dr. Cynthia Vascak

**Instructor's Office Location and Office Hours/Any Other Information for Contacting the Instructor:**
D&M 305

**Catalog Description:**
A continuation of the examination of pedagogy and constructivist methodology for art education and diverse student populations. Components include community and citizenship, critical skills, multicultural education, special needs inclusion and gifted and talented. The principles of cooperative discipline and the responsive classroom will support the holistic developmental needs of children. Standards-based instructional planning at the secondary level will emphasize interdisciplinary and multicultural social themes. A twenty-hour school observation/teaching component is required. Falls.
Prerequisites: AE305 and pre or co-requisite of SE309

**Required Texts/Materials for the Course:**
- *Contemporary Art and Multicultural Education* by ed. Cahan and Kokur
- *Teaching Children to Care: The Responsive Classroom* by R. Charney
Selected Article readings.
* New books

**Major Topics Covered by the Course:**
Becoming Educated involves developing awareness of, sensitivity to, and appreciation for viewpoints other than those to which we have been acculturated. Through such development comes increased respect for those different from oneself. This course is designed to broaden and deepen awareness and appreciation for differences and commonalities of sub-cultural groups in American society defined by differences in race, ethnicity, ability, social class, religion, politics, gender, or sexual orientation. We will examine life stories and the voices of members of different groups and we will explore issues of equity, opportunity, and justice.

This course also encourages students to view themselves as creative beings, to appreciate the diversity of creativity in others, and to regard creativity as an essential component in all areas of human endeavor. Throughout this course, students develop and value perseverance and a tolerance for ambiguity and multiple perspectives, are challenged to
appreciate diverse aesthetic values. Students will be challenged to develop the skills and attitudes that allow creativity to flourish: independence and non-conformity, the ability to organize and reorganize information, and the confidence to think in new ways with an emphasis on cultivating the skills of critical thinking applied to reading and writing, listening and speaking, working with information technology, and communicating and meaning-making with multiple mediational tools. This course will further emphasize the critical reading of mass media and analyze the impact of mass media on adolescent development.

This course will examine educational philosophy, pedagogy, and methodology in the context of Art Education and diverse student populations. We will specifically address issues and concerns of Inclusion, Gifted and Talented, Multiculturalism, and Community in relation to the principles of Constructivist Methodology and Critical Pedagogy. We will also study the principles of Cooperative Discipline and the Responsive Classroom as a means of establishing a safe, secure, responsible, and trusting learning environment for all students. These principles lay the foundation for developing Community, Care, Citizenship, and Character - all of which open the doors to creative expression and personal meaning in learning while building a community of mutual respect and care.

We will expand previous Instructional Planning to the development of Units that address Interdisciplinary and Multicultural themes with an emphasis on planning for Middle School and High School populations. Emphasis will be placed on diversity: issues of prejudice, stereotyping, bi-cultural and multicultural American identity, the examination of information from diverse cultural perspectives, identifying personal prejudices and assumptions, and the analysis of covert and overt educational practices which perpetuate oppression and bias.

These studies will be correlated with a mandatory participatory Observation of 20 hours with an assigned mentor teacher. This observation requires instructional assistance, planning, and actual teaching. Students will continue to develop teaching strategies and Instructional Plans appropriate and relevant to the ages and needs of diverse student populations. We shall seek to develop a greater sensitivity and understanding of these needs through our readings, observations, research, reflections, and discussions - while beginning to connect theory to practice.

The course will cover the following areas:

I. Community and Citizenship
   Principles of Cooperative Discipline and Responsive Classroom
   Philosophies of Care and Community: Jane Roland Martin, Nel Noddings, John Dewey, and Maxine Greene.
   We will study these principles as a means of establishing a safe, secure, responsible, respectful, trusting, and caring learning environment of all students. These principles lay the foundation for developing Community, Care, Citizenship, and Character, all of which open the doors to creative expression and personal meaning for ALL students.
II. Adolescent Development and Art Education for Middle School and High School Students. Asking Essential questions: what are the needs, capacities, and interests of My students and what do I want my students to know and understand, be able to do, and be like? Being able to design meaningful, relevant, and appropriately challenging units of instruction for students of diverse socio-cultural, ethnic, and linguistic backgrounds. Reviewing theoretical framework for social construction of knowledge and direct application through problem-based challenges, dialogic instruction, application of critical skills, and co-construction of knowledge in class activities and with projects/assignments.

III. Multicultural Education and Diversity in America
The changing population of America relative to diversity.
Issues and concerns of students and adults: reading and discussion of
  Personal experiences, stories, and perspectives
  What is diversity? What is Multiculturalism?
  Contemporary Minority Artists in America: Voices and messages
  Mutual respect, Understanding, and Community
  Oppression - Empowerment - Disenfranchisement
  Prejudice – Stereotyping – Mass Media
  Critical reading of multiple forms of text
  Celebrating our differences and finding our common humanity

IV. Interdisciplinary Curriculum Coordination
Curriculum Webbing and Thematic Curriculum Design
Unit Planning and Sequencing.
Museum Education Resources and Opportunities
Continued application of National Standards and State Standards
Research and development of instructional resources

V. Inclusionary Education
  Philosophy and Goals - Implementation - Role of Art Education
  Modification strategies - How to prevent marginalization and
  How to identify practices which inhibit community and catalyze Marginalization.

V. Gifted and Talented: How do we adequately challenge children with exceptional artistic abilities and how do we nurture and develop the potential for exceptional abilities in all children? The practices of labeling and tracking: impact on children and hidden messages to children?

VII. Advanced Methods Application and Analysis: Experiential Observation
With required teaching.

VIII. Involving families and communities
Consideration of cultural perspectives and personal experiences which influence
Family involvement or perceived lack of involvement.
Different kinds of involvement/participation
Invitations to families and community members
Communication possibilities
Family members as rich resources

IX: Application of general education skills: critical thinking, reading, writing,
information technology, speaking and listening, conducting research, and collaboration.

**Performance-based Objectives (What is it that students will know or be able to do as a result of taking this course?)**

While successfully completing this course, students will be able to:

1. Develop mentor relationships with professional in the field whose experiences
   Represent diversity of perspective, culture, and context. CECK
2. Apply knowledge of adolescent development to the design of meaningful and
   relevant Art Education thematic units, lesson planning, and community building. CK
3. Engage in dialectical inquiry regarding contemporary issues and problem-based
   collaborative challenges in the field of Art Education and Education with
   Peers, Instructors, and guest professionals. CECK
4. Cultivate understandings of the holistic nature of artistic communication, creative
   process, and aesthetic engagement and apply to community planning, unit
   planning, lesson planning, and field experience. CHECK
5. Enhance personal confidence as a future Art Educator through mentor
   Field experience and opportunity to directly implement lessons and methods.
   CHECK
6. Analyze students’ holistic needs in relation to the development of a caring
   classroom community and develop a set of instructional tools, values, and
   Developmental understandings that can be applied to the planning and practice of
   community building. CHECK
7. Connect Diversity goals of Multi Cultural Education with Goals of Art Education,
   Ethics of Care, and social responsibility with applied thematic unit planning,
   Essential questions, and problem-based learning. HECK
8. Design relevant, meaningful, and developmentally appropriate thematic unit
   Which supports national and state standards, and which provide sequential
   Scaffolding of learning and Interdisciplinary content connections. HECK
9. Analyze the goals of Inclusion, the practice of Inclusion, and develop
   Capabilities of instructional modification and community building strategies
   which prevent the marginalization of any child and which value diversity. HECK
10. Identify and analyze educational practices that diminish community, foster
marginalization, and perpetrate stereotypes and dualistic attitudes. CHECK
10. Integrate critical skills and higher order thinking objectives into units and lesson planning.
11. Identify and reflect upon instructional practices that increase students’ self-awareness, self-management, self-discipline, self-confidence, self-esteem, and sensitivity to others.
12. Analyze the classroom environment of assigned mentor teacher relative to goals of providing a safe, equitable, positive, supportive, engaging, and caring learning Environment in which diversities are valued and respected and identify factors of Influence.
13. Articulate core goals and values as Art Educators which combine principles of Constructivist pedagogy and an Ethics of Care.
14. Demonstrate sensitivity and respect for diversity of culture, language, religion, gender, sexual orientation, and disabilities during all class engagements, participatory observation, and class assignments.
15. Discuss the role of visual arts as fundamental mediational tool for students Who are learning English as a new language.
16. Collaborate with classmates to plan and implement constructivist learning Experiences, critically examine multiple perspectives, engage in inquiry, Problem-solve, and conduct research.
17. Locate, synthesize, and apply reliable and pertinent information to instructional planning as part of research process.
18. Communicate effectively and respectfully during class discussions and collaboration using visual, body, verbal, and written forms of language.
19. Compare and contrast observation experiences assessing classroom environment, instructional strategies, quality of activities, and values of care and diversity.

Relationship of Course to the Conceptual Framework:
The course objectives and assignments will reflect and reinforce the conceptual framework of teacher education at Plymouth State University. Throughout this learning experience, students will have the opportunities to:

C COLLABORATE with other students and professionals and develop partnerships Which are essential to the teaching/learning process. Practice co-construction of Knowledge in all class activities.

H Develop an HOLISTIC perspective on teaching and learning by considering the needs And interests of the whole learner, as an individual and as a member of the Learning community.
E Experience the connections between subject, events, and life.

C Develop a sense of COMMITMENT to personal growth and development as artists and future teachers and understand how the teaching/learning process plays a role in the formation of personal and social values throughout our lives.

K Enhance and share their KNOWLEDGE through the cultivation of mastery, self-reflection, critical discussion, and inquiry.

**Content of Course Which Addresses Technological Competence:**

Research requires use of internet Art Education sites, museum sites, and development of Diversity web resources

Use of Inspiration Software for Thematic Webbing and planning

Identification of technological resources and applications in Required Unit Planning

Choices of PowerPoint presentations for unit plan and artist resource component

**Content of Course Which Addresses Diversity Issues:**

Multicultural Education and Diversity

The changing population of America relative to diversity.

Issues and concerns of students and adults.

What is diversity? What is Multiculturalism?

Contemporary Minority Artists in America

Mutual respect, Understanding, and Community Values

Oppression - Empowerment - Disenfranchisement

Prejudice – Stereotyping – Mass Media

Critical reading of multiple forms of text

Celebrating our differences and finding our common humanity

**Content of Course Which Addresses Special Needs Issues:**

Inclusionary Education

Philosophy and Goals - Implementation - Role of Art Education

Modifications – Prevention of marginalization

Students participate in our After School Arts Program as volunteers. This is collaboration with VSA Arts of NH.
Participatory Observation in a Public School will enable students to directly interact with students who are differently abled.

Performance-based Assessment/Activities for the Course (How can we make sure that the Performance-based Objectives from above have been accomplished?):

Students prepare a comprehensive portfolio documenting the following:

1. Reflective writing Responses for specified reading assignments. Each specified reading is accompanied by a Reflective response that must be typed and should be 1-2 pages in length. Response includes selection of an inspirational quotation, brief summation, analysis and interpretation, and application to actual experience as a learner/teacher.

2. Project: Community Planning for First Days of School demonstrating ability to apply understandings of Responsive Classroom and Cooperative Discipline to Art Education context and actual classroom practice.


4. Research Project: Multi Cultural / Diversity Thematic Unit Plan, accompanied by Research, Artist resources, planning process, bibliography, and selected lesson plans. Demonstrating ability to design a relevant and developmentally appropriate thematic unit which integrates goals of MultiCultural/Diversity Education and which enhances community understandings and relationships. Further demonstrates ability to use technology as a research tool and an instructional tool.

5. Collaborative Project: analysis of modifications needed for students with selected special needs covering a range of art activities and categories.

6. Reflective response to guest speakers applying content and experience to observations and personal learning.

7. Documentation of Collaborative class challenges.

8. Mentor Observation and Report: 20 hours to be completed and accompanied by Lesson Planning and detailed Documentation/Report. Mentor also provides evaluation.

9. Participation in class discussion, presenting and responding to diverse points of view with open-mindedness and mutual respect.
10. Self evaluation: What did I give? What did I receive? What are my strengths? 
   Future learning goals?

11. Collaboration evaluations

OPTIONAL INFORMATION

Course Schedule:
Tuesday and Thursdays

Optional Reading Materials:
Selected article handouts will be provided
- Discipline with Dignity by Curwin and Mendler
- Creating Meaning Through Art: Teacher As Choicemaker by Simpson, DeLaney, et.al.
- Community Based Art Education by Peter London

Course Policies:
1. Attendance and punctuality. Only three absences are excused. Each additional 
   absence will result in a diminishment of your grade: 10 points per absence.
2. No Eating during class unless prepared to feed the entire class.
3. Follow Full Value Contract as developed in class.
4. Assignments are due on the specified deadline. Late assignments 
   Will receive penalty as agreed in Full Value Contract.
5. Communicate special needs in advance to the professor for extensions 
   And modifications.
6. All writing and research assignments must follow PSU Academic Integrity Policy 
   for copyright and plagiarism. This applies to use of books, articles, images, and 
   web resources.

Special Instructions:
FINAL GRADES WILL BE BASED UPON
25% Attendance, punctuality, discussion-participation, studio-participation, and participation-documentation of collaborative challenges, and studio responsibility

20% Completion of all Reading and Reflective writing Responses. Reflective responses must be typed and should be 1-2 pages in length. Responses are due on Thursdays following the reading assignment. Includes responses to guest speaker and final self-reflection.

10% Community Planning Guide for First Days of School

25% Instructional Planning: Level II, Level III, and Level I: UNIT PLAN

20% Mentor Observation and Report: 20 hours to be completed and accompanied by Documentation/Report. Required Use of Format.

All work will be collected and presented for review in a Reflective Portfolio

Other: