

MIT: Thinking Globally, Teaching Locally: Educating for Active Citizenship

ART Methods -- Spring 2010

The Arts: communicating and integrating life, literacy, and learning through experience for all learners. (OSPI website <http://www.k12.wa.us/arts/Mission.aspx>)

What is the work of a public school art teacher in the 21st century?

How do I use standards, assessment & the everyday uses of art to inform my teaching practice? (i.e. What should I teach? How should I teach it?)

At the end of our work together you should be able to demonstrate the ability to:

1. Create a Scope and sequence using OSPI Frameworks/GLE's for:
 - Elementary K-5 (6 years)
 - Middle 6-8 (3 years)
 - High School 9-12 (3 years)
2. Design Long Term goals and Essential Questions for unit planning
3. Design specific learning objectives to meet long term goals
4. Use assessment of student prior knowledge, readiness and interests to inform your planning.
5. Design appropriate grade level scope and sequence of lessons that address elements and principles of design
6. Demonstrate knowledge of perspectives and pedagogical practices for teaching.
7. Complete design of at least one Curriculum Unit to span 2 weeks
8. Design at least 3 interdisciplinary lessons
9. Articulate and show how to develop culturally responsive and multicultural lesson plans

A. REQUIRED TEXTS

- Walker, S.R. (2001) Teaching Meaning in Artmaking. Davis Publications
- Veith, K. (2005) Engaging the adolescent mind through visual problem solving. Davis Publications
- Barrett, T. (1997) Talking about Student Art. Davis Publications

B1. SELF ASSESS YOUR KNOWLEDGE & SKILL FOR TEACHING ART IN WASHINGTON.

(What does self assess mean? List and evaluate your where your knowledge and skills are in EACH of these areas, how you gauge your knowledge/skill level, and ways in which you'd need to refine your knowledge/skills.)

1. **Self assess yourself on the 3 benchmarks for the Refined Art EALRs** (pg 4-7). Pay particular attention to the verbs (i.e. the ways in which students need to be able to reason with and engage the knowledge or skill)
2. **Self assess your knowledge and skill in analyzing, creating, evaluating the elements and principles of ART.** (see <http://www.k12.wa.us/Arts/Standards/pubdocs/ArtsElementsPrinciplesChart.pdf>)
3. **What is the work of a public school art teacher in the 21st century?**
 - How would you address this question as an artist and community member?
 - Consider how Washington State would answer this question by examining:
 - the Visual Arts Grade Level Expectations (GLEs) K-12 —Vision and Overview (<http://www.k12.wa.us/Arts/Standards/pubdocs/Overview/VisualArtsOverview.pdf>);
 - the 3 developmental bench marks on the refined arts EALRs components (pg 4-7) <http://www.k12.wa.us/Arts/Standards/pubdocs/ArtsRefinedEALRsComponents2009.pdf>

4. What does becoming an artist and doing art entail?

- How did you develop your skills as an artist? How was instruction organized to support and develop your skills as an artist?
- What would you say becoming more skillful in each of these areas entails?
- Consider how Washington State would address this question by examining both the Vision and Overview of the GLE's and the Refined Arts EALRs

5. What is the nature of art teachers work in elementary, middle and high school?

- What are the implications for your planning and instruction?

B2. GET TO KNOW YOUR STUDENTS

(a) Subject matter biographies (due week 3): Interview both yourself and 3 students from the field about your experiences, reasons for, interest and self-concepts learning art. Notice similarities and differences between your interview and those of your students. Write up what learned from interviews and identify how the curriculum unit might address what you know about the prior knowledge, experience, and interests of your students.

Interview questions:

- How do you feel about _____?
- What kinds of experiences have you had with _____ in classes before this one?
- What do you like best about _____?
- What problems do you have with _____?
- What would make _____ especially interesting to learn?
- What do you see as the reason for learning _____?
- Is there anything else you'd like me to know about you and _____?
- When not in school, what kinds of things do you like to do _____?

(b) Student conceptions interview (week 4): Find out what your students know and understand about the art standard you are aiming for. What do students already know about this concept? What kind of things do they find confusing about it? In what ways could their use of the concept be refined? Pick one particular piece of knowledge/skill that you plan to focus your 3 day lesson on. (Sonja will give more information on this interview)

C1: JIGSAW TEACHING OF ART PEDAGOGY THROUGH APPLICATION, INQUIRY & PRESENTATION

You will critically review, teach and present two other art pedagogy texts There are copies on OPEN reserve in the library for you to work with.

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| • Engaging Visual Culture | • Roots of Art Education Practice |
| • Gender Matters in Art Education | • Thinking Through Aesthetics |
| • Community Art in Action | • Using the Art Museum |

(a) The week you are teaching (50 minute lesson, 20 minute debrief and 10 minute overview):

- Work together to develop a 50 minute lesson that captures the key principles of this strategy. (Do not explain the key principles, enact them)
- Write a clear four-column lesson plan that includes enough detail so that your reader can create the lesson in his or her imagination, even without actually experiencing it. In addition the lesson plan should include (a) a clear learning objective; (b) the relevant Visual Art standard you are aiming for; and (c) the concept/big idea your lesson is targeting. Finally, (d) make sure the fourth column includes specific actions and questions you anticipate being necessary during the lesson.

- (iii) Plan and conduct a formative assessment that provides you information on what the student is learning, and what your next steps would be. (Use Stiggins and Beattie's chapter on formative *Assessment in Art Education* to help you develop this assessment).

As students we will then pay particular attention to the nature of the strategies the teachers engaged, and make predictions about the key principles that might organize the strategy. We will also provide feedback on the strengths and areas for growth in teacher presence, voice, and management of logistics.

- (iv) After the feedback session, the teachers will have 10 minutes to give an introduction to the pedagogical issue/strategy they engaged. (See B5 for special instructions for final practice teaching weeks 8&9)

(b) The week after you have taught the lesson:

- (i) Give a presentation and facilitate a discussion on the pedagogical concept (1 hour 15 minutes):
- Identifying its key principles
 - Identifying examples to illustrate how the concept would appear in the context of a unit
 - Anticipating and facilitate a discussion that examines how you'd need to adapt the strategy for students with different age groups, and that takes into account the principles of learning and culturally responsive teaching.
- (ii) Write a critical reflection and revision of the lesson in which you do examine the strengths and areas for growth of the lesson in light of the pedagogical strategy and your learning objectives. Use the following kinds of guiding questions to inform your reflection:
- Was I able to anticipate what students would do and say?
 - Were my interventions effective?
 - What ideas did students have that I did not anticipate?
 - In what ways did the lesson plan help my teaching of the lesson? How do I need to refine my use of the lesson plan?
 - What evidence do I have of student learning?
 - What evidence do I have that content was both accessible and rigorous?
 - What changes do I need to make to make the strategy accessible for all students?

Then, use the assessment data to identify a next step, were you to continue on from here, with a lesson. (i.e. what have you learned from your students that they understand, and that they need to understand better? (*Hand in on Fridays*))

C2. POSITIVE IMPACT ON STUDENT LEARNING MICRO TEACHING PROJECT

The purpose of this project is to practice using assessment to inform and critically reflect on student learning in light of your teaching. The more specific details of this project will be given in week 2.

(a) Peer review of 3-day micro-teaching lesson plans that are informed by analysis of student work (due week 5):

Bring 3-4 samples of student work to class and be prepared to:

- share what you have learned from this data about student knowledge & skills.
- Identify one thing that you will focus your lesson on in light of this information.

Clearly scripted lesson plans that address this purpose. (make sure you have a clear learning objective, relevant activity, questioning strategies and relevant formative assessments mapped out).

(b) Teach lessons over 3 consecutive days at your practicum site. (week 6)

(c) Critical reflection and analysis of student learning (due week 7) – see handout for details.

C3. SCOPE AND SEQUENCE USING OSPI FRAMEWORKS/GLE'S for:

- Elementary K-5 (6 years)
 - Middle 6-8 (3 years)
 - High School 9-12 (3 years)
- DUE week 10 (*handout to come*)

D. WHAT SHOULD THE ROLE OF TECHNOLOGY BE IN MY CLASSROOM? (due week 10)

As I'm sure you know, children and adolescents today are immersed in an electronically based, technology-driven world. Most of your students will have never known a world without television, CDs, DVDs, TIVO's, iPods, podcasting, cell phones, texting, the Internet, instant messaging, Xboxes, PlayStations, and Wiis. Increasingly, articles are being written about the pros and cons of electronic media in the lives of children. Do uses of these media change children's brains? Do they affect reading and writing abilities? Creativity? Levels of activity and ability to sustain attention? What are the effects of the digital divide? What is the role of technology in the arts classroom? Should teachers use computer games, web-based resources, and Internet research to support student learning? How are students being taught to find, evaluate, and make appropriate uses of Internet resources? These are all questions you will need to answer for yourself. To start you in that process, you will complete a technology resource notebook that includes the following:

1. Survey of the kinds of technology teachers & students use in the visual arts classrooms in each of your colleagues' schools.
2. Use the internet to learn about other ways teachers and students use technology in visual arts classrooms in public schools around the country.
3. Write summaries and critiques of two or three articles or websites you find about innovative uses of technology for visual arts classrooms.
4. Summaries and critical reviews of 4-5 potentially useful visual arts web resources.
5. Summaries (with your responses) of any articles you find about when it is developmentally appropriate to use computer-based or web-based technologies with children and adolescents
6. **Final technology reflection:** What technology tools do you need to learn as part of your skills in teaching visual arts in 21st century public school classrooms?

As you peruse the websites, use the following questions to guide your critiques. These are the same questions that would be helpful for your students to answer as they make use of electronic resources. These questions were adapted from *The Power of Questions* (pages 55-56) by Beverly Falk and Megan Blumenreich. Your critiques should answer these questions and then contain your conclusions about the relative strengths, weaknesses, and potential usefulness of the sites.

1. Who is the author of the site? If the author is one person, what are that person's credentials? If the author is an organization, check it out in *the Encyclopedia of Associations*. Is there an address or email address given? Why does it matter to know this information?
2. What country or state does this website come from? Why does it matter?
3. How objective is the website? What is its purpose – to inform you, convince you of a point of view, sell you a product or service, amuse or entertain you?
4. How current is the website's content? Has it been updated to reflect current news and trends? Check the date of creation, the last update, and if the links are up-to-date.
5. What is the intended audience for the site? At what age or reading level is it aimed?
6. How is the site organized? Is it organized logically? Is it well designed? Is it easy to navigate? Does it overwhelm you with ads?
7. Does it represent any biases against gender, ethnicities, religions, sexual orientation, gender?
8. What are the underlying assumptions about learning? What are assumptions about the functions and development of knowledge and skills in art?

E. FINAL REFLECTION DUE WEEK 10

Use your experiences with the practice teaching, micro-teaching in the field and development of the curriculum project, to (i) assess where your strengths currently lie in developing the scope and sequence for helping students develop their knowledge and skills with the design principles of art; (ii)

developing and teaching visual art units and lessons around the design principles of art; (iii) identify 2-3 specific skills and knowledge that you need to refine and a specific plan for refining your skills in these areas.

Date	Seminar	Try Out Teaching	Work due
Week 1: March 29 – April 2 nd	What is the work of a public school arts teacher in the 21st century? <i>Select pedagogical text #1.</i>		Self assessment on standards (See assignment B1) Begin work on technology project (see D)
Week 2: April 5 th – 9 th	What is the work of a public school arts teacher in the 21st century? <ul style="list-style-type: none"> Examine different perspectives on the function of art education & instruction. Identify what we need to learn as art teachers? Select art pedagogy texts to unpack this quarter. What do we know/assume about pedagogical practices. <i>Select other 3 pedagogical texts.</i>		Read <ul style="list-style-type: none"> Review the Art21 website http://www.pbs.org/art21/ . Watch one of the episodes. Look at how the sample lesson plans are organized. http://www.pbs.org/art21/education/onlinelessonlibrary.html . <i>Engaging the Adolescent Mind</i> <i>Teaching Meaning in Art Making</i>. Chapters 1-4 Field work due <ul style="list-style-type: none"> Interview teachers about: (i) what they think the purpose of arts education is; (ii) how they think about and engage curriculum development; and then (iii) Get them to show you the scope and sequence that guides their curriculum planning for the age group they are responsible teaching (see C3 above)
Week 3: April 12 th - 16 th	Teach pedagogical practices #1 (see C1a above)	Working with students conceptions	Read <ul style="list-style-type: none"> Text for teaching exercise. <i>Teaching Meaning in art making</i> chapters 5-end.. <i>Quality questions</i> chapters 1&2 Field work due (see part B2a below): <ul style="list-style-type: none"> Subject matter biographies Scope and Sequence check in
Week 4: April 19 th - 23 rd	Teach pedagogical practices #2 (see C1a above)	Presentation on pedagogical practices #1 (see C1b)	Read <ul style="list-style-type: none"> Text for teaching exercise <i>Quality questions</i> chapter 3 Critical Reflection & Revision: pedagogical practices #1 Field work due (see part B2b): <ul style="list-style-type: none"> Student conceptions interview - pre-assessment this week. Technology project check in
Week 5: April 26 th – 30 th	Engaging student thinking	Presentation on pedagogical practices #2 (see C1b)	Read <ul style="list-style-type: none"> <i>Read: Talking about student art</i> <i>Quality questions:</i> Chapter 4 Critical Reflection & Revision: pedagogical practices #2 Field work due (see part C2a above): <ul style="list-style-type: none"> Analyze student pre-assessment data Micro-teaching lesson plan
Week 6: May 3 rd – 7 th	Micro teaching		

Week 7: May 10 th – 14 th	Teach pedagogic al practice #3	TBA	Read <ul style="list-style-type: none"> • TBA • Text for teaching exercise Field work due (see part C2c above): <ul style="list-style-type: none"> • Positive impact on student learning analysis Scope and Sequence check in
Week 8: May 17 th – 21 st	Teach pedagogic al practice #4	Presentation on pedagogical practices #3	Read <ul style="list-style-type: none"> • TBA • Text for teaching exercise Critical Reflection & Revision: pedagogical practices #3 Technology project check in
Week 9: May 24 th -28 th		Presentation on pedagogical practices #4	Read <ul style="list-style-type: none"> • TBA • Text for teaching exercise Critical Reflection & Revision: pedagogical practices #4
Week 10: May 31 st – June 4 th			PORTFOLIO Include: <ul style="list-style-type: none"> • Lesson plans, • presentation notes, • Scope and sequence, • Technology project • Final reflection
EVAL June 7 th – 11th			Write evaluations for <ul style="list-style-type: none"> • Art methods course • Faculty