

City University of New York (CUNY)

## CUNY Academic Works

---

Open Educational Resources

Lehman College

---

2022

### Course Syllabus ESC 414 Special Methods in Art/ ESC 714 Teaching Art in Middle and High School

Deborah Yasinsky

*CUNY Lehman College*, [deborah.yasinsky1@lehman.cuny.edu](mailto:deborah.yasinsky1@lehman.cuny.edu)

[How does access to this work benefit you? Let us know!](#)

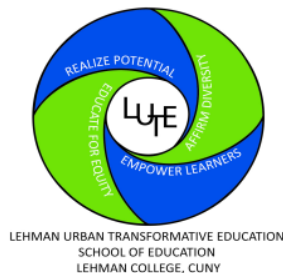
More information about this work at: [https://academicworks.cuny.edu/le\\_oers/70](https://academicworks.cuny.edu/le_oers/70)

Discover additional works at: <https://academicworks.cuny.edu>

---

This work is made publicly available by the City University of New York (CUNY).

Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)



Department of Middle and High School Education

Division of Education

City University of New York

The Division of Education prepares competent, ethical, and reflective professionals for service in diverse communities.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

**Semester** Fall, 2022

**Course #/Title:** ESC 414 undergraduate & ESC 714 graduate

**Instructor:** Deborah Yasinsky

**Email:** [deborah.yasinsky1@lehman.cuny.edu](mailto:deborah.yasinsky1@lehman.cuny.edu)

**Course hours:** ESC 414 will be meet with ESC 714 on Wednesdays from 6-8:40 p.m.

3 classes asynchronous, 12 classes synchronous, approximately online 20% asynchronous 80% synchronous

**Course location:** FINE ARTS BUILDING ROOM 130-131 Art Gallery Classroom -

Asynchronous/Synchronous course

**Office Hours:** Tuesdays 5:30- 6:30 by appointment

**Class texts:** Course readings (articles on art education listed in course schedule) provided by instructor and posted on Blackboard along with selected handouts

**Materials:** Drawing pencils, sketchbook, other Art supplies provided

Art supplies, found: textures, found objects (broken jewelry, beads, buttons, bottle caps, yarn, string, etc.), found papers and fabric, cardboard from boxes and TBD

***Student Resources:***

**computer center Helpdesk: 718 960-1111**

**student disability services: 718 960-8441**

**instructional support services: 718 960-8175**

**counseling center services: 718 960-8761**

1. Course Description

This course provides students with a variety of art experiences that explore differing materials, processes, and techniques; prepares students to design art experiences that incorporate expression (art production), aesthetic perception and response, art historical and cultural references; and

introduces students to the field of art education through readings and class discussion. Fieldwork is required.

### **Required texts and videos All OER – Open Educational Resources**

Mims, Sandra Kay, and E. Louis Lankford. "Time, Money, and The New Art Education: A Nationwide Investigation." *Studies in Art Education*, vol. 36, no. 2, 1995, pp. 84–95. *JSTOR*, <https://doi.org/10.2307/1320740>.

[https://www-jstor-org.lehman.ezproxy.cuny.edu/stable/pdf/1320740.pdf?refreqid=excelsior%3A39333d39e9d16380d5667c2bdd44fa57&ab\\_segments=&origin=&acceptTC=1](https://www-jstor-org.lehman.ezproxy.cuny.edu/stable/pdf/1320740.pdf?refreqid=excelsior%3A39333d39e9d16380d5667c2bdd44fa57&ab_segments=&origin=&acceptTC=1)

Aesthetic Inquiry Author(s): Amanda Nicole Gulla Source: The High School Journal , Vol. 101, No. 2 (Winter 2018), pp. 108-115 Published by: University of North Carolina Press Stable URL: <https://www.jstor.org/stable/10.2307/90024234>

### **Brian Kisida and Daniel H. Bowen, Brookings**

<https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>

### **Introduction to Art Concepts**

**Author:** Ed Fosmire

<https://www.coursehero.com/study-guides/atd-sac-artappreciation/>

### **Who decides what art means?**

**Author:** Hayley Levitt

[https://www.ted.com/talks/hayley\\_levitt\\_who\\_decides\\_what\\_art\\_means](https://www.ted.com/talks/hayley_levitt_who_decides_what_art_means)

### **Gyotaku: The ancient Japanese art of printing fish**

**Author:** K. Erica Dodge

[https://www.ted.com/talks/k\\_eric\\_dodge\\_gyotaku\\_the\\_ancient\\_japanese\\_art\\_of\\_printing\\_fish](https://www.ted.com/talks/k_eric_dodge_gyotaku_the_ancient_japanese_art_of_printing_fish)

### **How art gives shape to cultural change**

**Author:** Thelma Golden

[https://www.ted.com/talks/thelma\\_golden\\_how\\_art\\_gives\\_shape\\_to\\_cultural\\_change](https://www.ted.com/talks/thelma_golden_how_art_gives_shape_to_cultural_change)

Art & Technology [6th-8th grade], **Elizabeth A. Bendele**, *Trinity University*

[https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1115&context=educ\\_understandings](https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1115&context=educ_understandings)

Art Critiques and Online Portfolios

---

**Hannah Cone**, *Trinity University*

[https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1239&context=educ\\_understandings](https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1239&context=educ_understandings)

Art Ed Guru

<https://www.artedguru.com>

Managing the Art Classroom

<https://artteachershelpal.blogspot.com/p/painting.html>

Why Study Art, Tate Modern

<https://www.tate.org.uk/art/talking-point/why-study-art>

Video Tutorial on portraiture

<https://www.youtube.com/watch?v=VEXS2ePcKB8>

Frye Art Museum, Portraiture and Printmaking

[https://youtu.be/T\\_BNlyF03ZI](https://youtu.be/T_BNlyF03ZI)

How to make a collograph printing plate

<https://www.youtube.com/watch?v=AJaO0Bbna3s>

National Art Education Association

<https://www.arteducators.org/>

Anti Racist Teachers

<https://www.antiracistartteachers.org/home>

Learning for Justice

<https://www.learningforjustice.org/>

Making Silhouettes, Lehman College Art Gallery

<https://youtu.be/wocrdOLNYdE>

Art 21

<https://art21.org/>

**Recommended Optional Readings/Texts:**

- Little, B.E. (Ed.) (1991). "Secondary Art Education: An Anthology of Issues". NAEA, Reston, Ya.
- Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching (Teaching/Learning Social Justice) 2nd Edition, by Lee Anne Bell
- The Art Teacher's Survival Guide for Secondary Schools: Grades 7-12, Paperback – March 4, 2014, by Helen D. Hume
- Art-Centered Learning Across the Curriculum: Integrating Contemporary Art in the Secondary School Classroom Illustrated Edition by Julia Marshall, David M. Donahue, Lois Hetland (Foreword)
- The New York Sunday Times, Arts & Leisure section

- Art magazines such as Art Forum, Art in America, etc.
- Art education magazines such as School Arts, Art Education

### **Course Goals:**

Develop skills with art materials and art activities that are appropriate for middle and high school students

Develop understanding of children's artistic development as it pertains to adolescents and pre-adolescents

Gain skill in designing art activities for middle and high school age students that incorporate art production and aesthetic response

Develop skill in designing art activities for middle and high-school age students that include awareness of and sensitivity to issues of diversity and difference

Develop understanding of different philosophical approaches to art education

Gain facility in observation and assessment of art classrooms (teachers, students, pedagogy, classroom management, etc.)

**Number of credits:** 3

**Number of contact hours:** 45 / 52.5

30% **Class Participation-** Students are expected to participate in all class activities. During class sessions, students write and reflect on specific concepts, contribute to group discussion, engage in (and complete) all art activities. Includes posting your artwork from in class demo's.

10% **Reading Responses** – students will respond to all four of the reading assigned on Bb.

20% **Presentation #1** – Visual Arts Anti-Racist Resources and Lesson Plan.

GRAD STUDENTS ONLY – Anti Racism curriculum and teaching practice. One page paper on the significance of this research and how you will incorporate into your teaching practice

20% **Presentation #2 and lesson plan** - stop motion animated short film and lesson plan.

20% **Presentation #3 and written paper** - unit plan including of pre and post lessons for a virtual museum trip.

### **Fieldwork**

Graduate ESC 714 students – 25 hours of fieldwork

observation at a variety of middle and high schools of their choice. An observation sheet (format provided) will be completed for each observation session. It is your responsibility to have a school administrator sign off for hours/ sessions observed. You will locate an initial site by the second week of class and begin your observations that week. Observation sheets are to be submitted each class. Due to the pandemic these observations can be virtual and can include museum programs.

### **Course assignments**

All written assignments must be typewritten, double-spaced in 12 pt. font and saved in an electronic format.

Due dates are listed in the course schedule and online on Blackboard.

### **Class expectations and requirements**

Students are expected to be prepared for each class with all work completed on dates specified. Students are responsible for all work regardless of absence.

### **Written Papers:**

Papers are double-spaced using 12 pt. font. No quotes. Use APA style and list references at end of paper or section. All papers should use Standard Written English, edited and proofread. Students can work with the professor and use the Writing Center for help with class papers.

Students must be able to use **Blackboard** to access course materials and use their Lehman email. Each student must obtain the email/phone numbers of three other students in case of absence to obtain information to be prepared for class sessions.

### **Assigned readings and responses:**

Readings provide the philosophical context for the course and are fundamental to understanding course activities. Please do justice to the readings by taking time and selecting points of interest and meaning to you in your responses. Include examples from your own life experience so each response will be clear, concrete, and specific. Discuss one point you find interesting and *why* at the following class and be able to contribute to discussion of issues your colleagues raise during class

**Lesson plans and class presentations** (format provided). Unit plans are comprised of: three lesson plans based class hands on experiences, inclusion of art historical and cultural references (both in a museum and on the internet) in each lesson plan explanation of appropriate New York State Learning Standards for the Arts for each of the three art activities one artwork completed by a middle or high school aged child that illustrates each of the 3 lesson plans with your tutorial two artworks that you create that illustrate the remaining two lesson plans (due to pandemic you should make a sample if you are not able to work with a student)

### **SCHEDULE OF CLASSES**

Course Calendar: *Anticipated, subject to change: Additional assignments are posted on Bb. in the announcements section*

WEEK	DATE	OBJECTIVES	ASSIGNMENTS/HW
1	8/31 sync	<b>Introduction to course:</b> overview, objectives, requirements, fieldwork.  <b>Intro: drawing/composition and representation</b> Drawing and writing exercises	<b>Post on BB by Mon, 9/5, 7pm</b> <ul style="list-style-type: none"><li>• Post personal art autobiography on BB</li><li>• Write a list of which media you are most interested in covering in this course post to BB</li><li>• Post doodle and representational object drawings to BB</li><li>• Read the syllabus</li></ul>

2	9/7 sync	<p>REVIEW SYALLABUS Curriculum development: lesson plans and unit plans - fieldwork experiences Collage Artist Presentation – visual inquiry and preparing art historical context</p> <p><b>Media Demo #1: Collage</b></p>	<p><b>Post on BB by Mon, 9/12, 7pm</b></p> <ul style="list-style-type: none"> <li>• Post your collage project from class</li> <li>• Post Reading Response #1 <a href="http://tedguru.com">tedguru.com</a></li> </ul>
3	9/14 sync	<p>Lesson Planning/Unit planning/standards Lesson plan formats DBAE</p> <p><b>Media Demo #2: Self Portrait</b></p> <p>Create your own self-portrait using a pencil.</p> <p>Create a self-portrait using oil pastel or markers.</p>	<p><b>Post on BB by Mon, 9/19, 7pm</b></p> <ul style="list-style-type: none"> <li>• Post your self-portrait projects</li> <li>• Post Reading Response #2</li> <li>• Post response to self portrait video</li> </ul> <p>Mims, Sandra Kay, and E. Louis Lankford. "Time, Money, and The New Art Education: A Nationwide Investigation." <i>Studies in Art Education</i>, vol. 36, no. 2, 1995, pp. 84–95. <i>JSTOR</i>, <a href="https://doi.org/10.2307/1320740">https://doi.org/10.2307/1320740</a>.</p> <p><a href="https://www-jstor-org.lehman.ezproxy.cuny.edu/stable/pdf/1320740.pdf?refreqid=excelsior%3A39333d39e9d16380d5667c2bdd44fa57&amp;ab_segments=&amp;origin=&amp;acceptTC=1">https://www-jstor-org.lehman.ezproxy.cuny.edu/stable/pdf/1320740.pdf?refreqid=excelsior%3A39333d39e9d16380d5667c2bdd44fa57&amp;ab_segments=&amp;origin=&amp;acceptTC=1</a></p>
4	<b>9/21</b> <b>Async</b>	<p>Explore both resources below and pick out <b>one resource to share from each website in class on 9/28</b>. Share why you chose it and how would you use it in your classroom.</p> <p>National Art Education Association website <a href="https://www.arteducators.org">https://www.arteducators.org</a></p> <p>The Anti-Racist Art Teacher Website <a href="https://www.antiracistartteachers.org/home">https://www.antiracistartteachers.org/home</a></p> <p>Creating Anit-Racist and Anti Bias Lesson Plans on media of your choice. <a href="https://www.tolerance.org">https://www.tolerance.org</a></p>	<p>Prepare a 5 min presentation of the resources you chose, why, they are relevant to your personal teaching philosophy and how would you use it in your lesson plans, units, and lessons. <b>Present in class on 9/28</b></p> <p>Create one visual arts lesson plan informed by your research on anti-racist teaching resources. Lesson plan should include photo of completed project sample. <b>Due Mon, 10/10, by 7pm</b></p> <p>GRAD STUDENTS ONLY – Anti Racism curriculum and teaching practice. One page paper on the significance of this research and how you will incorporate into your teaching practice. <b>Due Mon, 10/10, by 7pm</b></p> <p>Watch video - Creating a Silhouette Post your silhouette <b>Monday 9/25 by 7pm</b></p>

		<b>Media Demo # 3 Silhouette Drawing</b>	
5	9/28 sync	<p>5 min share <b>one resource to share from each website.</b> Share why you chose it and how would you use it in your classroom and why, it's relevant to your personal teaching philosophy. <u>Share for 5 min in class on 9/28.</u></p> <p>-share fieldwork experiences Watch Gyotaku video <a href="https://www.ted.com/talks/k_erica_dodge_gyotaku_the_ancient_japanese_art_of_printing_fish">https://www.ted.com/talks/k_erica_dodge_gyotaku_the_ancient_japanese_art_of_printing_fish</a></p> <p><b>Media Demo #4: Printmaking</b></p>	<p><b>Post on BB by Mon, 10/3, 7pm</b></p> <ol style="list-style-type: none"> <li>1. Post Reading Response #3</li> <li>2. Post your printmaking project from class on BB</li> </ol>
6	<b>10/5 A sync</b>	<p>View the collography video demo's Make a collograph plate Print at home or bring in to print next class.</p>	<p><b>Post on BB by Mon, 10/10, 7pm</b></p> <ul style="list-style-type: none"> <li>• Post presentation of anti-racist resources and lesson plan</li> <li>• Upload presentation and lesson plan including images of demo project and sample to BB</li> <li>• Grad students only post your one page paper on Anti Racism curriculum and teaching practice.</li> </ul>
7	10/12 sync	<p>PRESENTATIONS of anti-racist resources and one lesson plan.</p> <p>Lesson Planning for SWD and ELL students</p> <p>-share fieldwork experiences</p> <p><b>Media Demo #5 Watercolor and ink Painting</b></p>	<p><b>Post on BB by Mon, 10/17, 7pm</b></p> <ul style="list-style-type: none"> <li>• Post watercolor and ink projects</li> </ul>
8	10/19 sync	<p>Digital Media – Computers in Art Ed</p> <p><b>Media Demo #6 stop motion</b> Free digital resources Hazards in the classroom -share fieldwork experiences</p>	<p><b>Post on BB by Mon, 10/24, 7pm</b></p> <ul style="list-style-type: none"> <li>• Post Reading Response #4</li> <li>• Continue working on stop motion animated short film and lesson plan.</li> </ul>



9	10/26 sync	<p><b>Aesthetic response: art history and culture</b></p> <p>Why is aesthetic response important to art production? Create a stop motion animated short film that integrates art and another subject area. Write up a lesson plan.</p> <p>In class reading Aesthetic Inquiry Author(s): Amanda Nicole Gulla</p> <p>Exploring lesson plan resources for visual arts, Exceptional students</p> <p><b>Media Demo #7 Acrylic Painting</b></p>	Continue working on stop motion animated short film and lesson plan.
10	11/2 sync	<p>Process vs Product in Lesson planning and assessment -share fieldwork experiences</p> <p><b>Media Demo #8 clay sculpting</b></p>	<p><b>Due Monday, 11/7 by 7pm</b></p> <ul style="list-style-type: none"> <li>• Post your acrylic painting project from class</li> <li>• Post you clay sculpture project</li> <li>• Reading Response #5</li> <li>• Post stop motion animated short film and lesson plan.</li> </ul>
11	11/9 sync	<p><b>PRESENTATIONS – Film Festival!</b> stop motion animated short film and lesson plan</p> <p><b>Media Demo #9 Plaster sculpture</b></p>	<p><b>Due Monday, 11/14 by 7pm</b></p> <ul style="list-style-type: none"> <li>• Watch Tate video and comment</li> <li>• Work on unit plan incorporating museum visit, pre and post lessons, 1 unit plan/3 lesson plans</li> </ul>
12	11/16 sync	<p><b>Art 21 Presentation, Emma Nordin</b></p> <p>Philosophical approaches to art education</p> <p><b>Media Demo #10 Painting Plaster sculpture - patterning</b></p>	<p><b>Due Monday, 11/21 by 7pm</b></p> <ul style="list-style-type: none"> <li>• Post plaster sculpture project</li> <li>• Work on unit plan incorporating museum visit, pre and post lessons, 1 unit plan/3 lesson plans</li> </ul>
13	11/23 A sync	<p>Go on a virtual tour of one of the museum offerings Prepare pre and post lesson plans for the virtual tour.</p>	<p><b>Due Monday, 11/28 by 7pm</b></p> <p>Post your presentation, unit plan, the pre and post lessons, and images of your demo of a hands-on activity to go along with your lessons.</p>
14	11/30 sync	<p><b>PRESENTATIONS of unit plans</b> incorporating pre and post lessons for a virtual museum trip. 20%</p> <p>In class reading</p>	<p>Relax and reflect on how much you have accomplished. Come prepared to share some insights on your course experience.</p> <p><b>FIELDWORK NARRATIVE DUE 12/5, 7PM</b></p>

		<a href="https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/">https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/</a>	
15	12/7 sync	LAST CLASS Verbal/written/visual Reflections	

**Themes of the LUTE conceptual frame of the School of Education addressed in the course; how each is addressed in the course:**

Each of the following themes is related to the content of the course, as we focus on the professional commitments of teachers to work collaboratively with others professionals (Theme I) to develop learner competencies (Theme III) while recognizing our diverse ethnic and cultural contexts (Theme IV) and advocating for students and families (Theme II):

Theme I – Empower Our Community of Educators and Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II – Educate and Advocate for Social Action and Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III – Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, we prepare educators who can help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV – Affirm Our Diverse Ethnic and Cultural Contexts. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

**Relevant NYS and national standards addressed in the course:**

**New York State Standards for The Arts**

*This course includes content related to the following NYS Standards for visual art:*

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation in visual art.

Standard 2: Knowing and Using Art Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in visual art.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of visual artworks, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

### **FRAMEWORK FOR TEACHING (C. Danielson)**

*This course will include content related to the following domains of the Framework for Teaching:*

#### **Domain 1: Planning and Preparation**

Candidates are exposed to the essential elements of the NYS teaching exams such as the CST multi-subject test and are given opportunities to practice the test. In class discussions, textbook readings, online assignments, and written assignments, candidates examine the knowledge base of teaching. As such, candidates begin to understand how teachers. . .

- a. Demonstrate Knowledge of Content and Pedagogy
- b. Demonstrate Knowledge of Students
- e. Demonstrate Knowledge of Coherent Instruction

#### **Domain 2: The Classroom Environment**

Candidates read chapters in a textbook on classroom cultures. They participate in class discussions on the topic, observe teachers, participate in online communities and watch videos of master teachers focusing on the classroom environment. As such candidates begin to understand how teachers:

- a. Create an Environment of Respect and Rapport
- b. Establish a Culture for Learning
- c. Manage Classroom Procedures

#### **Domain 3: Instruction**

Candidates read chapters in a textbook on engaging students in curriculum, instruction, standards and assessment. They participate in class discussions and online communities on these topics, and they observe teaching in the field and in videos. Reflective practice is emphasized throughout the course. As such candidates begin to understand how teachers:

- a. Communicate with Students
- b. Use Questioning and Discussion Techniques
- c. Engage Students in Learning
- e. Demonstrate Flexibility and Responsiveness

#### **Domain 4: Professional Responsibilities**

Candidates read chapters in a textbook on a teacher's role, challenges teachers and schools face, ethics and school law and governance. They participate in class discussions on these topics, visit early childhood or elementary settings, and participate in online communities on the topic. Reflective practice is emphasized throughout the course through readings, discussions and written assignments. As such candidates begin to understand how teachers

- a. Reflect on Teaching
- e. Grow and Develop Professionally

---

**Instructional methods implemented in the course:** Following the theories of Piaget and Vygotsky, learners in this course are expected to be active participants (reading, exploring, conducting research, participating in class activities, etc.) in their learning. Course activities are designed to encourage students to be active learners and to derive their own solutions using critical thinking and successful

participation in activities with individuals from diverse backgrounds and capabilities. Instructional methods include:

Reflection through discussion and journal writings

School/center/home observation and recording of data

Hands-on constructivist projects (art / AE activities)

Classroom observation and/or teaching and reporting

Use of media and technology specifically related to course content

Emphasis on small group work and decision-making

Emphasis on literacy development

Emphasis on formative instructor feedback

---

### **Supplemental learning options**

Optional readings

Media reporting related to art education/schools

Extended use of internet resources

### **10. Student Learning Outcomes expected upon successful completion of the course (*alignment with LUTE outcomes*)**

Demonstrate knowledge of historical and current trends in policies and practices that affect middle and high school educators (LUTE themes 1 & 3)

Extend and further develop knowledge and understanding of theories and content of curriculum and teaching and varied models and methodologies for middle and high school settings through the use of media and technology, where appropriate. (LUTE theme 3)

Demonstrate advocacy skills by identifying an ethical dilemma from the teaching profession and developing a plan to address it (LUTE theme 2)

Demonstrate skills in: collaborating with peers; evaluating developmentally appropriate curriculum; evaluating healthy environments for children of diverse cultural backgrounds as well as children of different ages and developmental levels, and English learners and children with disabilities (LUTE themes 3 & 4)

General Course Goals (Reference to LUTE Conceptual Frame)

X 1. Knowledge of the development of individual learners as a foundation for learning and teaching; Students will learn how cognitive, social, physical, and intellectual development influence the learning of art.

X 2. Knowledge and appreciation of diversity in individuals and in sociocultural contexts as a foundation for learning and teaching; Through fieldwork, readings, and ground interaction, students will learn to adapt activities to reflect the individual needs and backgrounds of diverse learners.

X 3. Knowledge, critique, and integration of multiple perspectives of research as a base for course content; Students will apply readings to both their own experiences and the experiences of learners in diverse settings.

X 4. Knowledge, critique, and integration of the relationship of course content to national standards and state frameworks; Students will examine nationally validated programs in terms of national standards and state frameworks.

X 5. Knowledge, appreciation, and implementation of aesthetics as related to course content; Students will apply relationships investigated in class to the knowledge, appreciation, and implementation of aesthetic environments.

- X 6. Skill in the use of media and technology as related to course content; Students will search the internet for research and lessons applicable to the course investigations, use email to communicate with each other and the instructors, and use technology to illustrate relationships.
- X 7. Skill in reading, writing, and speaking; Students will communicate and analyze artistic and aesthetic ideas through group work, field experiences, and a variety of written assignments.
- X 8. Skill in collaboration within a community of teachers/learners; Students will collaborate with their peers, instructors, and school staff to create meaningful experiences in art.
- X 9. Skill in understanding the need for, as well as the planning and implementation of, action research; Students will examine research and apply it to individual fieldwork settings considering diversity and developmental needs.
- X 10. Skill in understanding the need for, as well as the planning and implementation of, service in community; Students will engage in activities to create community-based experiences for children.
- X 11. Ability to reflect and analyze; Students will maintain double-entry journals reflecting upon their class work, fieldwork, and readings and analyze their personal growth as well as observed growth in children.
- X 12. Disposition toward caring, justice, and equity; Students will model caring, justice, and equity as they set standards for children.

***N.B: ALL WORK MUST BE COMPLETE TO RECEIVE A GRADE. Attitude, preparedness, absence, and lateness all figure in to and can significantly lower course grade. More than two absences/lateness's will affect final grade. Please use appropriate address in all communications with instructor including email.***

**Professionalism:** When working with their fieldwork child or observing the child's teacher, students will be on time, show enthusiasm, and present and express themselves in a positive way. Excessive absences/ lateness in terms of arrival to class or submission of papers reflect a lack of professionalism. Unprofessional behavior (including more than two absences and/or lateness's) will negatively impact your grade.

**Code of Conduct:** It is expected that students will demonstrate respect, sensitivity, and support for others in the classroom, including an appreciation of diversity with regard to ethnicity, sociocultural, linguistic, race, lifestyle, and ability. Evidence of cheating will result in strong sanctions, including a low or failing grade and report to the college. (See #14.)

### 13. Grading Policy

A	94-100 points
A-	90-93 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+	77-79 points
C	74-76 points
C-	70-73 points
D	60-69 points

F	Below 60 points
---	-----------------

**Academic and plagiarism policy** ([www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf](http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf))

---

### **Attendance Policy**

You are expected to attend every class meeting on time and to contribute to discussion and activities. The class emphasizes collaborative group process as well as individual involvement. Accordingly, attendance is mandatory. More than two absences and/or lateness's negatively impact grade.

---

### **Classroom specific policies (cell phones, lateness, make-up work, class participation)**

Course expectations:

Web assignments are part of the course and will be completed online. Students MUST have access to the internet or use access provided by the college on campus at the IT center, Carman Hall room 108. Cell phones are to be turned off and stored away during class.

Completion of readings by date listed.

Satisfactory completion of assignments on time. Assignments that are submitted on time contribute to a meaningful dialogue between student and professor. Late assignments negatively affect class interaction and final grade.

Incompletes are awarded in cases of extenuating circumstances only.

### **Detailed rubrics for assessing course assignments**

NOTE: detailed rubrics for major assignments are attached to each assignment.

**Exemplary:** Exceeds student learning outcomes for the course. Exceptional work on written and online assignments. High level of professionalism in class, online, and in the fieldwork. In written assignments, provides exemplary evidence in terms of quality and accuracy as well as ability to integrate theory and practice and reflect on each. Writing is clear, thoughtful, well organized, well structured and presented professionally. Professionalism is consistently reflected in fieldwork, in class, and in online work. A/A-

**Satisfactory:** Meets student learning outcomes for the course. Consistently solid work on written and online assignments. High level of professionalism in class, online, and in fieldwork. In written assignments, provides adequate evidence in terms of quality and accuracy, as well as ability to integrate some theory and practice. Some ability to reflect on each. Writing expresses some thoughtfulness, is fairly organized and fairly clear. The structure and presentation are adequate. B+/B

**Developing:** Meets some student learning outcomes for the course. In written assignments, there is limited evidence in terms of quality and accuracy. Little evidence of ability to integrate theory and practice. Writing is not clear, lacks thoughtfulness, and is unorganized. The structure and presentation require significant revision. Professionalism is generally evident in fieldwork, in class, and in online work. B-/C+/C

**Unsatisfactory:** Does not meet most student learning outcomes for the course. Pattern of unprofessional behavior displayed in fieldwork, in class, and online. Written and online assignments lack significant evidence in terms of quality and accuracy. C- or lower

### **Multiple methods of assessment**

Blackboard participation

Submission of formal written papers and informal written responses to course texts and fieldwork sessions, in-class writing exercises

Class presentation  
Development of an academic portfolio  
Attendance and participation

**Course Instructional Methods**

Art autobiography  
Constructivist experiences with a variety of art media  
Constructivist experiences with a variety of approaches to teaching and responding to art  
Constructivist experiences in literacy, and media and technology  
Experiences in how different cultures interpret and represent values and beliefs  
Analysis and application of child development to individual differences in learning and teaching  
Demonstration and modeling of specific art techniques  
Experiences in a variety of group structures, individual, pair, small group, whole group  
Exploration of decision-making strategies for problem-solving, presentation, and representation in art  
Emphasis on feedback through peers, instructors, and children  
Reflection through discussion and a variety of writing projects

**Description of how each of the following is integrated within the course**

Through reading, class discussion and presentations, observations, course texts, blackboard discussion and videos:  
Child development: developmentally appropriate curriculum, standards and assessment  
Bilingualism: strategies for working with English learners  
Diversity: gender/gender identity and expression, ethnic group, cultural group, social class, age, ability, disability  
Anti- Racist and Anti Bias Lesson and Curriculum Planning  
Inclusion of children with special needs: emotional, social, physical, and cognitive needs  
Technology: online sources, weekly Bb work  
Aesthetics: incorporating arts into classrooms

## Unit Plan Format

Cover Page

Introduction, Rationale, Reflection: Topic/theme:

Age/grade/population: \_\_

Why did you choose this topic? (Personal interest and/or age appropriate, etc.) Topic or theme of each lesson plan:

Lesson plan #1: \_\_ Lesson plan #2: -----

Lesson plan #3: -----

Which art activities were done by middle/high school aged child (one lesson plan) or yourself (two lesson plans)?

Lesson plan #1: \_\_ Lesson plan #2: \_\_

Lesson plan #3: -----, -----

How would you prepare your class for this unit of study? (Motivation or introduction to unit as a whole)

What would follow this unit of study? (What other unit of study could follow this one, or how could this unit be extended? This question pertains to extension activity)

Reflection on experience designing unit plan: What was it like to design this unit plan?

Which aspects were difficult for you? Why do you think this is? Do you have a better understanding of curriculum design as a result of this exercise?

Do you feel prepared to design units of study on your own? Why/why not? What have you learned as a result of designing this unit plan?)

Unit lessons and sample products

Note: a unit plan is a sequential, developmental course of study. One lesson should lead to the next. It should be inherently coherent, evident to all who participate in it. In other words, it should make sense to do!





