Office Hours: Arrange by appointment
Email: slee2529@uwo.ca

COURSE DESCRIPTION
This course examines philosophies and methods of art education in relation to the Primary/Junior or Junior/Intermediate students. Pedagogical considerations in the teaching of studio art, health and safety in art classrooms, effective use of technology in visual arts, aesthetics and art appreciation, creative and critical thinking, curriculum planning, assessment and evaluation, learning resources and materials, and current issues in education will be examined. A combination of lectures, student-led discussions, and hands-on activities will allow candidates to expand their understanding of teaching visual arts.

At the conclusion of this course, successful candidates will be able to:
(1) Demonstrate an understanding of art education philosophy, and Ontario Ministry of Education and Training guidelines; (2) Set personal goals that will exemplify the current OCT Standards of Practice for the Teaching Profession; (3) Select appropriate instructional strategies to suit the developmental stages and modes of expression in early stages; (4) Design visual arts lessons and units of study for their divisional level; (5) Select appropriate print and non-print resources for visual arts education; and (6) Create authentic, practical assessment and evaluation instruments.

REQUIRED TEXTS/ ART SUPPLIES

Weekly Readings: Links will be available through OWL.
Art materials and classroom routine: All art materials will be provided by the department and made available in the art classroom. Please familiarize yourselves with where the necessary
materials are located. In addition, your full participation in setting-up, cleaning-up, and returning art materials is required.

* It is strongly recommended that TCs bring their own device (ie. laptop, tablet, Smartphone) to the class.

‘Tentative’ Course Schedule

Contents and schedules are subject to modification as required

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Materials</th>
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</table>
| 1 The Creative Process | **Discussion Topic:** How can a busy public school teacher manage to respond to individual needs and support students in developing personal creativity?  
**In-Class Task:** In your table, create a routine chart. | The Ontario Curriculum Document, The Arts (2009) |
| 2 Assessment & Evaluation | **Discussion Topic:** Is there such thing as exemplary criteria?  
**In-class Task:** In your table, create a rubric. | Leslie Gates (2017) Embracing Subjective Assessment Practices: Recommendations for Art Educators, Art Education, 70:1, 23-28  
| 3 Curriculum Development: Considerations in lesson planning  
Instructional Strategies: Feedback, portfolio development, art shows, peer teaching, workshops, flipped classroom, etc. | **In-Class Task:** Choose one instructional strategy and create a grade 4 project that takes up to two classes. The project must be original. | Deborah Kuster, Kathryn O’Neal & Amber Gooch (2010) Student Teachers Tell Their Stories of Curriculum Development, Art Education, 63:4, 6-11 |
| 4 Elements of Art and Principles of Design | **Discussion Topic:** Should elements of arts and principles | The Ontario Curriculum Document, |
|   |   | of design confine student creativity? Or assist students in expanding the creativity?  
**Art Activity:** Choose one elements and two principles of design to draw or paint object(s) you encounter on a daily basis. Submit an image of the artwork via OWL by 11:59 PM | The Arts (2009)  
|---|---|---|---|
| 5 | Role of Technology BYOD (Bring Your Own Device) | **Discussion Topic:** Share your viewpoint on BYOD practice. Consider the opposing perspectives and how you would persuade the opponents.  
**Art Activity:** As a group, create a 3D artwork that challenges, sustains, and reflects the current educational trends or environmental issues that is important to you. Individually submit an image of the drawing via OWL by 11:59 PM | Castro, Juan.C  
http://montrealgazette.com/opinion/opinion-schools-should-make-creative-use-of-smartphones |
| 6 | Cross-Curricular/ STEAM approach | **Discussion Topic:** Why should STEAM matter?  
**In-class Task:** Choose a digital learning platform and explore their features and how they enhance or hinder students learning process. | Don Glass & Colleen Wilson (2016) The Art and Science of Looking: Collaboratively Learning Our Way to Improved STEAM Integration, Art Education, 69:6, 8-14 |
<p>| 7 | Some Considerations in Unit Planning | <strong>Discussion Topic:</strong> Discuss what problems might stand in your way as you try to implement one of ‘challenges for quality teaching’ principles in your practice. | Popovich, K. (2006). Designing and implementing exemplary content, curriculum, and assessment in art education. <em>Art</em> |</p>
<table>
<thead>
<tr>
<th></th>
<th>In-class task:</th>
<th>Education, 59(6), 33-39.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a group, start planning the unit and submit a process report via OWL.</td>
<td><a href="http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/ViewingGuide_Planning_Assessment_With_Instruction.pdf">http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/ViewingGuide_Planning_Assessment_With_Instruction.pdf</a> (p.52-58)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>Walk-About:</th>
<th>In-class task:</th>
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<tbody>
<tr>
<td></td>
<td>In between planning, one of the members from the group will move to the next table to have a short presentation about their unit and listen the other group’s ideas. And come back to their table group and share.</td>
<td>As a group, continue planning the unit. After the ‘walk-about’, create and submit a list of feedback prompts TCs can use for the small group presentation next week. Be mindful that TCs must provide 3-5 stars and 1-3 wishes on the organization/relevancy of the unit, lessons, and assessments.</td>
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When finished, start working on the **Philosophy of Teaching**

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<tr>
<th>9</th>
<th>Small Group Presentation</th>
<th>From your unit, focus on the teaching strategies: Portfolio, Art Show, Feedback, Flipped classroom, etc. Pros/Cons. How would you overcome the cons. What do you want your students to learn?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>In-class Task: Choose a group and provide feedback using a list of feedback prompts created by another group.</td>
<td>The Ontario Curriculum Document, The Arts (2009)</td>
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**Attendance:** If you have missed a class, please arrange a make-up class with me by email. Any in-class tasks from a missing class will not be accepted. Please do not sign in the attendance sheet after the instructor collects it.
**Grouping:** Please note that TCs should adhere to the size of group announced/stated when grouping. For example, if a project requires 4-5 members in a group, this means that you can have minimum of 4 and maximum of 5 members in your group.

**Duration of class:** Each class lasts for two hours and there is a 10 min of break.

**COURSE ASSIGNMENTS/EVALUATIONS**

**A. In-class Tasks and Participation**
This grade will be based on TCs’ participation in all in-class tasks as evidenced by regular attendance and willingness to participate in activities relating to the topics introduced in class. High levels of TC collaborations are expected. Rubrics for tasks will be provided on OWL.

**Due:** During or after class by 11:55 PM  
**Assessment Format:** Feedback or grade via OWL  
**Grading:** 45% of final grade  
*Any submissions from a missing class will not be accepted.*

**B. Unit Plan Development**
In a group of 4-5, TCs are responsible to create a unit plan. Assessment and evaluation strategies will be fully created as part of the Unit Plan. An overview and the culminating task will be shared in the class through presentations. You may describe why you did what you did in keeping with larger purposes of the course and the revised curriculum, (i.e. to promote critical thinking, examine art from multiple perspectives, making art accessible for all students to find success, connect social justice as an integral part of their learning and art making experience etc.) and connections to the contents discussed in the previous class, course readings, class experiences and curriculum documents.

**Due:** Week of January 29th, 2018  
**Assessment Format:** Feedback via OWL  
**Grade Breakdown:** Unit Plan (25%), Presentation (10%)

**C. Philosophy of Teaching**
A teaching philosophy is a personal and reflective statement about your ideas, beliefs and attitudes about teaching and learning. This assignment asks you to reflect on your imagined future as an Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education educator. Teacher candidates will apply their evolving philosophy of teaching, first developed in Social Foundations during year one, to the curricular areas being studying in year two. It is expected that connections will be made between the teacher candidate’s general teaching philosophy and their emerging philosophies within The Arts (Dance, Drama, Music, and Visual
Art) and Health and Physical Education, which will include using the related curriculum documents and readings/research to support their views.

Due: Week of January 29th, 2018
Assessment Format: Grade via OWL
Grading: 20% of final grade

LATE ASSIGNMENTS: It is expected that all assignments will be submitted by their posted due date. It is also expected that arrangements for an alternate due date, if required, will be made directly with me no later than 5 days before the assignment is due. Unexcused late assignments will be penalized at a rate of 5% per day and will not be accepted 5 days after the due date. Exceptions may be made on the basis of relevant accommodations by the department.

Attendance Policies

The B.Ed. program is an intense and demanding program of professional preparation in which Teacher Candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, and practicum activities.

EXCUSED ABSENCES
Illness, bereavement, and religious observance are excused absences for which you will not be penalized. You are, however, responsible for all the work and class activities you miss, and for ensuring that you complete enough work to deserve credit for each course.

Absences due to Illness or Bereavement
If you miss a day or two of classes: Advise your instructors immediately. You are responsible for any classes you miss and you may be assigned make-up work. If you miss three days of classes or more, or if you miss an assignment deadline or test: Inform the Teacher Education Office (zuber@uwo.ca) and provide documentation to verify your illness or bereavement. The Teacher Education Office will inform all your instructors. Upon returning to the Faculty, speak directly to each instructor. You may be assigned make-up work.

Absence for Religious Observance
If you are unable to write a test on a Sabbath or Holy Day, you must give notice in writing to your instructor(s) and to the Associate Dean (Teacher Education) no later than two weeks prior to the date of the test. You remain responsible for the work done in classes from which you are absent.

UNEXCUSED ABSENCES
Any absence that is not a result of illness, bereavement, or religious observance is an UNEXCUSED absence and may incur penalties. Instructors may refuse to accept or evaluate assignments from Teacher Candidates whose unexcused absences within a single term amount to 25% or more of the course hours within that term. If you feel you must be absent for reasons other than illness, bereavement, or religious observance, consult with your instructors and with the Teacher Education Office (zuber@uwo.ca). If possible, do this before the absence occurs. You may be assigned make-up work and may incur a penalty for lack of participation.

MAKE-UP WORK
Make-up work is not a penalty—it is intended to ensure that you complete an appropriate amount of work to deserve the credit for your course. An instructor is under no obligation, however, to provide make-up work for anyone whose attendance is irregular or whose absences are unexcused.

Guidelines for Teacher Candidates

In a professional program, attendance is a serious matter:
1) Irregular attendance and unexcused absences will be referred to the Associate Dean. Your status in the program will become conditional on your establishing a satisfactory commitment to attendance.
2) The right to submit work for evaluation is conditional upon regular attendance and participation. An instructor, after consulting with the Associate Dean, may refuse to evaluate all or part of a Teacher Candidate’s work if that Teacher Candidate’s attendance has not been regular.
3) Chronic unexcused absenteeism provides grounds for withdrawing a Teacher Candidate from the program.