



THE SATURDAY STUDIO FIELD EXPERIENCE

23ARTE5111/6011 Syllabus/Fall 2016

College of DAAP/Art Education

The art of teaching is the art of assisting discovery.

Mark Van Doren

Instructor

Karen McGarry

Email

mcgarrka@ucmail.uc.edu

Phone

(513) 388-6332

Class Time

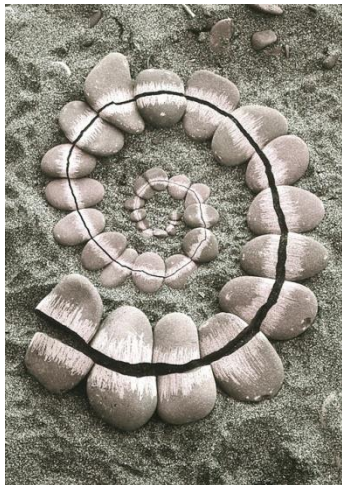
FRI: 10:10AM-12:10pm
WOLFSON 5330A

SAT: OCT 15 – NOV 19

Practicum Teaching

Office Hours

FRI: 12:10 – 1:10 or by
appointment



Andy Goldsworthy

COURSE DESCRIPTION

This course is designed to prepare you to teach visual arts in a variety of educational and community settings through the hands on practice of planning, teaching and exhibiting. These experiences will also help to develop your personal philosophy of teaching as you experience the transformative praxis of putting pedagogy into practice. Readings and activities are designed to support, supplement and prepare you to think through your own art learning experiences; develop flexible, effective and engaging lesson blueprints, and cultivate your teaching practice through practical, real life implementation. Reflexivity (reflection) will be an important aspect to your teaching practice and therefore is an integral part of the class. Reflection within a community will manifest in the class discussions, Canopy/Blackboard assignments, and projects. In addition, this class will prepare you for State of Ohio Teacher Licensure and the edTPA digital portfolio.

PRACTICUM TEACHING: SATURDAY ART AT DAAP

The Saturday Art Program at DAAP is a community-centered program for children and adolescents, grades K-12, held on Saturday mornings in the Fall term for six weeks (five weeks of instruction, with the final Saturday as an exhibition within DAAP). Art inquiry is taught by undergraduate and licensure students earning Visual Arts Education licensure in the State of Ohio and supervised by professors of Visual Arts Education. During Saturday Art, students engage in exploration, inquiry and investigation of materials, themes, historical influences, contemporary art practices, and interpretation. Saturday Art integrates the act of making meaning with the world in which we live and embraces a diversity of ages, aptitudes, age-related developmental levels, and social cultural perspectives.

SECTION NOTE: ARTE6011 includes a PRACTICUM for teaching art on six (6) Saturdays out of the term – THE PRACTICUM IS MANDATORY FULL ATTENDANCE. This is a required course for graduation completion – if any Saturday teaching days are missed, YOU WILL HAVE TO REPEAT THIS COURSE.

Course fee: \$50.00

COURSE GOALS

Visual Arts Education at the University of Cincinnati is guided by the conviction that art is an essential part of PK-12 education in and out of typical school settings. Understanding that visual arts education can occur at different 'non-traditional' environments such as universities, museums, parks, churches, community centers, or even shopping malls, the Saturday Art Program is meant to exemplify an alternative sight of art educational engagement within communities. As such, the College of DAAP during six Saturdays each semester is transformed into one such site of productive collaboration, artistic inquiry, investigation and invention outside of public schools, thus linking our Visual Arts Education Program to the Tri-State community.

Our general goals in preparing future art educators include developing an understanding of artistic education that addresses the *whole* child/adolescent by cultivating visual literacy and studio practices in the arts within various settings. By instilling a passion for life-long participation in valuing the arts within multiple social contexts (including production and interpretation) it is hoped our future teachers and their students become committed to maintaining *and* expanding the arts in culture at large.

More specific goals include: the pursuit of experiences in teaching & learning that explore the natural intersections between art and everyday life, the mutual building of community and meaning making in local visual cultures, and cultivating an understanding of what artists do *and* how they do it in order to connect notions of social change and transformation through a philosophy of artistic inquiry.

SATURDAY ART LAB STUDENT COMMUNITY MISSION

One must always keep in mind that in the process of exploring the visual arts *all* can participate. Even though individuals vary in what they bring to the table (i.e. the multiple factors including: race, class, culture, ethnicity, socioeconomic background, physical surroundings, emotional experiences, cognitive abilities, etc.), these diverse characteristics must not be viewed in a negative sense. Rather these perspectives and histories create a palate that shapes any visual arts learning and informs instruction for each context in a positive way. For example, some Saturday Art students attend schools without regular art classes, little experience with materials, and in some cases never having encountered structured art lessons. In addition, their contact with the 'art-world' will also vary, as outside of school their encounters with art museums, galleries, artists, etc. might be very limited. As a result, the students' educational needs and readiness for art learning will diverge beyond age-related developmental issues making it the mission of the instructor to learn how to adapt to contextual demands and the *opportunities* each student embodies. The Saturday art lab's mission is to build through art making *relationships* with individual students and communities leveraging the opportunities that diversity presents in order to harness the deep power of collaborative interactions. This site of inter-activity, when viewed as a place of social, cultural, and political transformation, sets the visual arts and its education at the foundation for imagining new possibilities for developing and connecting communities from the ground up. Our mission is to facilitate student and community collaboration, empathy, and visions during Saturday art.

REQUIRED TEXTBOOK

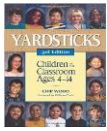


Teaching Meaning in Artmaking, Sydney R. Walker, Davis Publications, 2001

REFERENCE BOOKS ON HOLD – DAAP LIBRARY



Children and Their Art, Michael Day and Al Hurwitz, Thomson Wadsworth, 2007



Yardsticks, Chip Wood,

ADDITIONAL REQUIRED READING - TBA

Throughout the course, supplemental readings will be assigned via Blackboard or in class. You will be expected to use Blackboard throughout the course and to download/save/print the course documents for classroom use.

RECOMMENED TEXTBOOKS (Purchase at your discretion)



COURSE MATERIALS REQUIRED

- USB drive – to turn in with assignments added for assessment
- FBI/BCI/TB REPORTS: **MUST BE COMPLETED BEFORE THE START OF SATURDAY ART!!**

FBI, BCI, TB Reports

You are required to obtain background reports from the FBI and BCI using your fingerprints. Have your fingerprints taken and apply for the reports at UC's Public Safety Office (3 Edwards). There is a charge for these two reports, so call ahead to find out the amount. Get a TB test either at the University Health Services or at your own physician's office. The FBI, BCI, and TB reports are required by the State of Ohio for anyone working with children. They are valid for only one year.

The FBI, BCI, will be mailed to you. You should receive your TB test results from your physician or Health Services. These documents are your responsibility; follow these guidelines:

- Keep the originals for yourself and make several photocopies;
- Bring a copy of all the documents to show me so I can verify them;
- File your reports in a safe place at home;
- Always have a copy ready for any school/teaching placement;
- **DUE DATE: SEPTEMBER 16th, 2016**
- **REMEMBER...***you cannot teach Saturday Art unless I have verified your documents!*

CRITERIA AND OBJECTIVES FOR STUDENT PERFORMANCE

Students will...

- Develop an appreciation for planning meaningful art interactions in the PK-12 setting;
- Cultivate a sense of professionalism in keeping with the teaching profession;
- Acquire an understanding of grade level expectations and benchmarks;
- Use National and State Content Standards in planning lessons;
- Identify specific health and safety hazards to be avoided in school art classes;
- Demonstrate academic ability for written and verbal communication skills;
- Include differentiated instruction for EL students and other learner needs;
- Develop an appreciation for a blended learning environment integrating online and on site classroom participation.

CLASS ATTENDANCE IS EXTREMELY IMPORTANT

You have decided to participate in this course and thus, your attendance and full participation throughout the course will be expected. Be advised that absences WILL impact your overall course grade at the end of the term. Even an "A" student can suffer the loss of a grade level or more due to absences. Consider this as preparation for what you will someday expect of your own students.

Our class meets once per week with the additional meetings on the Saturday practicum teaching days. Plan on spending time outside of class to prepare for teaching including (but not limited to) the following: lesson planning, lesson material preparation, presentations for teaching, reflection writing and recording, exhibition preparation.

As stated above: **SATURDAY ART TEACHING PRACTICUM IS MANDATORY AND EXPECTED!**

Attendance will be taken at the beginning of every class. More than **two** unexcused absences will drop your letter grade in the attendance/participation criteria. More than **three** absences of any kind will be noted as an indication of poor commitment to the class and will lower the grade in the course. Late arrival and early departure will lower the final grade as well.

Assignments are due when the date is announced. Work turned in late is graded down. With excused absences, it is the student's responsibility to arrange makeup work. Exams are rarely made up unless there is a medical problem, which requires a physician's note.

ASSIGNMENTS

(See assignment list & tentative schedule for details)

ASSESSMENTS & GRADING

CLASS PARTICIPATION	10%
PROJECTS/ASSIGNMENTS	14%
STAURDAY ART LAB	50%
edTPA DIGITAL PORTFOLIO	26%

(See assignment list for details)

GRADING SCALE

90-100	= A	(Excellent)
80-89	= B	(Good)
70-79	= C	(Average)
60-69	= D	(Poor)
0-59	= F	(Fail)

COMMUNICATION

Email will be the main communication method outside of face-to-face time in class. Canopy/Blackboard will be updated regularly and it is your responsibility to check the course site often and be up to date on course changes/updates to assignments, due dates, additional readings, etc.

Office hours are noted on page one. Appointments can also be made if necessary.

SOCIAL MEDIA

You will be working with students who use social media. Investigate your Internet presence and edit it to reflect your professional position. This will prepare you for student teaching and your job search. Most likely a potential employer will conduct an Internet search on you (it is also possible that your students will look you up).

WITHDRAWAL POLICY

Official withdrawal from a course, symbolized by a "W" on the report of academic achievement, indicates that the student or professor processed a drop or official withdrawal from a course for which the student was registered. Students who drop courses through the first three weeks of the quarter will have the courses deleted from their schedules and they will not appear on the permanent academic record. Thereafter, students dropping courses must obtain the professor's signature and grades (W/F) on add/drop forms. No drops will be accepted after the 8th week of classes for the quarter. See the following link for more information: <http://www.uc.edu/bursar/faqs/withdrawal.html>

ACADEMIC INTEGRITY POLICY

The University Rules, including the Student Code of Conduct and other documented policies of the department, college, and university related to academic integrity, will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. See *Student Code of Conduct* for more information: http://www.uc.edu/conduct/Code_of_Conduct.html

SPECIAL NEEDS POLICY

Special Needs Policy: If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513.556.6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided. See the following link for more information: <http://www.uc.edu/aess/disability.html>