

**NEW YORK UNIVERSITY
DEPARTMENT OF ART & ART PROFESSIONS**

**STUDENT TEACHING SEMINAR: ART IN THE ELEMENTARY SCHOOL
COURSE #GE.2901.1.001 Fall 2012 — Thursdays 6:45-8:25PM, Bobst Library, Rm.
836**

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OFFICE HOURS by appt.

Course Description

Students participating in this course will spend the semester practicing teaching under the guidance of an experienced elementary art teacher/mentor in her or his art classroom. Students are placed in a school that has an independent art classroom with a structured curriculum. Students begin their placement as active observers and participants helping the cooperating teacher set up lessons, organize displays, prepare visuals, and work with students on an individual basis. Within a few weeks students are expected to plan and teach their own lessons created in consultation with the cooperating teacher. Students are required to spend 150 hours in the classroom and attend the student teaching seminar once a week. The seminar provides a forum to reflect on and discuss a wide range of issues that students observe and face in the classroom (such as assessment, exhibiting student work, classroom management, curriculum planning, utilizing resources in the city, etc.). Students will reflect on and analyze their student teaching experience in classroom discussions through the use of a sketchbook or journal, and seminar assignments. The seminar also prepares students to begin their professional careers by addressing practical concerns such as creating a teaching portfolio. The coursework is to a large degree determined by students' needs and therefore is flexible. Based on classroom discussions topics may change in response to student concerns—including issues/topics they feel have not be covered thus far in their training as art teachers.

Topics covered include:

- Reflecting on art education in our classrooms today
- Approaches to elementary art education
- Examination of the origins of artistic expression.
- Critical engagement with the developmental psychology of children as it shapes art making.
- Ways to encourage students to be perceptive, discover and transform ideas, and respond to art through describing, analyzing and interpreting what they see.
- Building relationships with parents, administrators, and the community.
- Approaches to effective classroom management
- Curriculum mapping

Seminar Goals

1. To provide students an opportunity to teach in an elementary school with the supervision of a cooperating teacher.
2. To provide opportunities for students to examine and document their teaching and learning experiences
3. To create a community of learners who share, analyze and question the experiences and feelings that arise as a result of engaging in the process of student teaching.
4. To explore teaching methodology, curriculum content, student assessment and reflection strategies that contribute to the teaching and learning process.
5. To prepare students for continued professional growth.
6. To set the groundwork for integrating long-term theory and practice.

School Placement

State licensing requires that you spend 150 hours in the classroom. You may count preparation time toward your hours but only time spent in school (not at home doing preparatory work). You can also count time spent grading as long as it is done in school. To complete the 150 hours you will need to spend at least 10-12 hours a week (2 full days) in your school, over the course of 12-14 weeks. You should arrange to teach 8-10 classes over the course of your placement but each placement is different and dependent on the cooperating teacher.

Attendance

Your field placement is your first professional experience in schools. It is imperative that you are present and punctual on all days you are scheduled to student teach. If you are ill or have an emergency you are required to call the school and inform your cooperating teacher immediately. It is important that you regard your student teaching experience—and by extension this seminar—as you would a job. Please call or email if you will not be attending a class or need to cancel an observation. More than 2 absences from scheduled classes will affect your final grade.

Classroom Observations and Peer Visit with video

You will be observed presenting a lesson during the semester. Ideally, all of your lessons should be scheduled with as much advance notice as possible. The lessons should take place early in a project and offer an opportunity to see your direct facilitation of the class, including motivation, visuals, class discussion, demonstrations, hands-on student work, critique and/or class wrap-up. You should consult with your cooperating teacher when designing your lesson and get her/his feedback on it. Please submit a copy of your lesson plan and schedule time for a pre-observation discussion before your observation.

In addition, each student will visit another student in their student teaching placement, establish a clear focus for the visit and complete a written reflection about what they see in the classroom. Forms for completing a peer visitation will be available on Blackboard.

Videotape of Classroom Teaching: To support the practice of a reflective teacher and active researcher, during peer observations, all students will create a video. While videotapes are no longer required by the state for certification, they can provide valuable perspective on your teaching style and presentation. Also, you may need one during your job search. Include footage of teaching and, if possible, interaction with students. Video equipment is available from the Art Ed office.

DUE: November 15th

Student Teaching Journal/Sketchbook/Zine

All students will keep a reflective journal or sketchbook or zines of your experiences in the classroom. Entries and drawings should include observations, room arrangement possibilities, ideas, and opinions recorded after each classroom experience, as well as analytical commentary made over the course of the week. It is important to incorporate previous knowledge and readings in your comments. Written comments and sketches are welcome. We also encourage you to include interviews with students, your cooperating teacher, parents, or administrators. Please bring your journal to each seminar to contribute to weekly discussions. Because this is a good way for me to learn about you, your teaching placement, and the issues you are facing, you will hand in your comments a total of two times over the course of the semester. **A list of relevant questions and topics to be addressed in your journal/sketchbook can be found on Blackboard.**

DUE DATES: October 25th & December 13th

Model Lesson Plan

Students will create a model lesson for an elementary school where you are being considered for a position. You are welcome to revise something from other classes, however make sure the lesson conforms to the following:

- can be completed in 40 minutes—including aim/intro/motivation, distribution of supplies, work-time, clean-up, and closing
- is tailored for a particular elementary school grade level (K-5)
- uses materials that you or the school can provide
- includes a rubric for assessment
- includes an extension or longer version in case you are given an hour or a double period

DUE: November 1st, Bring enough copies of your lesson to distribute to all members of the class + email to ek565@nyu.edu

Portfolio

Over the course of the semester you will begin developing a teaching portfolio documenting your experience. This portfolio should include examples of lesson plans you have taught with corresponding images of students working and examples of student work and your resume. Portfolios can be as creative as you want to make them and should reflect not only your teaching experiences, but also your personal style. Remember: *Document as much as you can throughout the semester!*

DUE: December 13th - final class session

Readings

Topics for discussion each week have related readings to support conversation and classroom practice. In addition there are three texts for the course:

- Art and the Creation of Mind by Elliot Eisner (Yale University Press, 2002)
- The New Teacher Book (Rethinking Schools Publications, 2004)

Recommended Readings (also see bibliography attached)

- Urban Teaching: The Essentials by Lois Weiner (Teachers College Press, 2006)
- Releasing The Imagination by Maxine Greene (Jossey-Bass Inc., 1995)
- Fires in the Middle School Bathroom by Kathleen Cushman (New Press, 2004)
- The Art of Teaching Art to Children by Nancy Beal (Farrar Straus Giroux, 2001)

Please type all written assignments (with the exception of your sketchbook/journal).

Grading

Students participating in this course will build a rubric *with* the instructor to allow for a clear understanding of how grades will be earned. This rubric will be created as a group during the first three weeks of the course.

Note: Seminar content will be modified to respond to the needs of students.

Course Outline

****Important note:*** *Below is an outline of topics each week and assignments due. Please check the Assignments Folder on Blackboard for updated assignments and any changes based on class interests and discussion.*

September 6:

- Introduction and course overview
- **School placement**
- Questions and concerns for new art teachers
- **Complete student data form(s)**
- Introduce Memory Art Project (from Spiral website)
- Assignments due September 13th:
 - Memory Project
 - Artist paragraph
 - Student data forms and placement
 - Read and reflect on TNTB p. 7-25

September 13:

- Reflecting on our own art education
- Present Memory project

- Working as artist-educators
- The role of the student-teacher: active observation, reflection, and moving thoughtfully through our work with a cooperating teacher
- Assignments due September 20th:
 - Read and reflect on ACoM chapters 1, 2, 3

September 20:

- Contemporary issues in art education
- Classroom design and organization
- Community Building in the Classroom
- Designing our grading rubric
- Assignments due September 27:
 - Hopes and Fears and Support reflection: Student teaching placement

September 27th:

- Routines and norms in the classroom
- Putting theory into practice: what is working in our schools? What needs work?
- Assignments due October 4th:
 - Read and reflect on ACoM chapter 5 p. 93-112

October 4th:

- Your first-year teaching
- Critique and how to talk to students are their art
- Assignments due October 11th:
 - Read and reflect on TNTB p. 26-31
 - Read and reflect on ACoM chapter 5 p. 112-147

October 11th:

- Classroom organization and preparation
- Classroom management and time management
- Children's artistic development
- Assignments due October 18st:
 - Read and reflect on TNTB p. 115-117, 174-181
 - Reading on 'Big Ideas' TBA

October 18st:

- Big ideas, essential questions and the elementary art curriculum
- Assignments due October 25th:
 - Hand in journal/sketchbook
 - Read and reflect on TNTB p. 79-87
 - Web resources: research and review

October 25th:

- Designing curriculum maps, units, lessons and assessment: thinking backwards
- Investigating online resources for use in the classroom
- Assignments due November 1th:
 - Model lesson plan due- *have copies for all members of class*
 - Read and reflect on ACoM chapter 7
 - Read and reflect on TNTB p. 106-111

November 1st:

- Teaching gifted and special needs students
- Sharing model lessons and feedback
- Assignments due November 8th:
 - Revise model lesson for portfolio based on feedback
 - Read and reflect on TNTB p.34-44, 59-65, 185-186

November 8th:

- Strategies for student reflection and discussion
- Teaching with technology and field trips and what they have in common
- How to use student reflection and discussion to inform teaching and assessment
- Assignments due November 15th:
 - Hand in peer visitation form

November 15th:

- Incorporating the arts standards meaningfully and Best Practice
- The NYC Blueprint for Teaching and Learning in the Arts
- Assignments due December 6th:
 - Read and reflect on ACoM chapter 6
 - Review and reflect on NYC Blueprint for Teaching and Learning in the Arts
 - Hand in teaching video and a reflection of your lesson
 - Prepare for in-progress portfolio review

November 29th: Thanksgiving

December 6th:

- In-progress portfolio review
- Professional development opportunities: making the most of your efforts
- Building relationships with parents and community members
- Teaching for equity
- Assignments due December 13th:
 - Hand in journal/sketchbook
 - Hand in portfolio including...
 - Cover page

- Model lesson plan and other lesson examples you've written
- Resource samples, visuals you've created
- Intervisitation form(s)
- Photos of class, student work
- Assessment tools and resources
- Résumé
- Read and reflect on TNTB p. 140-164

December 13th

- Last day of class
- Creating a support network and collaborating with colleagues
- Summary, evaluation and reflection

Selected Bibliography- Supplemental Readings

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Prince, Eileen (2002). *Art Matters*. Zephyr Press

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