

Course Description

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New York University
Department of Art and Art Professions
Art Education Program

E92.2271 - SCHOOL ARTS ISSUES IN PEDAGOGY/CURRICULUM I

Summer 2010

Tuesday & Thursday, May 18 to June 24

Time: 4:55 PM to 8.10 PM

Location: Barney Building, Rm. 204

Instructor: Dr. Rob McCallum

Email: rm99@nyu.edu

COURSE DESCRIPTION

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

Bell Hooks

By your stumbling, the world is perfected.

Sri Aurobindo

In this course we will discuss the notion of teaching art in the elementary/middle school as “situated practice.” All teaching is situated, that is it takes place in a particular institution (school, museum, community center, religious organization), in a specific historical moment, and within a particular society. The overriding question that frames this course is: Given our current social situation, what is meaningful learning through the visual arts in elementary/middle schools?

We will simultaneously focus on both the theoretical and practical aspects of teaching: understanding the relationship of art education to contemporary society and the methods and strategies to deal with the daily practice of teaching in schools. Keeping in mind the context of schooling in society, we will develop the skills to plan, organize and facilitate meaningful art curricula for students encompassing a range of needs and abilities. This entails attention to learning processes, motivation, communication, classroom management and inter-relationship of art to literacy.

Developing the skills and knowledge to teach art in the schools will be explored through readings, in-class discussions, art projects and a related field placement experience. The field placement experience is a necessary component of this course. You will be assigned to an elementary/middle school for a minimum of 45 hours during the semester. You will

be working once a week with an art teacher in a public or private school during the semester.

GOALS

These are borrowed from John Dewey who spoke about dispositions for reflective practitioners almost a hundred years ago. They include: open-mindedness, responsibility and wholeheartedness.

Open-mindedness – suggests paying full attention to alternative possibilities and recognizing the possibility of error even in beliefs that are closest to us. This includes examining rationales for what we think is natural and right in schools and asking ourselves why we are doing what we are doing. Are we playing the role of technician or reflective practitioner?

Responsibility – involves careful consideration of consequences for our actions. In our work, we need to go beyond the questions of immediate utility and look at social and political consequences for our students and society. Are we creating educative experiences for our students that will serve them in the future?

Wholeheartedness – includes examining our own assumptions and beliefs and the results of these actions. It also involves deliberate efforts to see situations from different perspectives and be ongoing learners as teachers. Are we able to reframe situations to understand them more deeply? (as quoted by Prof. Sandhya Finch).

REQUIRED TEXTS

National Visual Arts Standards.

Available on Blackboard or download at: <http://artsedge.kennedy-center.org/teach/standards.cfm>

New York City Department of Education. Blueprint: for Teaching and Learning in the Arts, Grades K-12. On Blackboard or download at: <http://schools.nyc.gov/projectarts/>

All other documents can be found on Blackboard.