

## DESCRIPTION OF THE COURSE:

This course provides an overview of the art teaching field with particular emphases on rationales for teaching art, contemporary art teaching practices, community art experiences, and alternative career options. Students begin to engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development, writing reaction papers and by participating in group discussions of selected readings and field experiences in local public schools. A variety of hours of observation in a school setting will be offered as a powerful learning experience toward art education licensure.

*"In a Learning Society, learning is a journey, not a destination, a journey with peaks and valleys, breakthroughs and letdowns, a continuous cycle of never-ending exploration, followed by a few deeper periods of mastery."*  
(Falk, J., & Dierking, L., 2002, pg. 174)\*

## METHODS OF INSTRUCTION::

In this course, students will learn from individual and small group assignments, lectures and class discussions, field experiences, and instructor modeling.

Students enrolled in ARE 2045 must have a GATORLINK email account and check it regularly. Students are also encouraged to join the National Art Education Association at the student rate, and the Florida Art Education Association, as part of their professional development as art teachers. Additional readings may be assigned at the discretion of the instructor. Art materials required for this course will be provided through the lab fee.

# ARE2045: Introduction to Art Education (N041)

**SEMESTER AND YEAR:** Spring

**MEETING TIMES AND LOCATION:** T/R | Period 5 - 7 (11:45 AM - 2:45 PM); (Final Exam: 5/01/2025 @ 10:00 AM - 12:00 PM) **CREDIT HOURS:** 3 **SECTION:** Section N041, 10530 **ROOM:** Norman 1041

**INSTRUCTOR:** Dr. Michelle Tillander , 352-273-3079. E-MAIL: mtilland@ufl.edu

**INSTRUCTOR OFFICE LOCATION AND HOURS:** Walker Hall 217: Zoom Meeting <https://ufl.zoom.us/j/5963121892> T/H 9:30-11:30AM or email for additional times & appointment.

## PURPOSE AND OBJECTIVES OF THE COURSE:

This course is structured to introduce art majors to the theory and practice of teaching art. The following objectives reflect the dispositions, knowledge, and skills art education students should acquire in order to enter the art teaching profession. These objectives are aligned with the 6 Educator Accomplished Practices (FEAPs) mandated by Florida legislation (Rule 6A-5.065 Statute 240.529). At the completion of this course, students will be able to:

- Describe personal beliefs and values which influence art teaching theory and practice (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Identify Professional responsibilities and standards for art teachers in public school settings (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Explain historical, cultural, social, and economic foundations of art education practices in the U.S. (FEAPS 1 Instructional Design and Lesson Planning);
- Employ contemporary theories and literature in education, art, psychology, and other disciplines that influence art educational practice (FEAP 5 Continuous Professional Improvement);
- Create approaches to selecting, developing, presenting, and assessing learning activities in art (FEAPS 4 Assessment, FEAPS 2 The Learning Environment);
- Construct a list of professional organizations, literature, and resources to facilitate teaching and learning (FEAPS 5 Continuous Professional Improvement);
- Compare alternative career options for individuals in the field of art education (FEAPS 5 Continuous Professional Improvement);
- Analyze socio-culturally defined functions of art in general education and in the community (FEAPS 3 Instructional Delivery and Facilitation).

Participation in class is necessary to achieve the course objectives. Excessive absences (3 or more) and/or tardiness will have an impact on a student's final grade. Students are expected to arrive to class on time and be prepared to participate in all class activities

**TEXT AND MATERIALS:** No required textbook. Readings and resource will be available online through **ARES**, UF eLearning **Canvas** (LMS), or the **Livetext™**

portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/> .

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Suggested Text: While there are NO required textbook purchases for ARE2045, the following are some additional readings recommendations for anyone building a personal art education reference library and may prove useful in your independent growth as an artist/educator.

- Blandy, D. & Bolin, P. (2018). *Learning things : Material culture in art education*. New York, NY: Teachers College Press.
- Buchalter, S. (2011). *Art therapy and creative coping techniques for older adults*. London, England: Jessica Kingsley Publishers.
- Buchalter, S. (2017). *250 brief, creative & practical art therapy techniques: A guide for clinicians and clients*. Eau Claire, WI: PESI Publishing & Media.
- Garner, R. (2016). *Digital art therapy: Material, methods, and applications*. London, England: Jessica Kingsley Publishers.
- Hetland, L. and Winner, E. (2013). *Studio thinking 2: The real benefits of visual Arts Education 2* Revised Edition. New York, NY: Teachers College Press
- Linsin, M. (2014). *Classroom management for art, music, and PE teachers*. New York, NY: JME Publishing.
- Manifold, M. C., Willis, S., & Zimmerman, E., (2016). *Culturally sensitive art education in a global world: A handbook for teachers*. Reston, VA. National Art Education Association.
- McNiff, S. (1998). *Trust the process: An artist's guide to letting go*. Boulder, CO: Shambhal.
- Rubin, Aron, (1984). *Child art therapy: Understanding and helping children grow through art*. (2<sup>nd</sup> Edition). New York< NY: Van Nostrand Reinhold.
- Sennett, R. (2008). *The craftsman*. New Haven, CT. Yale University Press.
- Simpson, J. W., Delaney, J. M., Carroll, K. L., Hamilton, C. M., Kay, S. I., Kerlavage, M. S (1999). *Creating Meaning Through Art*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Tharp, T. (2006). *The creative habit: Learn it and use it for life*. New York, NY. Simon & Schuster.
- Tomlinson, C. (2004). *How to differentiate Instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Villeneuve, P. (2017). *Visitor-Centered Exhibitions and Edu-Curation in Art Museums*. Winter Springs, FL: RL Publishers.
- Wiggins, G. and McTight, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development ( ASCD).

---

## ARE2045 Course Requirements

---

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

**Grading policy:** Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

**Grading Scale:**

95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E.

To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html) . See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

**Evaluation:** Final grades will be calculated according to the following percentages:

<b>Professional Portfolio</b> (Portfolio document/art projects/philosophy/original art lesson/project plan)	10%	
<b>Reading Discussion</b> (6)	20%	
<b>Professionalism/Participation / Philosophy</b>	10%	
<b>Research Team(2) Seminar Project</b>	20%	
<b>- Harn Visit</b>	10-%	
<b>- Art Experience and Project Documentation</b> (5)	20%	
<b>- Lesson Plan/presentation</b>	10%	
	100.00%	.

**Professional Portfolio:** current resume, 200-400 word emerging teaching philosophy, artist statement, lesson plan personal artwork, documentation of projects from class

**Professionalism/ Participation:** Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused are all aspects of this score. The professionalism grade will be determined based on the following factors:

**Attendance and Punctuality Policy:** 2 absences will be excused. Every subsequent unexcused absence will take 3 points off the final grade points. 3 tardys count as 1 absence. A student wishes to have an absence excused they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Professional Behavior in Class and During Field Experiences:** Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can influence this score.

**Experience Projects and Documentation:** You will work on art projects throughout the semester to engage you in a variety of [creative and aesthetic experience](#) and processes and document your progress along the way.

- What do you do when you need to get your creative juices flowing?
- Do you brainstorm new thoughts or ideas with a friend or co-worker?

Maybe you give yourself a period of time to decompress and wait for creative inspiration to strike. Or, do you immerse yourself in the area of knowledge where creativity is needed? At the Therapy Group of NYC we believe creativity is a good thing, too. Scientists are continuing to uncover encouraging evidence that engaging in creative activities — from painting to potting plants to planning parties — is beneficial to your mental health and well-being.

A 2016 study in The Journal of Positive Psychology titled [Everyday creative activity as a path to flourishing](#), supported these earlier findings, concluding that “spending time on creative goals during a day is associated with higher activated positive affect (PA) on that day.”

**Research Team Seminar Projects,** In this collaborative research seminar project, students will work in groups of 2 to explore various aspects of art education. Each group will select a specific topic related to art education practices, theories, or historical perspectives. The goal is to engage in collaborative research, build critical thinking skills, and present findings in a professional manner.

**Lesson Plan/Project Sheet:** You will design an original lesson plan/Project using the template provided. This includes using the national and state art standards for the appropriate age level you plan to teach in the future. A detailed method(s) of assessment and lesson plan template will be provided on canvas, and time will be built into our class meetings schedule to assist you on this assignment. There is an option to work collaboratively. This assignment will be peer reviewed as part of the process.

---

## ARE2045 Academic Policies and Procedures:

---

*"There are two aspects of providing occasions for wonderful ideas. One is being prepared to accept children's ideas. The other is providing a setting which suggests wonderful ideas to children." (Duckworth, E., 1987 pg. 224)*

**Electronic Device Policy:** A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. New research has shown that reading on line reduces comprehension. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

### Late Work and Make-Up Work Policy:

Late assignments lose 10% of their value for being late and will not be accepted beyond 14 days of the due date without prior email approval. Being absent from class does not excuse (must be in writing) a student from meeting assignment deadlines. Students will have the opportunity to make up work missed only when absence is excused as per UF <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> and permission is requested and given through email.

### Online Resources:

International Child Art Foundation <http://www.icaf.org/>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml> Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <http://www.cpalms.org/Public/search/Standard>

NAEA Advocacy <https://www.arteducators.org/advocacy>

Fingerprinting Information <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/>

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

Florida Teacher Certification Examinations (FTCE) [FTCE General Knowledge Test (GK); FTCE Professional Education Test (PEd); FTCE Subject Area Examinations (SAE/Art Education)] [http://www.fl.nesinc.com/FL\\_register.asp](http://www.fl.nesinc.com/FL_register.asp)

**Student Conduct and Honesty Codes:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments.

<https://sccr.dso.ufl.edu/students/student-conduct-code/>. Proper citation formats of APA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/electref.html>

**Students with Disabilities:** Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

**Counseling Services:** The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161

**Online Course Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

**Volunteer Application for Alachua County Public Schools:** *You are required to complete a new application every school year. All applications for the 2021-22 school year expired on June 30, 2022. As part of standard safety practices, all volunteers and visitors must provide a photo ID each time they visit an Alachua County Public School or facility. A national check of the sexual predator registries is completed each time a volunteer checks into our facilities. Other criminal history websites are checked as warranted.* <https://apps.raptortech.com/Apply/MTU3OmVulVVT#>

## Course Calendar

ARE 2045 Spring 2025 Schedule Sequence and Assignments (tentative) 1/4/25

*This calendar is subject to change at the discretion of the instructor.*

Week	Date	Agenda Topic	Due on this Date (before class & online in Canvas)
<b>Choosing to become an Art Professional</b>			
Week 1	1.13	Introductions to course Review syllabus /Canvas site(s) Select Research Seminar teams & topics Studio helper schedule Creative Activity	Creativity Activity post online after class Look at <a href="https://www.davisart.com/free-resources/">https://www.davisart.com/free-resources/</a>
	1.15	<b>Project 1: Intro Personal Color Story - An Abstract Exploration</b>	<a href="#">Introductions: Who am I?</a> <a href="https://ufl.instructure.com/courses/525424/discussion_topics/4585257">https://ufl.instructure.com/courses/525424/discussion_topics/4585257</a>
<b>Understanding the Learner Child Development Insights not Profiles</b>			
Week 2	1.22	Discussion 1 TOPIC: <b>Surrealism, Play, and the Imagination</b> Research Team(2) Seminar 1	READING 1 TOPIC: <b>Surrealism, Play, and the Imagination</b> Due Research Team(2) Seminar 1
	1.24	<b>PROJECT 1: Personal Color Story - An Abstract Exploration</b>	
Week 3	1.28	Philosophy of Practice Teaching or Arts and Medicine) Assigned Harn activity Introduce	
	1.30-	<b>PROJECT 1 Personal Color Story - An Abstract Exploration</b> <b>Project 2: Introduction Intersections - An Interdisciplinary Collage</b>	<b>PROJECT 1 Personal Color Story - An Abstract Exploration Due at the end of class</b>
Week 4	2.04	Discussion in Class: Art Education in Alternative Sites: Museums, Hospital, and Art Centers Research Team(2) Seminar Project 2 Philosophy of Practice (Teaching or Arts and Medicine)	READING 2 TOPIC: Art Education in Alternative Sites: Museums, Hospital, and Art Centers. Research Team(2) Seminar 2
	2.06	<b>PROJECT 2 : Intersections - An Interdisciplinary Collage</b>	

Cultivating Artistic Behaviors			
Week 5	2.11	<b>Discussion in Class::</b> TOPIC Trauma and Well Being <b>Lesson Plan/Project Sheet Assigned</b> Philosophy in progress/feedback	<b>READING 3: TOPIC:</b> Trauma and Well Being Due
	2.13	<b>PROJECT 2 : Intersections - An Interdisciplinary Collage</b>	
Week 6	2.18	Introduction: Lesson Plan workshop Philosophy Research Team(2) Seminar Project 3	Research Team(2) Seminar Project 3 due
	2.20	<b>PROJECT 2 : Intersections - An Interdisciplinary Collage</b> <b>Project 3: Introduction Playful Printmaking - Object Explorations</b>	<b>PROJECT 2 : Intersections - An Interdisciplinary Collage Due at the end of class</b>
Week 7	2.25	<b>Discussion in Class::</b> SPECIAL POLULATIONS Lesson Plans in progress	<b>READING 4 TOPIC:</b> SPECIAL POLULATIONS Due Ethics Resource and Quiz (due before cla)
	2.27	<b>Project 3: Introduction Playful Printmaking - Object Explorations</b>	
Week 8 Mid Term	3.04	Research Team(2) Seminar Project 4 Lesson Plans in progress	Research Team(2) Seminar Project 4
	3.06	<b>Project 3: Introduction Playful Printmaking - Object Explorations</b>	
Engaging Learners with Artifacts and Images			
Week 9	3.11	<b>Research Team(2) Seminar Project 5</b> Lesson Plans workshops	Research Team(2) Seminar Project 5
	3.13	<b>Project 3: Playful Printmaking - Object Explorations</b> <b>PROJECT 4: Introduction Sculptural Explorations in Up cycling</b>	<b>Project 3: Introduction Playful Printmaking - Object Explorations</b>

UF Spring Break – March 15-22



Week 10	3.25	<b>Discussion in Class::</b> Child Development Insights not Profiles <b>Final Portfolio Assigned</b> <b>Research Team(2) Seminar Project 6</b> Lesson Plans in class share progress	<b>READING 5 TOPIC 5:</b> Child Development <b>Research Team(2) Seminar Project 6</b>
	3.27	<b>PROJECT 4: Sculptural Explorations in Up cycling</b>	
Week 11	4.01	Portfolio workshop Lesson Plan workshop	
	4.03	<b>PROJECT 4: Sculptural Explorations in Up cycling</b>	
<b>Using Artistic Strategies (FAEA April4-7)</b>			
Week 12	4.08	<b>Discussion in Class:</b> TOPIC DISCUSSION: SELECT A TOPIC of YOUR INTEREST in class discussion	<b>READING 6 TOPIC DISCUSSION:</b> SELECT A TOPIC of YOUR INTEREST due before class *
	4.10	<b>PROJECT 4: Sculptural Explorations in Up cycling</b> <b>PROJECT 5: Introduction Fiber Art - Weaving</b>	<b>PROJECT 4: Sculptural Explorations in Up cycling</b> <b>Due at the end of class</b>
Week 13	4.15	<b>Research Team(2) Seminar Project 7</b> <b>PROJECT 5: Fiber Art - Weaving</b>	<b>Research Team(2) Seminar Project 7</b>
	4.17	<b>PROJECT 5: Fiber Art - Weaving</b>	
Week 14	4.22	<b>PROJECT 5: Fiber Art - Weaving</b> FINAL Portfolio presentations (share and celebrate)	<b>PROJECT 5: Fiber Art - Weaving</b> FINAL Portfolio presentations (share and celebrate)
		Final Exam: 5/01/2025 @ 10:00 AM - 12:00 PM	As needed

January 20: Martin Luther King, Jr. Day; March 15 - 22: Spring Break; Classes End April 23; Finals Week April 27 - May 3