ART EDUCATION II: THE ADOLESCENT

Course Number: FA 3901
Semester Hours: 3
Prerequisite: FA 3900, Permission of Instructor
Limitation on Enrollment: 16
Type of Course: Required for BA in Fine Arts Teacher Certification

Catalog Description

Middle and secondary school art education including lesson planning, assessment, the edTPA, and K-12 curricular studies. Applications to normative and special needs populations, and K-12 curricular construction. Spring semester/Junior year.

Prerequisite: FA 3900
I. **Introduction: Theoretical Components of Course**

A. **CAEP Model:** The course will emphasize the **Council in Accreditation in Education Programs (CAEP)** conceptual framework, which embraces the necessary knowledge (K), skills (S) and dispositions (D) to effectively teach art to middle school and high school students. The infusion of the three CAEP categories in the College of Education courses is designed to help students become informed, dynamic and professionally minded senior high school teachers. Differentiated methodologies in teaching art and assessing learning are stressed in this course and based in part on the **CAEP Model.**

B. **Kean University Conceptual Cornerstones (CC):** The Conceptual Cornerstones listed below are the College of Education’s (COE) foundation for the preparation of future education professionals. These CC are divided into five domains and represent a collaborative synthesis of the thinking of the COE faculty (adopted in the summer of 2014). Learning by teacher candidates in the COE is based upon a four-fold philosophical construct.

The Conceptual Cornerstones (CC) are:

1. 21ST Century Skills
2. Equity and Diversity
3. The Whole Learner
4. Global Competencies

The Conceptual Cornerstones (CC) require that candidates demonstrate knowledge, skills and dispositions in the following five domains:

1. Academic content knowledge and planning for learning
2. Clinical partnerships and environments for learning
3. Instructional practice for learning
4. Professional development and values for learning
5. Networks for learning

C. **edTPA-** This course will introduce the lesson sequence portion of the edTPA framework and rubrics for planning, instructing and engaging students in learning through differentiated methodologies and verifying student learning via differentiated assessment strategies. Students will learn how to construct a lesson segment that meets edTPA rubrics.

D. **New Jersey Professional Standards for Teachers (NJPST) (ACEI)** The Professional Standards that teachers need to be aware of and practice will be stressed in this course. Student teachers must demonstrate competence in these standards to be eligible for teacher certification.
II. **Student Learning Outcomes**

Students will achieve growth toward becoming informed, dynamic professionals by developing proficiency in the following areas. Students will be able to:

A. Demonstrate conceptual understandings about the psychological development of adolescents as related to the artistic process. CC (Domain 1,3), (NJPST 1, 2, 3, 4, 6, 7), (ACEI 1, 3, 5)

B. Demonstrate understandings about K-12 art curricula as they embody the psycho-intellectual development of children and adolescents through designing appropriate lesson and unit plans. CC (Domain 1, 3), (NJPST 1, 2, 3, 4, 6, 7), (ACEI 1, 2, 3)

C. Select and integrate materials as conduits to idea formation. CC (Domain 1,3), (NJPST 1, 2, 3, 4, 5, 6, 7), (ACEI 1, 2, 3)

D. Demonstrate an understanding of the divergent needs of normative adolescent students and special populations. CC (Domain 1, 3), (NJPST 1, 2, 3, 4, 6, 7, 8), (ACEI 1, 2, 3)

E. Develop lesson segments for middle and secondary school learners as required by the edTPA or currently mandated instructional tool. CC (Domain 1, 3), (NJPST 1, 2, 3, 4, 6, 7), (ACEI 1, 2, 3)

F. Develop assessment tools for middle and secondary school learners in accordance with the edTPA or currently mandated assessment tool. CC (Domain 1, 3), (NJPST 1, 5, 6, 7), (ACEI 1, 4, 5)

G. Continue construction of large teaching/studio practice portfolio. CC (Domain 1, 3,4), (NJPST 1, 2, 3, 4, 10), (ACEI 1, 2, 3, 5)

H. Create a framework for an edTPA containing pre-tests and post-tests, lesson segments, instructional aids, rubrics, and assessment plan that can be applied in future internship. CC (Domain 1, 3), (NJPST 1, 5, 6, 7), (ACEI 1, 4, 5)

I. Understand best health and safety practices in the middle and secondary school art room. CC (Domain 3,4), (NJPST 6, 7, 11), (ACEI 1, 3).

III. **Course Content**

A. Adolescent artistic development

B. Curriculum and lesson planning
   1. Curricular design and developmental needs
   2. Comparative curriculum design
3. Lesson planning to meet curricular needs
4. National and state standards
5. Goals and objectives

C. Materials
   1. Selection
   2. Sensory implications
   3. Methods of usage

D. Divergent needs
   1. Normative and special populations
   2. Differentiated instruction
   3. Modalities, learning styles, and transitions

E. Learning segments and edTPA
   1. Goals
   2. State standards
   3. Rubrics
   4. Alternate methods

F. Assessment tools for edTPA
   1. Knowledge: Pre-test and post-test
   2. Studio Skills: Pre-test and post-test

G. Large portfolio
   1. Teaching section: Add lesson plan spreads
   2. Studio practice section: Add spreads of instructor’s artwork

H. Framework for edTPA
   1. Pretest and post-test
   2. Lesson segments
   3. Instructional aids
   4. Rubrics
   5. Assessment plan
   6. Data collection and analysis
   7. Reflections and instructional adjustments

I. Management, Health and Safety
   1. Classroom activities
   2. Management
   3. Use and storage of materials

IV. Methods of Instruction

A. Lecture
B. Discussion
C. Demonstration
D. Power point
E. Analysis of accompanying fieldwork
F. Sensory exploration
G. Studio work
H. Student presentations

V. **Modes of Assessment**

A. Written papers
B. Lesson plans
C. Assessment design document
D. Studio work
E. edTPA
F. Professional practice portfolio

VI. **Suggested Text**

None.

*(Course philosophy and varied topics are best supported by journal readings).*

VII. **Bibliography**

A. PRINT AND DIGITAL MEDIA


B. SEMINAL WORKS


Hafeli, Mary. "I Know a Lot of Things That You Don't. You Wanna Hear Some?" Adolescent Themes and Contemporary Art Practice." *Art Education*, vol. 61, no. 2,


