



EAST TEXAS A&M
UNIVERSITY

ART 355/ Teaching Art in the Secondary Classroom

Tuesday/Thursday 2:00PM-3:15PM
Art Building 206

INSTRUCTOR INFORMATION

Instructor: Dr. Beatriz Galuban

Office Location: Art Building 211

Office Hours: Thursday 1:00-2:00PM

Office Phone: 903-886-5208- Commerce Campus

University Email Address: Beatriz.Galuban@etamu.edu

Preferred Form of Communication: **email only**

Communication Response Time: 24hours Mon-Thursday.

“In order to teach contemporary art, teachers need to have permanent sea legs. They need to stay awake to current ideas and nimbly create their own curriculum as things change. Art teachers can become critical curators of the artists they select by researching, editing, archiving, combining and sharing.”

(Marshall, Stewart & Thulson, 2021, p. 16)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks this semester:

“Teaching Contemporary Art with young people: Themes in Art for K-12 Classrooms” by Julia Marshall, Connie Stewart and Anne Thulson.

“What’s so Great About Art Anyway: A Teacher’s Odyssey” by Rachel Branham

“Teaching and Learning in Art Education” by Deborah C. Sickler-Voigt. **Available with TAMUC library:**

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/1n5rkou/alma991006794821806041

Articles and other readings all located as links or PDFs in content modules on D2L

All course readings are available on D2L in the form of PDFs or Links to a specific book available digitally via the TAMUC library or through purchase.

Course Description

This course explores a variety of teaching methodologies and strategies for the secondary art classroom (grades 7-12). The course focuses on the “big idea” backwards design of curriculum for teaching high school students. Students will explore how to teach thematically with works of contemporary art made by living artists and practice strategies through teaching demonstrations, visual journaling and lesson planning.

In this course students will engage with a variety of text readings and videos and gain an understanding on how contemporary art can transform art education. Textbook readings address themes contemporary artists use in their work and how these connect to aspects of curriculum. This ranges from traditional classroom texts (how to create multi-week lesson plans) to museum education lesson planning and curriculum development. Together we will take in an array of texts and pedagogical perspectives to critically consider best practices for the classroom and how museum learning strategies might work for secondary students. Furthermore, how do secondary teachers continue the themes and ideas discussed on field trips, works of art, etc. in the art classroom?

Here are some of the relevant questions we will explore as a class this semester:

1. What is art education and what constitutes a comprehensive curriculum?
2. Is contemporary art suitable for high school students to learn about changing aspects of their lives and the world around them? How can teachers integrate art from museums in classroom teaching?

3. How can teachers create engaging, relevant and broad curriculum rooted in themes found in contemporary art?
4. What inspires me about classroom teaching?
5. How can young students learn by asking more questions, talking about art or looking at works art?
6. What makes a good and engaging lesson plan? How can we utilize best practices to create educational resources and high-school classroom curriculum?

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will put learning strategies to practice by creating pedagogical materials for a specific grade-level.
2. Students will gain an in-depth understanding of different methods and strategies to use for teaching students with works of contemporary art.
3. Students will critically consider the practice of teaching and their own reflections through the medium of visual journaling. Through visual journaling, students will creatively engage with educational prompts to inspire questions and future classroom lessons.
4. Students will experiment by addressing contemporary art in the choice-based curriculum, and other art education centered methodologies for teaching in the 7-12 classroom.
5. Students will learn to develop dynamic curriculum rooted in thematic approaches that encourage student critical thinking and best practices.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using D2L Bright space learning management system for accessing readings, submitting some assignments/discussions in the course via Turn it in on D2L, Microsoft Word, Microsoft PowerPoint.

Instructional Methods

Please communicate with me if you have questions about the course or are confused about assignments/expectations for the course. My goal is to support you to be a thoughtful, critical, and grounded researcher and future educator. Please feel free to email me or stop by office hours on Thursdays. I will do my best to address emails within 24 hours from Monday to Thursday. (See interaction with instructor statement).

Tips for Engaging with the readings:

- Pre-read and look for the organization of ideas first. You can do this by scanning the text, chapter subheadings and specific topics discussed in text boxes.
- Underline/Highlight passages you find interesting or important.
- Circle words you want to look up or people who seem important- look at the citations and find artists/researchers/educators researching similar topics.
- Write thoughts or questions in the margins (unless it's a library book).
- After reading the chapter or article, look through again to reflect on the case author made.
- Do you agree or disagree with argument or theory?
- Write down questions you still have or thoughts that are fresh in your mind.

Student Responsibilities or Tips for Success in the Course

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

assessments in the calculation of the final letter grade.

Visual Journal	20% due April 28th in-class.
Art Activity Presentation	20% one class during month of April.
Art History Curriculum Zine	15% due on February 19th on D2L.
Lesson Plan	30% due on May 6th on D2L
Cardboard Box Lesson	15% due March 18th on D2L
TOTAL	100%

Assessments

Visual Journal

In this class we will explore questions surrounding best practices for teaching art and art history in the secondary classroom. We'll look at how to tackle issues in the classroom and make art relevant for students by creating big ideas and discussion questions with enduring understandings. As we ask questions about teaching, we are drawn to reflection and to think about our practice as we take in information and discover new ways of making meaning through themes. We'll reflect on these ideas through discussion and assignments, but one of the ways I'd like you to reflect and interpret some of what you've learned this semester is through visual journaling.

“Visual journaling is a space for creation and preservation of visual arts artifacts often accompanied by writing and text that allow for reflection, interpretation, dialogue and revision with the aim of new insights, questions and even goal setting for professional practice.”

In this course, visual journaling will serve as a way for you to explore some of the ideas, concepts and challenges of teaching in a way that is creative and reflective. During several weeks this semester you'll be given one prompt or question to engage with in your journal. Some class time will be devoted to visual journaling, so it is important to bring your journal to class each week. Materials and the visual journal itself will be provided in class. While you will share your reflections and thoughts in class with the group, the entire journal will be due for grading at the end of the semester. Mid-term progress grades for journals will be given in February.

Your visual journal must contain:

1. Use at least 1 page must visually or textually address the weekly prompts provided in class.
2. Visual Journal must be brought to and worked on in-class.
3. Incorporate at least 2 different media (pencils, colored pencils, collage etc.).

The Art History Curriculum Zine

In this course, we will spend some time considering how to teach (through strategies and applicable curriculum themes). While the focus of our textbook is on contemporary art, we will also devote some class time to explore how we might introduce the history of art in the 9-12 classroom. Art history had a long tradition and established western canon of works that we find to be most popular in traditional classroom textbooks. How do we as educators include other voices and works of art that have been traditionally left out of the mainstream resources?

As you consider a global approach to art history, think about some of the artists that are missing from the impressionist, modern or even classical movements. This project challenges you to create a personalized, visually engaging zine that serves as a resource for your future teaching career. You'll draw on course readings, discussions, internet resources and your creativity to compile a practical curricular guide that reflects a theme, biography and examples of artwork for a 9-12 audience. Your zine will become part of a collaborative class collection which we will put together as a starting resource for the future.

For this assignment, think about tips,

Your activity booklet must contain:

1. A biography of your chosen artist (age appropriate and before 1990s).
2. Major themes and examples of their work (*why is this relevant to students in high school? What are principles and elements of design present in this work?*)
3. Historical/Social context in which the artist lived and worked (iconography and iconology)
4. Major ideas or key points about the movement (fauvism vs feminism).
5. At least 3 open-ended questions that students can answer to engage with the work.

Getting Started...

Imagine you are a high school art teacher. You're looking to expand the art historical canon and introduce your students to artists beyond the Van Gogh and Picasso examples from the traditional textbooks. As a teacher, you've decided to compile your own resource – to curate artist profiles for your classroom. What better way than to create zines with images, engaging language and attention-grabbing words?

Take some time to look through internet resources such as museum websites, smart art history videos, podcasts etc.

1. Finding artists that have not been widely written about can be challenging. As educators and researchers, our job is to look through and incorporate multiple sources. Spend some time considering different websites and sources of information!
2. What themes and concepts are relevant in this artist's work and practice? Why should students learn about this artist? How did they contribute to the movement?

*This assignment must be submitted in-class. We will go over specific resources and formatting in-class weeks prior to the deadline.

Art Activity Presentation

This semester we will look at varying strategies for teaching art in the classroom. During the months of March and April we will spend considerable time each week looking at specific media for making works of art and how we might incorporate art media and

activities into a lesson plan for middle and high school students. This assignment asks you to imagine that you are a high school teacher putting together an art activity with your students. What medium do you want your students to learn about and work with? What kind of project will they create and what artist will be a source of inspiration?

This presentation is more of a lesson facilitating practice where you will be tasked with learning about a specific art medium and a contemporary artist and then practice with teaching your classmates how to use this medium in the form of a small art project.

Each week beginning in the month of March, we will cover a different art medium and best practices for teaching with that medium in the art classroom. For this assignment, you will select one medium to present and facilitate a relevant art-making activity for the rest of the class. For example, if you choose to present on March 26th, you will facilitate a drawing lesson activity for the rest of the class. Your activity might include “how to draw using perspective” or “how to use pastels to create landscapes”. Your presentation must be about 40 minutes in length and include the following components:

1. One relevant contemporary artist that creates works of art in your chosen medium. You must include visual examples of their work in the form of a handout or PowerPoint.
2. An art activity that is appropriate for high school or middle school level students along with instructions (the artmaking will take up most of the time). Materials for the activity must be in room 206 (no need to purchase anything)
3. Three open-ended discussion questions for your classmates to reflect on.

Getting Started...

1. After selecting your presentation date and medium for that week, go into the designated module and sift through the textbook readings. “The Art Teacher’s Survival Guide” has great resources for planning out lessons and the “Teaching and Learning” book has great tips for best practices.
2. Research a contemporary artist who specializes or works in that specific medium. What are some examples of their work that might be relevant to share with your activity?
3. Think through, research and reflect on ideas for a relevant activity. Go through lesson plan examples and previous readings from the course. What kind of activity best fits a secondary classroom? Will your activity involve multiple steps and materials? How might you extend the activity over several days?
4. Take some time to go through the Art room and check out some of the materials we have already in the classroom. What can you use for your activity?
5. Revisit previous readings and lesson plans. Look through examples of “essential questions”. What might be relevant questions to get students to reflect on the activity and its connection to the artist, contemporary themes or relevant concepts?

Cardboard Box Lesson Assignment:

For this project, you will use a found cardboard box as the primary material to create an original artwork of your choosing. The box may be transformed into anything (sculptural, functional, conceptual, narrative, or abstract). There are no size or subject restrictions beyond the use of cardboard as the base material.

This assignment models a choice-based, low-cost, and adaptable art project suitable for the secondary art classroom. Alongside your artwork, you will write a short lesson plan using the provided template that demonstrates how this project could be implemented with middle or high school students. Your lesson plan only requires the following: lesson plan title, theme, learning objectives, and materials/instructions.

Getting Started:

1. Think through some of the thematic approaches to lesson planning we discussed in the textbook so far. Which theme/big ideas stuck out to you?
2. Find a cardboard box and brainstorm what you could make- use works of art, museums and the internet for inspiration!
3. Create and work on your project – remember this is an art project created for a high school lesson done over many weeks- your project must demonstrate the use of time spent and development of ideas and skills.

Lesson Plan Assignment

In this course, we have looked at and discussed the importance of an organized and well-rounded lesson plan. Throughout the semester, you had the opportunity to dissect and structure lesson plan examples, looking at specifics from objectives, goals, tasks, and big ideas. You've also had a chance to look specifically at art media and how they can be used in the classroom for engaging with big themes or projects. This assignment asks you to take what you've learned and apply it to practice by creating your own lesson plan for a middle or high school students. Your lesson plan must feature a big overarching idea, clear objectives, discussion questions and one art-making activity. The lesson plan must be detailed and span the period of about 2-hours.

Your lesson plan must include the following:

1. A big idea or theme that drives the entire lesson.
2. A contemporary artist and works of art that are relevant to the theme discussed.
3. An art project (what is the goal or objective? What will students create?)
4. Materials and teaching strategy (hint: choice-based or teaching for understanding)
5. Essential guiding questions that anchor the lesson plan and conclude the learning.

6. A short 1-page paragraph rationale where you explain your pedagogical choices and how your lesson aligns with the Texas Standards for the grade-level selected.

Getting Started:

1. Think of the examples of lessons we explored as a class (either through PDF readings, presentations, textbook chapters and our companion textbook website). What were some of the elements that stuck out to you? What ideas (current or culturally relevant) do you think would be worth discussing in the classroom?
2. Revisit the Texas TEKS standards for Fine arts for grades 7-12. What are some of the areas and goals students need to obtain by the end of the school year? What are some of the artmaking projects that could fit with those objectives?
3. Review the media discussed in the readings, textbook or even in your art history zine. Which one could be interesting to develop an art lesson with?
4. **Please visit D2L Bright space for further instruction/guidelines and resource links on each assignment and a lesson plan template.**

COURSE POLICIES:

Attendance: This class takes place in-person on Tuesdays and Thursdays from 2:00 to 3:15 PM. Regular class attendance is expected. It is the responsibility of each student to monitor their attendance. Each student in this course is allowed five (5) absences. If you will be absent, please email the instructor and let them know you will not be attending class. You do not need to explain why you will be absent or to provide a formal accommodation for three absences throughout the semester.

When a student accrues more than five (5) absences the instructor has the prerogative to drop the student 1 letter grade for each absence exceeding 3.

For example, 4 absences will drop an "A" to a "B" and so forth. Note: It is the student's responsibility to sign the attendance sheet each class and keep track of your absences. If your signature is not on the sign-in sheet, you are considered absent. If you forget to sign in or come in more than 15 minutes late for class, you are absent. No, you cannot show the professor you were in class on a later date if you forgot to sign in. **NO EXCEPTIONS. The only exception where additional absences beyond 3 may be excused: (1) participation in preapproved University activities such as athletic events, sponsored field trips, and travel for specific University-related academic reasons; (2) verifiable legal proceedings; and (3) cases of severe illness, injury, or emergencies. Documentation will be required.**

Classroom Etiquette: CELL PHONE USE IS NOT PERMITTED IN THE CLASSROOM. Please do not use headphones or earbuds while class is in session. If you need to take an emergency phone call or text, please excuse yourself and take this out in the hallway or after/before class time.

Please be mindful and respectful of others in the classroom, this includes listening quietly and attentively to others when they are speaking, not interrupting another student or the professor. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex and sexual orientation, gender identity, gender expression, age, disability, veteran status or any other characteristic protected under law will not be tolerated.

In all communication including email and discussion groups please adhere to the following guidelines:

Use of profanity, slang or racial slurs is unacceptable and NOT permitted.

Ask for and use the correct pronouns when addressing other students and instructor. Speak from personal experience using “I think” statements. Try not to speak for entire groups of people or on behalf of other’s experiences.

Be mindful of tone, keep it professional and respectful of others.

Avoid jokes, as they may not come across as such by others. **Any behavior that is deemed disruptive by the instructor may result in a student being asked to leave class, and continued disruptions may also result in expulsion from the class.**

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Academic dishonesty: *Instructors are required use of Turnitin.com for written assessment to help with plagiarism. Please not that all assignments (except for the presentations) will be submitted via D2L.*

PLAGIARISM: Taking credit for someone else's words, ideas, art works and lesson plans etc without giving them credit constitutes plagiarism. Plagiarism is a serious matter at this university and will be treated as such. Plagiarized work will receive a zero, a warning and may be reported to the department.

There is zero tolerance for academic dishonesty in this class. Be sure that you understand what constitutes academic dishonesty (e.g., plagiarism, cheating on exams, theft of instructional material or exams, representing the work of someone else as one's own, etc.). All work submitted in this course must be original to you and to this semester. You may not re-submit previous assignments or work with other students on assignments (submit the same or similar work via Turn it in). All work must be paraphrased and properly cited using APA or Chicago Style citations. Please do not copy and paste from outside sources.

Academic dishonesty is a severe transgression in college and may result in referral to the Dean of Students, dismissal from class, expulsion from the University, and a failing grade.

Late Work Policy

Late submissions will receive a 1/2 letter grade deduction for each day submitted late and **will not be accepted after three (3) days past the deadline**. See course schedule and the course schedule below for deadlines. If assignments are submitted three days past the deadline, **they will NOT be graded for credit**. All assignments must be completed and turned in before 11:59pm on the day it is due.

If you experience an emergency, or something prevents you from completing a discussion or submitting an assignment, an email notification must be sent to the instructor BEFORE the deadline. documentation of circumstance may be required. See course schedule for assignment deadlines.

Student Affairs and Support:

If you experience personal difficulties this semester or need extra support (whether this is regarding mental health, financial circumstances, need someone to talk to or other concerns) Please reach out to the counselling services at TAMUC and the Dean of Students Office. They are here to support you and your growth as a student and individual and can help you or point you towards helpful resources. You can learn more about student affairs and what they provide here: <https://www.tamuc.edu/office-of-student-affairs/dean-of-students/>

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community

resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Spring 2024

Class Date	Module/Assignment	Themes/Topics
01/13	Introduction	Syllabus Overview
01/15	Week 1: What is Art Education and the Comprehensive Art Curriculum	Art Education: The Components of the HS Curriculum Readings assigned and located in D2L module
01/20	Week 2: Visual Journaling Workshop	Work period for Readings linked in D2L module
01/22	Week 2: Teaching with contemporary art in High School (Chapter 1: Contemporary Art)	What does it look like to visually and narratively reflect on my teaching?

		Readings <i>Teaching Contemporary Art with Young People</i> .
01/27	Week 3: Curating Artists for the Classroom	How do I bring contemporary art into the classroom- global perspectives. Readings in <i>Teaching Contemporary Art with Young People</i> .
01/29	Week 3: Curating Artists for the Classroom Continued - Examples of HS Curriculum.	What are the best practices for learning about artists and making art? Readings <i>Teaching Contemporary Art with Young People</i> .
02/03	Week 4: The Purpose of Teaching with Themes (chapter 4- visual journal reflection)	Work period, NO CLASS <i>Teaching Contemporary Art with Young People</i> . linked in D2L module
02/05	Week 4: The Purpose of Teaching with Themes continued (chapter 5, Theme 1 &2)	How can we develop a lesson plan from relevant everyday themes? Readings <i>Teaching Contemporary Art with Young People</i> .
02/10	Week 5: Why teach with contemporary art in the classroom? (Theme 3&4)	Cross-disciplinary practices and integrating TEKS Readings <i>Teaching Contemporary Art with Young People</i> .
02/12	Week 5: Transferring Contemporary Art to the Classroom (Theme 5&6)	Can we pair historical and contemporary art? What is scaffolding artmaking? Readings <i>Teaching Contemporary Art with Young People</i> .
02/17	Week 6: Framing the Invisible- Documenting Critical Thinking	How do we document student artmaking?

	in the HS classroom (chapter 8)	Readings <i>Teaching Contemporary Art with Young People</i> .
02/19	Week 6: Creating Accommodations for students in the Classroom (p.99).	How do we create lessons that are accessible for all students? Why is this important in the classroom? Readings linked in D2L module and on page 99.
02/24	Week 7: Developing Classroom Projects Based on Contemporary Art	Does contemporary art enable us to ask good questions or tell stories? Readings <i>Teaching Contemporary Art with Young People</i> .
02/26	Week 7: Project 2: Telling our stories (p. 104)	Readings <i>Teaching Contemporary Art with Young People</i> .
03/03	Week 8: Visual Journal Work Period	No in-person class
03/05	Week 8: Visual Journal Work Period	No in-person class
03/11- 13	Week 9: Spring Break!	No Classes
03/18 03/20	Week 10: Project 3: Finding Inspiration in Contemporary Art (p. 107) Week 10: Project 4: Art of Popular Culture (p.110).	Creating a lesson plan with works from the University Gallery How can lessons combine scaffolding, artmaking, reflection and popular culture? Readings <i>Teaching Contemporary Art with Young People</i>
03/24	Week 11: Project 5: Building Critical & Creative Thinking Through Investigating Contemporary Art (p.116)	Readings <i>Teaching Contemporary Art with Young People</i>

03/26	Week 11: Q&A with two Artists Continued	Readings <i>Teaching Contemporary Art with Young People</i>
03/31	Week 12: Presentations	Student Presents
04/02	Week 12: Printmaking	Overview and Art-making activity
04/07	Week 13: Presentations	Student presents
04/09	Week 13: Painting	Overview and Art-making activity
04/14	Week 14: Presentations	Student presents
04/16	Week 14: Drawing	Overview and Art-Making activity
04/17	Week 15: Presentations	Student Presents
04/22	Week 15: Presentations	Overview and art-making activity or make-up day for presentations.
04/21	Week 16: Final Lesson Plan Draft Workshop Day	Bring your lesson plan drafts and questions to workshop in-class!
04/23	Week 16: Visual Journal Work Period	Catch-up Day (if needed).
04/28	Work period for Lesson Plans	Practice Lesson Plans!
04/30	Last Class Review	Last Class Review