

AED 410/510 Curriculum Design

Learning outcomes were added to the syllabus beginning with the 2016 Spring semester. Please see bulleted points below for specific examples of how the course addresses the Cluster 5B requirements.

Cluster 5 – The Educated and Engaged Citizen: Integrating the UMD Experience

Cluster 5 requires students to apply the knowledge, skills and capacities gained throughout the UMD experience and to reflect on the interaction of these and their own professional and personal development.

B. Learning Through Engagement

Upon completion of this requirement, students will be able to:

1. Identify the needs and resources of the communities to which they belong.

- Students enrolled in AED 410 Curriculum Design work within the education community of PreK-12 public and private schools. Through our partnership with the Nativity Preparatory School in New Bedford, students are able to observe the children for the whole semester, interact and aid the teachers, and present a lesson to the students.
- The Art Education Department has a partnership and a laboratory art classroom at Nativity Preparatory School, where our licensed teachers who are enrolled in the Master of Art Education program, are the teachers of record. This allows our UMD students to see our curriculum in action and offers a variety of opportunities to participate in a pre-practicum teaching experience.
- Through observations, collaborative work with peers, and collaborative work with the art teachers at Nativity Preparatory School, UMD students identify high priority needs and create thematic, student-centered curriculum units that focus on universal ideas.
- Student observations have a directed focus each week. Students lead class discussions on the observations, write reflections on how the observable behaviors relate to the course content and corresponding reading assignments and ultimately, write an analytical report that focuses on what they learned and how they can improve their own teaching.

RELATED ASSIGNMENTS: Curriculum Map, Final Curriculum Unit, Observation Report, Observation Log, Readings, Written Responses, Class discussions

2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.

- Through observations, discussions, experiences, and teaching at Nativity Preparatory School, UMD students are able to identify high priority needs, developmental stages, and Nativity Prep students' abilities. Readings, coursework, guided discussions assist the students in creating an informal analysis in order to create the most successful and appropriate unit for their students at Nativity Preparatory School.

- UMD Students participate in an in-depth study of the MA State Visual Arts Frameworks /Standards, the MA Core Course Objectives, the National Core Arts Standards and the Framework for 21st Century Skills. Through creating presentations for their peers, graphic organizers and visual metaphors in the form of visual art, students gain understanding of how these standards are used in developmentally appropriate settings to guide curricula.
- The real problems UMD students address in the public schools through their coursework include limited access to: art education, sequential programming in schools, exposure to the arts, applying visual thinking strategies, practice in fine motor skills and material application.
- Through this unique teaching experience, UMD students are able to implement classroom management techniques, developmentally appropriate curriculum design, a variety of instructional methods, classroom safety procedures, model appropriate use of visual art materials, and create fair and equitable assessment tools that meet the needs of all learners.

RELATED ASSIGNMENTS: Observations, Observation Analytical Report, Readings, Written Responses, Standards Presentations, Final Collaborative Unit Design, Assessment Design, Curriculum Map, Class discussion, Teaching at the Lab School

3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.

- UMD Students' weekly reflections, a semester's worth of observations, course resources, discussions, readings, and an analytical report assist students in assessing and addressing the developmental levels, social, behavioral, and specific socio-economic needs of the students at the lab school.
- UMD students collaborate with their peers, the teacher at the lab school, and their professor to design a curriculum unit that is based on Wiggins and McTighe's (2005) Understanding by Design curriculum model of the backwards design. The units and corresponding curriculum maps are spiraled, scaffolded, theme-based, and connected to the needs of the Nativity Prep students, providing a framework for authentic learning experiences for all.

RELATED ASSIGNMENTS: Curriculum Map, Final Collaborative Unit, Observations, Teaching at the Lab School

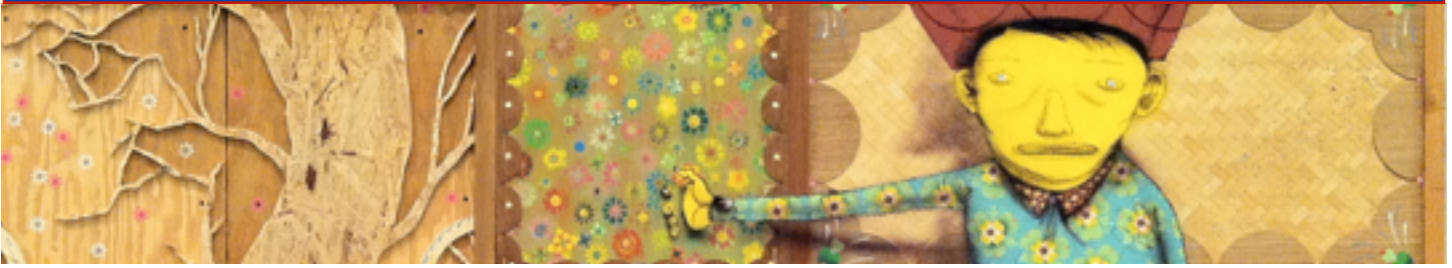
4. Articulate the value of engagement to other members of their communities.

- During their teaching experience, students are observed by their peers, the art teacher of record at Nativity Preparatory School, and the course professor who provide ongoing and timely feedback. Through reflective practice, students are able to identify areas where their performance can improve and search for related resources within the greater art education community.
- Feedback and performance is tracked and uploaded into Taskstream, our online assessment tool where students maintain a virtual teaching portfolio for their own professional use. Here, their work also serves as a data housing device for

the Art Education Department and the related MA Department of Elementary and Secondary Education program reviews.

- The collaborative units created become inspiration for future students and are often used as exemplars for conference presentations, job-alike meetings, student roundtables, teacher professional development, and shared as an integral piece of the students professional portfolio.

RELATED ASSIGNMENTS: Final Collaborative Unit, Teaching at the Lab School



Course Syllabus Spring 2016

Wednesday, 12:15 to 3:00 pm, CVPA Room 263/259

Instructor: Kristi Oliver

Office: CVPA 155, Phone: (508) 999-9204, Email: koliver1@umassd.edu

Office Hours: Tuesdays 2:30 to 3:30, Wednesdays 11 to Noon, Thursdays 10 to Noon/ by appointment

COURSE DESCRIPTION

3 credits

Development of curriculum units in the visual arts applicable to educational settings in public schools as well as other selected institutions. From a basis in understanding the broad goals of art education, students plan appropriate learning experiences. Curricula will be designed based upon traditional concepts and principles of art in a context of human development, physical and social environment, and aesthetics. Students learn to define overarching concepts, developing lessons that are standards-based and content specific. Students work both independently and collaboratively to construct a conceptually based curriculum using the “backward design” model in which assessment criteria guides the development of learning activities. In accordance with the recommendations of the Massachusetts Department of Elementary and Secondary Education, students seeking teaching certification in either PreK-8 or 5-12 will have readings and field practicum specifically for the intended age range. Fifteen practicum hours required outside of class.

Prerequisites: AED 200/500, AED 201/501, AED 305/505

Taskstream will be utilized to submit all assignments for this course. To self-enroll use code:

*Changes to the syllabus may be made with advance notice.

ESE Professional Standards for Teachers addressed: A- Curriculum, Planning, and Assessment, B- Teaching All Students, C- Family and Community Engagement, D- Professional Culture

Cluster 5B – The Educated and Engaged Citizen: Integrating the UMD Experience

Learning Through Engagement:

1. Identify the needs and resources of the communities to which they belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

COURSE GOALS

To deepen understanding of practice, pedagogy, and issues in contemporary art education.

Objectives: Students will

- Understand definitions and terminology involved in curriculum design implementing Wiggins and McTighe's Backward Design model.
- Learn to apply the Massachusetts Curriculum Frameworks, Massachusetts Core Course Objectives, 21st Century Skills Framework, and National Visual Arts/ Media Arts Standards
- Learn to design assessment instruments
- Use technology in researching and developing curriculum
- Produce a collaborative, thematic, concept-based curriculum unit

Essential Questions:

- Why do we teach art?
- What do you want students to know and learn and why?
- In what ways does the backwards design or a design for understanding make a difference for learners in visual art?

Guiding/ Unit Questions:

- What is curriculum?
- What would serve as evidence for understanding?
- How are objectives related to state and national standards?

Learning Outcomes for Art Education Major: Students will demonstrate

- Artistic skill, critical analysis, and aesthetic judgment
- Expertise in art production
- Depth and breadth of artistic knowledge
- Understanding of human development, including child/adolescent development
- Understanding of learning styles and teaching strategies
- Skill in lesson planning, preparation, and assessment strategies

REQUIRED TEXT

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Curriculum Development.

Massachusetts Arts Framework, MDOE, National Core Art Standards, MA Core Course Objectives, Partnership for 21st Century Skills Arts Map:

http://www.p21.org/storage/documents/P21_arts_map_final.pdf

Walker, S.R. (2001). *Teaching meaning in art making*. Worcester, MA: Davis Publications.

Beattie, D.K. (1997). *Assessment in art education*. Worcester, MA: Davis Publications.

***Digital versions of the Beattie and Walker texts are available at reduced rates from davisart.com, if you choose this version, you must login to the Davis site to access them

All handouts are required reading

READINGS & RESOURCES

Anderson, T. & Milbrandt, M. K. (2005). *Art for life*. New York, NY: McGraw Hill.

Brooks, J.G. & Brooks, M.G. (1999). *The case for constructivist classrooms*. Alexandria, VA: ASCD

Intrator, S.M. & Scribner, M. (Eds.) (2003). *Teaching with fire: Poetry that sustains the courage to teach*. Bainbridge Island, WA: Center for Teacher Formation.

Partnership for 21st Century Skills Arts Map:

http://www.p21.org/storage/documents/P21_arts_map_final.pdf

Selley, N. (1999). *The art of constructivist teaching in the primary school: A guide for students and teachers*. London, England: David Fulton Publishers.

Siegesmund, R. (1998). Why do we teach art today? Conceptions of art education and their justification *Studies in Art Education: A Journal of Issues and Research*, 39(3), 197-214.

GRADING CRITERIA

Attendance is mandatory. Unexcused absences and/or tardiness will reflect in your grade. Please email if you cannot attend class. If you are more than 10 minutes late, without exceptional reason, it will be considered an absence.

Assignments: All assignments **MUST** be handed in on time. No work will be accepted after the due date. Written work should be clear and concise, must be typed, no hand written work will be accepted. All assignments should be uploaded to Taskstream before receiving a final grade. If you require an extension on an assignment due to an exceptional reason, please see me before the original due date. APA 6th Edition citations and format will be required.

Reading Response: Should be written in your own words, with appropriate citations using APA 6th edition. Read each item assigned for the week, and respond by providing a written summary with reflections and connections to personal experiences/ classroom observations. At the bottom please include definitions for any key terms or concepts found in the reading. Reflections should not be longer than one page in length. Responses are due **BEFORE** class each week as we will be discussing and summarizing the reading at the beginning of the class, please be prepared.

Group work: Demonstration of the ability to work with and collaborate with class peers.

****You will be required to work with your group outside of class time!**

Participation: Active participation in class discussions and activities is required.

Peer Curriculum Unit Development: Includes a philosophical statement in art, description of student population, Lesson plans (required format), assessment instrument (required rubric), references (in APA), peer presentation of the unit. A full description of this assignment can be found on Taskstream.

Grading Breakdown	Percentages
Class Participation, attendance	10%
Readings and Written Response- read before class and students and be prepared with oral and written responses (with definitions).	10%
Presentations on State Standards, CCOs, 21st Century Skills, NCAS	5%

Grading Breakdown	Percentages
Lesson Plans written in the Art Education Department Lesson Plan format 2 individual lesson plans for unit, 1 collaborative lesson plan for unit	30%
Final unit- presented/ with powerpoint/prezi as well as print copy and task stream upload (samples from class activity at nativity prep to be included)	20%
Teaching your lesson at Nativity Prep (groups or pairs)	10%
Observations, 15 hours plus process journal/ observation report	10%
Midterm Check for Understanding and Final Exam	5%

Extra help: I am always available during office hours. Email is the most expedient way of receiving a reply. It is worth the time and effort to email me with progress reports and questions. I will be glad to look over and edit any drafts you send as an email attachment. Please send drafts AHEAD of the due date so that you have time to modify before the assignment is due. If you have important issues, questions, or dilemmas that need attention, do not wait until the next class meeting to get in touch with me. You may arrange to meet with me for as many individual consultations as needed.

Classroom policies:

- Use of copyrighted materials without proper citation is strictly prohibited.
- Students will treat all class participants with respect. Private conversations, while a class member or instructor is speaking, are distracting.
- Emails should be addressed appropriately with respectful tone. It is important to check your umassd email account as updates and reminders will be sent throughout the course.
- The use of cell phones or electronic devices, should be set to silent when in class. Please do not text during class, please do not leave class to answer a call unless it is an emergency.
- You may snack during class when appropriate. Please do not bring a meal in the classroom, as this will hinder your ability to participate and distract others. Please be respectful and use discretion.
- If you are in need of help, or would like to discuss your progress in class, please contact me via email or phone before the end of the semester. Please know that I am available to help through as many individual consultations as needed. If you have a dilemma, issue, question or concern that needs attention please contact me before the next class.

Written Materials: All written material must abide by the specifications outlined in the Publication manual of the American Psychological Association, 6th edition, 2nd printing.

For help please visit <http://owl.english.purdue.edu/owl/resource/560/01/>

Please utilize the Writing Center on campus for editing of written assignments, specifically for organization, grammar, and APA formatting/ citations. Please plan accordingly to ensure editing is complete before the assignment is due. See rubric in Taskstream for specific grading criteria.

Incomplete grades: The incomplete policy states that 75% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

UMass Dartmouth students are expected to maintain a high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety whether as a result of failure to understand proper academic and scholarly procedure, or as an act of intentional dishonesty. Academic dishonesty is defined as attempting to obtain academic credit for work that is not one's own.

Academic Regulations and Procedures including Academic Integrity Policy:

<http://www.umassd.edu/studentaffairs/studenthandbookintroduction/academicregulationsandprocedures/>

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

Title IX Information: The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, www.umassd.edu/counseling, 508-999-8648 or -8650, or the Victim Advocate in the Center for Women, Gender, and Sexuality, www.umassd.edu/sexualviolence, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191, 24 hours a day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

Need Reminders? Please sign up for remind.com

Remind will send you text and/or email messages from the instructor to remind you when important items are due, what materials you will need to bring to class, and helpful information throughout the semester. You can end the service at any time if you do not find it helpful. Please sign up by texting this message: @createidea to: 81010 Please email instructor if you would like instructions for email alerts.

Important information regarding Nativity Prep:

Art Class Days/Times: Tuesday classes are from 10:00-11:00am (6th) and 11:00-12:00pm (5th) and Thursday classes are from 12:30-1:30pm (7th) and 1:30-2:30pm (8th).

*Please arrive at least 5 minutes before scheduled class time.

Parking: There is no school parking, so those who want to observe will need to find off-street parking. There are meters on the nearby streets and non-meter parking a couple blocks away from the school.

*You can also take the Loop bus from Dartmouth to Star Store and walk a short walk.

Location: 66 Spring St, New Bedford, MA

When arriving at the school, ring the front bell. Someone will let you inside, and at that point announce that you are there to observe in the art room. That person will direct you to sign in at the desk in the school foyer. They will assist you straight ahead where you will find a staircase. Head downstairs, and the art room is just around the corner. **Make sure you have Ms. Grinnell sign your observation logs each day!

School Rules:

1. Contact Katie Grinnell respectively at least 24 hours in advance when visiting outside of regularly scheduled time, to foresee any issues with too many observers vs. students. You should also contact them if you will not be attending for any reason. A simple email is fine: kgrinnell@umassd.edu
2. Students should arrive no less than 5 minutes prior to the start time of the class.
3. Students should dress professionally. No jeans are allowed in the school. The students (all boys) at Nativity wear dress pants, button-up shirts, and ties each day.

4. Silence cell phones, no texting, and no food or beverage items.

SCHEDULE

January 27th

Topic: Introductions, Course Overview

Task: Group review of the MA Curriculum Standards, MA Core Course Objectives, National Core Arts Standards, and the 21st Century Skills Map. Understanding process journal for observations.

Homework: Read and Reflect on the Introduction and Chapter 1: Backward Design in Wiggins and McTighe as well as the article: Why do we teach art today? by Sigismund

Define: Backward design, Expressionist, Reconstructivist, Scientific Rationalism, Reasoned Perception

Begin Observations at Nativity Prep, Process journal/ observation focus: Routines and Organization

February 3rd

Topic: What do we want students to know? Why do we teach art? What is curriculum? The big idea! Concept-based curriculum/ conceptual development.

Task: Presentations. Brainstorming big ideas in curriculum development.

Homework: Read and reflect on Chapter 11: The Design Process in Wiggins and McTighe, and Chapter 1: Big Ideas in Artmaking and 2: Personal Connections in Walker.

Define: Curriculum, Epistemology, Methodology, Pedagogy

Process journal/ observation focus: Introduction of a lesson plan

February 10th

Topic: Essential and guiding questions

Task: Group work, drafting questions

Homework: Read and reflect on Chapter 2: Understanding Understanding, Chapter 3: Gaining Clarity on our Goals, Chapter 4: The Six Facets of Understanding

Make a list of 10 possible essential questions and 10 guiding questions

Define: Understanding, Knowledge, Skill, Big Ideas

Process journal/ observation focus: Pacing and timing

*Nativity Prep is on vacation the week of February 16 through 18

February 17th

Topic: Six Facets of Understanding, an Integrated curriculum, teaching philosophy

Task: Lesson plan review, essential question dialogue/ group work, Concept/ mind mapping on your chosen themes "Transformation" & "Discovery"!

Homework: Read and reflect on Chapter 5: Essential Questions: Doorways to Understanding in Wiggins and McTighe

Define: Essential question, Topical, Overarching

Write essential and guiding questions on the concept of “Transformation” or “Discovery”

February 24th

Topic: Determining goals and objectives, what is backward design? Wiggins and McTighe Anatomy of a lesson plan. Bloom’s Taxonomy.

Task: Write goals and objectives, link goals and objectives to essential and guiding questions.

Homework: Read and reflect on Chapter 6: Crafting Understandings in Wiggins and McTighe and Chapter 6: Designing Studio Instruction in Walker, address the prompt: How does the Positive View in education affect art education?

Process journal/ observation focus: Use of Materials

March 2nd

Topic: Scope and sequence, depth and breadth.

Task: Group work on curriculum maps, drafting concept of Transformation or Discovery, view examples of past units.

Homework: Read and reflect on Chapter 1: Introduction to Art Assessment and Chapter 2: Performance Assessment Strategies in Beattie.

Define: Assessment

Process journal/ observation focus: Context & Environment

Curriculum Map due March 6th at midnight

March 9th

Topic: Assessment and District Determined Measures, evidence of understanding

Task: Groups design rubrics, review for Midterm, draft group philosophy statement for unit plan

Homework: Read and reflect on Chapter 7: Thinking like an assessor in Wiggins and McTighe

Define: Performance tasks, academic prompts, GRASPS

Process journal/ observation focus: Students

Draft of individual lesson plan due March 13th at Midnight, final draft due April 1st

March 23rd

Task: Writing lab: reworking your unit drafts using feedback from the instructor

Homework: Read and revise the first draft of unit design due next week (April 1st). Include: Unified thematic curriculum that is concept-based (Holst/Planets); essential questions; guiding questions; frameworks/ CCOs; checks for understanding; performance assessment.

Define: formative assessment, summative assessment

Process journal/ observation focus: Wrap-up/ closure

March 30th

Topic: Teaching strategies, introducing the lesson

Task: GRASPS learning activity, writing lab, refine lessons for teaching at Nativity Prep, ***Midterm***

Homework: Read and reflect on Read and reflect on Chapter 5: Formative Assessment and Chapter 6: Summative Assessment in Beattie.

Process journal/ observation focus: Assessment

April 6th

Topic: Organizing resources and materials

Task: Designing power point/ smart board/ taskstream presentations. Preparing to teach and present to Nativity Prep students, Review requirements for final product

Assessment and Rubric Workshop

Homework: prepare to teach at Nativity Prep

Process journal/ observation focus: Engagement

April 13th

Topic: Using and implementing feedback, how to become a reflective practitioner

Task: Presentations at Nativity Prep! (Tuesday April 12th / Thursday April 14th)

Homework: Group design of presentations of collaborative units

Read and reflect on Chapter 4: Scoring and Judging Strategies and Chapter 7: Art Assessment Guidelines in Beattie

Process journal/ observation focus: Connections

*Nativity Prep is on vacation the week of April 16 through 18

Lesson plan drafts due on April 18th at midnight, any material you would like feedback on for your unit will need to be submitted no later than April 20th

April 20th

Topic: Review of Nativity Prep presentations

Task: Refining lessons for success at Nativity Prep, Finalizing Unit as a group, prepare for presentations

Homework: Finish observation report, group curriculum unit

Read and reflect on Chapter 3: Building a knowledge base for art making and Chapter 7: Ways of working: Artist's Practice in Walker

Process journal/ observation focus: Meaning Making

April 27th

Topic: Creating Curriculum for the 21st century classroom

Task: Presentations at Nativity Prep! (Tuesday April 26th / Thursday April 28th)

Group presentations of collaborative units, printed/bound copies due at the beginning of class, also uploaded as a PDF to task stream for each member of the group

Observation Log and Notes due no later than April 28th!

School observation report is due uploaded to taskstream by midnight on May 1st

May 4th is study day Thursday May 5th from 11:30am to 2:30pm FINAL EXAM

