ARTS 3361: Art Education I: Foundations of Art Education
Course Syllabus

Art Building RM 132
Tuesdays and Thursdays 2:00 – 4:40
Boys & Girls Club Days 4:30 – 6:30

Instructor: Dr. Maggie Leysath
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Office Hours: by appointment
Art Building Room 123R

Catalogue Course Description:
Art 3361 Art Education I

Introduction and general exploration into art education within the context of global and national educational histories. Students become familiar with curriculum development and instructional methodologies and theories in art education including cultural and ability diversity as they apply to art education specifically. Application of methodologies and theories through planning and executing art lessons at elementary, middle and secondary levels.

Credit Hour Justification

ARTS 3362 (3 credits) is a studio course designed to prepare students for an art education career through an overview of art education and the professional practices of art educators. Students learn about the rich history of art education within the context of educational history, professional practices for educators, curriculum development and instructional strategies and requirements for the pre-service art educator seeking Texas All Levels Art certification. The course typically meets 320 minutes a week in two 160-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, are expected spend numerous hours completing experiences in classrooms, typically in the Boys & Girls Club. Generally, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.

Required Textbooks:
All readings will be from contemporary academic journals and posted to D2L. No textbook is required.
Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Texas Art Standards

Art Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

The beginning teacher knows:

1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;

1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;* 

1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;* and how the use of the senses helps gather information from the environment

1.5k how the use of the senses helps gather information from the environment.

1.6k all content specified for teachers in grades EC–4; and

1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;

The beginning teacher is able to:

1.2s use the terminology for art elements and principles in exploring artistic perception;

1.3s analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary; construct art lessons that foster creative thinking and problem solving;

1.4s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;

1.6s identify visual symbols in artworks, the environment, and life experiences; and

1.8s analyze and compare visual characteristics of natural and human-made subject

1.10s demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and

1.11s develop ideas from direct observation, imagination, and personal experience.
plan and offer opportunities for students to solve problems and create multiple solutions in art.

Art Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

The beginning teacher knows:
2.1k the characteristics of various two- and three-dimensional forms of art;
2.2k the qualities and uses of the various media used to produce artworks;
2.3k how the elements and principles of art are used in the creation of works of art in various media;
2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;*
2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media.
2.9k the principles of composition and design as applied to works of art in various media;
2.10k relationships among the various visual arts; and
2.11k techniques used to produce artworks using sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media.
2.13k how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.

The beginning teacher is able to:
2.1s how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.
2.2s demonstrate the application of art elements and principles in composing art in various media;
2.3s develop students’ ability to explain how they are creating works of art in various media for personal expression;
2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media; and
2.7s demonstrate the safe and appropriate use of art materials/equipment.
2.9s describe, model, and provide examples of the range of expression available through various art media;
2.10s describe, model, and provide examples of design in creating objects for everyday life; and
2.14s promote students’ development of visual literacy to enrich their own artistic creations and their everyday lives.

Art Standard III: The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

The beginning teacher knows:
3.3k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;*
3.5k the characteristics of art of various historical periods; why cultures create and use art;
3.10k the skills and training needed to pursue various careers in art.
3.12 trends and movements in art;

The beginning teacher is able to:
3.2s compare and contrast the reasons why different cultures create and use art;
3.3s describe the main idea in works of art from various periods and cultures;
3.4s describe the role of art in everyday life;
3.7s describe the role of art in different careers.
3.11s compare and contrast works of art from various cultures and periods in terms of theme, style, technique, medium, function, and intent;
3.14s analyze the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from the United States and other societies;
3.16s analyze and demonstrate relationships between technology and art;
3.19s explain historical and contemporary trends and movements in art

**Art Standard IV:** The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

**The beginning teacher knows:**
4.1k the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art);*
4.2k criteria that are used to evaluate student works of art.
4.4k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
4.6k multiple models for critiquing one’s own artworks and those of others; and
4.7k the elements of and purposes for student portfolios.

**The beginning teacher is able to:**
4.1s assist students in developing the age-appropriate skills necessary for appreciation of art;
4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.
4.4s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks;
4.6s provide students with various models that may be used to develop a portfolio of their work;
4.7s demonstrate a variety of multisensory, verbal, and written responses to art.
4.8s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
4.10s analyze relationships of the visual arts to the other arts and to other aspects of human endeavor;
4.14s assist students in recognizing art’s power to influence.

**Standard V:** The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age appropriate art instruction and assessment.

**The beginning teacher knows:**
5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art; how to plan,
5.2k implement, and evaluate instruction in art;
5.3k various curriculum models for art;
5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art
5.5k strategies for teaching art to children with a variety of special needs;
5.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
5.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary
strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;

methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and

management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

The beginning teacher is able to:

- evaluate and assess curricula and instruction in art
- assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly
- manage the safe and efficient use of art materials, art processes, and studio space, and instruct students in the safe use of art materials and equipment;
- monitor and encourage the growth of students’ thinking in art, including students’ use of metacognitive skills
- use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts
- teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
- teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
- engage in professional development in art and maintain familiarity with current research on teaching in art; and
- communicate effectively with other staff, parents/caregivers, and the community about the art program.

Course Objectives and student learning outcomes:

- Introduction to becoming an art educator: certification process overview.
- Introduction to the art of teaching and art education as it is currently practiced, roles/dispositions of art teachers with students and colleagues. T1/R1,5; T2/R6
- Introduction to art elements, lesson planning, instruction and assessment within the visual arts and certification context. T1/R1,4,5; T2/R6,7,9,11,14,15
- In depth exploration of Professional Ethics & Standards in the educational setting
- Introduction to planning and implementing curriculum and instruction in visual expression. T1/R1,2,5; T2/R6-11; T3/R11-13
- Introduction to the development of visual arts and education academic vocabulary, diction and syntax T1/R4; T2/R 8,9; T3/R14
- Introduction to history and appreciation of art at all grade and developmental levels and diversity. T1/R2,3; T2/R 7-9-10; T3/R12,13;
- Introduction to assessment in visual arts T3
- Introduction to creativity, reflection and making interdisciplinary connections
- Introduction to the practice of teaching in diverse public & private schools, museums, and private venues. T2/R10
- Introduction to professional practices, expectations, and ethics in teaching.
Course Requirements

**Reading:**
All readings are posted within the content of the D2L course. All readings assigned are chosen for their subject matter and relevance to contemporary issues facing art educators. Therefore, it is imperative that these assignments be read before the class they are due, all assigned work associated with the readings be completed, and students be prepared to explore the reading in depth during class discussions.

**Writing:**
Projects will include a written component and may include personal response/analysis, lesson plans, and written narratives.

**Studio Projects**
Project focus will include:
- Professional Practices
- Components: Planning; Instruction; and Assessment
- Visual culture and Art Education
- Cultural and community projects

**Journal/Sketchbooks**
Students utilize sketchbooks throughout the semester as a record of all learning. Specific assignments given during each module reinforce learning in that area. The journal/sketchbook assessment occurs throughout the semester.

Student Responsibilities & Course Policies

1. **D2L** - All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Many projects will be submitted via D2L. **EVERY submission to the D2L dropbox generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS!** If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. **Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.**

2. **Attendance** - Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. **For each absence after three, students will lose 5 percentage points from their final course grade.** A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should contact the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of extended illness or emergency will be required!

3. **Tardiness:** attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

4. **Perfect Attendance:** Students who are in class and sign the roll every day will receive an additional 5 grade points added to their course grade.
5. **Guidelines for Class Discussions:** Students are expected and encouraged to share ideas and thoughts in an open forum. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

6. **Late Assignments:** *Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date.* Late written assignments must be posted to the D2L website. Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically can be handed in at the beginning of class on scheduled class days, or during office hours.

7. **Email:** Email is used as a means of communicating with students about the course. *Email will be sent through D2L.* It is the student’s responsibility to check D2L e-mail or forward emails to an account that he/she checks regularly.

8. **Students with Disabilities**

   To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

9. **Academic Integrity (A-9.1)**

   Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

   **Definition of Academic Dishonesty**

   Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

   Please read the complete policy and the appeals process at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.pdf).
Withheld Grades Semester Grades Policy (A-54)

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Major Projects:

- **Art Education and Education Historical Exploration**
- **Elements of Art and Principles of Design (EPOA) in Art Education – The Great Lesson Plan Search - Pairs**
- **Boys and Girls Club Lesson - Group**
- **Developing a Unit of Study: Lesson Plans and Preparation**
- **Creating an E-Portfolio**

Student Evaluation

Course work will be announced in class and/or posted to the D2L. *All work must be submitted in designated D2L Dropbox on the due date to receive full credit for the course.* To meet the course goals listed above, students will be assessed on their knowledge (specific criteria for each assignment will be provided prior to evaluation) in the following forms:

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Art Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Unit and Lesson Plans</td>
<td>25%</td>
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<tr>
<td>Participation (Readings and Discussions)</td>
<td>15%</td>
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<tr>
<td>Sketchbook</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Note:** Studio projects are developed around course reading materials.
Assessment Criteria

Assignments in this course are evaluated using the following criteria:

Written components:
- Exploration of ideas and depth of research
- How completely you fulfilled the intent of the assignment
- Presence of all required components
- The clarity of your writing—its legibility, grammar and punctuation

Presentations:
- Instructional quality – you are providing professional peer instruction
- Organization and clarity in the presentation of materials and concepts
- Presence, professional demeanor, and clarity of speech.

Studio work:
- Experimentation: artmaking should show extensive experimentation with materials & ideas.
- Personal Understanding: students should demonstrate ability to articulate ideas.
- Effort: Projects should reflect considerable effort
- Professionalism: work should reflect high artistic standards & attention to assignment details.

Sketchbooks:
- The sketchbook is the place you will keep all of your notes and reflections throughout your art education journey.
- Entries will include prompts, reflections, discussion, article notes, ideas for lessons and unit plans, and exploration of ideas.
- Depth: extensive exploration of ideas from presentations and lectures

Participation:
- Engaged participation during in-class discussions means being prepared through reading and reflecting on assigned readings
- Engaged participation in writing means actively asking open-ended questions in online discussions and engaging in thoughtful discussion.

Grade scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
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<tr>
<td>B</td>
<td>89-80%</td>
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<tr>
<td>C</td>
<td>79-70%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>59 - 0%</td>
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</tbody>
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Course Calendar IS SUBJECT TO CHANGE
* Instructor reserves the right to change the syllabus to accommodate overall class success.

| Week 1       | **Tuesday**: Ice Breaker – Balloon Sculpture  
|             | Introduction to Course/Certification Process  
|             | CFA Education Handbook  
|             | **Thursday**: Learning about Art Education’s History and inEfficient Learning  
|             | Assignment: Group presentation on historical art educators or creativity research  
|             | Notes and Class Discussion  
| Week 2       | **Tuesday**: Group Project Research  
|             | **Thursday**: Experiencing a Unit/Lesson Plan: Egyptian Art – Hieroglyphic Street Sign (HSS)  
| Week 3       | **Tuesday**: Introduction to Boys & Girls Club and Lesson Planning  
|             | Work Day for Presentations and HSS  
|             | **Thursday**: Historical Presentations  
| Week 4       | **Tuesday**: Planning, Instruction & Assessment in Art Education  
|             | Ruby Payne Research and Sensitivity  
|             | **Thursday**: Imagination – Matthew Gantt  
| Week 5       | **Tuesday**: Professional Ethics  
|             | Diverse Classroom Management and Strategies  
|             | Special Ed in the Art Classroom  
|             | Introduction to BGC Lessons Project  
|             | **Thursday**: Field Trip – Caddo Mounds – Cultural Sensitivity and Appropriation in Education  
| Week 6       | **Tuesday**: Jack-o-Lantern Project – Student Generated Lesson Plan  
|             | Elements of Art and Principles of Design (EOPA) – Group Project  
|             | **Thursday**: Frameworks for Curriculum Development and Instructional Strategies: Lecture  
| Week 7       | **Tuesday**: Elements and Principles of Art Lesson Plan: Work Day  
|             | **Thursday**: EOPA Presentations  
| Week 8       | **Tuesday**: Introduction to the Unit of Study Planning – Group Project  
|             | Scaffolding and Prior Knowledge and edTPA Scenarios  
|             | **Thursday**: BGC Lesson Planning  
| Week 9       | **Tuesday**: Demonstration as Instructional Method – Seven Habits and Work Day  
|             | **Thursday**: Unit Planning and edTPA commentaries  
|             | Standards, Assessment & Accountability in Art Education  
|             | Work Day  
| Week 10      | Boys and Girls Club Lessons  
|             | Unit Planning Work Week  
| Week 11      | Boys and Girls Club Lessons  
|             | Unit Planning Work Week  
| Week 12      | Boys and Girls Club Lessons  
|             | Unit Planning Work Week  
| Week 13      | Unit Presentations  
|             | Unit Presentations  
| Week 14      | Unit Presentations  
| Week 15      | Unit Presentations  
|             | Developing e-portfolios  
| Week 16      | Presentation of e-portfolios  
