

AED 212 - Interpreting Art Experience: Educational Implications

Wednesday 9:05AM-9:55AM @ 310 Patterson Building



Left: Two middle-school students in Refik Anadol's "Infinite Space." Right: Artwork on display at a county "Arts & Sciences Festival" in Hanover County, VA.

Instructor

Luke Meeken, PhD Candidate, Art Education
lam584@psu.edu

Course Description

In-depth study of the educational implications of the information on art making and response introduced in AED 211.

A special discussion section attached to AED 211 and required of students majoring in art education. AED 212 focuses on the educational implications of the perspectives on art experience presented in AED 211.

This segment of the course will attend specifically to issues related to learners and learning in the visual arts, including characteristics of learners at various stages of development and the ways in which curriculum and instruction can and should be shaped by these considerations.

Course Expectations

- **Attendance and Class Participation**

As with AED 211, it is expected that you come to every class, having done that week's reading and writing, and prepared to participate actively in discussion. If you will not be able to attend class, please email me (lam584@psu.edu) at least 24 hours in advance. Absences will impact your 212 grade in the same way detailed in the syllabus for AED 211.

- **Weekly Readings & Posted Discussion Questions**

Every week 212 students will have a small reading or activity to do outside of class. Because this is a single-credit class on top of the more rigorous 211 course, readings for 212 will be shorter, and more varied than those in 211, potentially including blog posts, lesson plans, and videos. You are also asked to attend the four Anderson artist lectures held at the Palmer

Museum this semester.

While you are not required to write a full written response to these readings/activities, I do ask that you **post a generative question** that the reading/activity left you with to the class blog at <http://gildedgreen.com/aed211/>. The act of coming up with a provocative question will help you come into class ready to critically discuss that week's concepts, even if we don't formally share our questions in class that week. (It's also good practice for future teachers to learn how to ask open questions!) **These should be posted at least 24 hours before our class meets on Wednesday morning.**

(If you include this generative question as part of your weekly 211 blog post, please make sure it's labelled as related to 212, both for my crediting purposes and so our 211 classmates aren't confused by a question relating to a reading they didn't have to do!)

- **Lesson Plan (Final Project)**

This final project is designed to help you get familiar with creating lesson plans for Penn State Saturday Art School (AED 489), which you are likely to take in one or two years. You will be turning in a two-hour class lesson plan for an age group of your choice.

You will select an overarching topic of the art class and demonstrate a rationale for choosing the topic, referring to our discussions during the course. Key elements of a lesson plan include: an art concept or 'big idea,' cultural referents, national and state content standards, class objectives, expected learner outcomes, materials, and a detailed timeline of activities and procedures.

Example lesson plans will be shared and discussed in class, however you are encouraged to be experimental in terms of content and format.

During our last two class meetings, you will be presenting/sharing your lesson plan to the class. A final, written lesson plan should be submitted to me digitally before **Monday, December 16.**

Grading

Attendance Participation	140 points (10 points per class meeting)
Weekly Posted Discussion Question	110 points (10 points per post)
Final Lesson Plan: Project Presentation	100 points (project, 50; presentation, 50)

Your grade(s) in this class will be recorded online, using the "gradebook" feature of Canvas. Each week, your "attendance\participation" and "weekly reflections" grades will be updated. If at any time you have questions about your grade(s) or overall standing in class, please contact Luke Meeken at lam584@psu.edu.

A more detailed grading policy for this class can be read at <http://gildedgreen.com/aed211/grading/>.

Course Schedule

Date	212 Topic/Activities	Work/Reading Due
8/28	Introductions What brings you here? What is your future vision of yourself as an art educator?	
9/4	"Art" Education and "Aesthetic" Education – Art Experience, Art Knowledge, and Learning	Read Greene, M. (1995). Texts and Margins. In <i>Releasing the imagination: Essays on education, the arts, and social change</i> (pp. 134-151). San Francisco: Jossey-Bass Publishers. Post a discussion question to blog.
9/11	Models for structuring students' art encounters	Read Heather Kaplan's brief summaries of significant Art Education perspectives from the past several decades: Discipline-Based https://naea.typepad.com/naea/2017/11/elements-and-principles-and-their-relationship-to-dbae.html Visual Culture https://naea.typepad.com/naea/2017/11/vcae-opening-curricular-connections-and-possibilities.html "Big Ideas" https://naea.typepad.com/naea/2017/11/using-big-ideas-in-art-education-.html New Materialism https://naea.typepad.com/naea/2017/11/new-materialism-in-art-education.html Choose which framework resonates most with your vision of art education. Dig a bit deeper into that framework (Heather provides links for each), and come prepared to discuss/defend why a certain school of thought resonated with you. Post a discussion question to blog.
9/18	How our Image(s) of The Child can Shape our Teaching	Tarr, P. (2003). Reflections on the Image of the Child: Reproducer or Creator of Culture. <i>Art Education</i> , 56(4), 6-11. Recommended: Malaguzzi, L. (1993). Your image of the child: Where teaching begins. Exchange. Post a discussion question to blog.
9/25	If Children aren't Automagically Creative, What Pedagogical Strategies can Cultivate Creativity/ies?	Read Gude, O. (2010). Playing, creativity, possibility. <i>Art Education</i> , 63(2), 31-37. Recommended: hooks, b. (2009). Imagination. In <i>Teaching critical thinking : Practical wisdom</i> , (pp. 59-62). London, United Kingdom: Routledge. Post a discussion question to blog.

10/2	Visual Culture, Appropriation, and Art Ed	<p>Have attended Vanessa German lecture on 9/25 at 11:30AM at Palmer Museum</p> <p>Watch "The Art Assignment: The Case for Copying" by Sarah Urist Green https://www.youtube.com/watch?v=6dlQW4DRrp8</p> <p>Watch "Everything is a Remix, Pt. 4: System Failure" https://vimeo.com/36881035</p> <p>Recommended: Chapter 1 & 2 from Kleon, A. (2012). <i>Steal like an artist</i>. New York, NY: Workman.</p> <p>Post a discussion question to blog.</p>
10/9	Experiences with Digital Creativities	<p>Complete Daniel Shiffman's "Hello Processing" lesson: https://hello.processing.org/editor/</p> <p>Post a discussion question to blog.</p>
10/16	<p>Scaffolding - Structure and Play in the Collaboration Between Teacher and Student</p> <p>Choose a location to meet next week.</p>	<p>Gude, O. (2013). The bricolage concept. <i>School Arts</i>, 112(7), 19-21.</p> <p>Excerpt from Barry, L. (2014). <i>Syllabus</i>. Montreal, Canada: Drawn & Quarterly.</p> <p>Post a discussion question to blog.</p>
10/23	<p>Places of learning and making - How does a place (a classroom, a playroom, a diningroom table) shape the creative activity/ies that happen there?</p> <p>Meet on site in our chosen place. What is the 'curriculum' of that place? What are the creative potentials of that place? How is that place shaping our conversation and our learning?</p>	<p>Bradshaw, M. (2018). Natural connections: Forest schools, art education, and playful practices. <i>Art Education</i>, 71(4), 30-35.</p> <p>Recommended: Strong-Wilson, T., & Ellis, J. (2007). Children and place: Reggio Emilia's environment as third teacher. <i>Theory into Practice</i>, 46(1), 40-47.</p> <p>Post a discussion question to blog.</p>
10/30	Classroom canon(s) - Whose histories do students experience in the (our) art room?	<p>Watch "The Art Assignment: Love the Art, Hate the Artist" by Sarah Urist Green https://www.youtube.com/watch?v=OTwVbxWb7Jk&t=235s</p> <p>Watch "The Art Assignment: Measuring Histories - Sonya Clark" https://www.youtube.com/watch?v=TTn9N8rsm-M</p> <p>Post a discussion question to blog.</p>

11/6	Student Resistance and Discomfort - Student Responses to (Existentially, Ethically, Intellectually) Challenging Arts and Educational Experiences	<p>Have attended Pepon Osorio lecture on 11/1 at 5PM at Palmer Museum</p> <p>Watch "The Art Assignment: The Art of Complaining - The Guerilla Girls" https://youtu.be/5i5cEhd6Vt8</p> <p>Read hooks, b. (2009). Integrity. In <i>Teaching critical thinking : Practical wisdom</i>, (pp. 29-32). London, United Kingdom: Routledge.</p> <p>Post a discussion question to blog.</p>
11/13	<p>How do you plan a meaningful artmaking experience?</p> <p>Lesson planning discussion.</p> <p>Share our discussion/critique of the lesson plans. Strengths and weaknesses.</p> <p>Share expectations for final lesson planning assignment.</p>	<p>Have chosen, read through, and critiqued one of the old student lesson plans shared on the blog.</p> <p>Find and critique another art lesson plan you find online. https://www.arteducators.org/irg https://naea.digication.com/</p> <p>Come to class prepared to discuss your critical thoughts and feelings on these lesson plans, their content, and structures.</p> <p>Post a discussion question to blog.</p>
11/20	Lesson planning workshop time	<p>Have attended Laura Splan lecture on 11/12 at 3PM at Palmer Museum</p> <p>No discussion question post required.</p>
11/27	Thanksgiving break – No classes	
12/4	Presenting/sharing lesson plans for feedback (2 people present - 15 minutes presenting, 5-10 feedback)	<p>Have attended Jean Shin lecture on 11/22 at 11:30AM at Palmer Museum</p> <p>No discussion question post required.</p>
12/11	Presenting/sharing lesson plans for feedback (3 people present - 10 minutes presenting, 5-10 feedback)	
12/16	Final written lesson plan due	Final written lesson plan due