

Arts Teaching in Educational and Community Settings

ArtA 251/Ed 251

Spring 2006

Tues 6:30 - 9:30 pm

Instructor Madeline Cantor
Office hours By appointment
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This course is a Praxis II course (4-6 hours per week in a school or community placement) intended for students with substantial experience in either dance, visual arts, theater or music. Through both the seminar portion of the course and the praxis placements students will read, write, discuss and engage directly with arts learning and teaching in a variety of settings – public, parochial, charter and private schools in urban or suburban areas, afterschool programs or community arts programs. The purpose of the praxis component is to allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts.

The objectives of the course are to:

- ◆ Identify major themes in arts education history, theory and practice.
- ◆ Develop a personal approach to arts teaching informed by the class content.
- ◆ Develop an understanding of the social and cultural dynamics in current arts education practice.

Class Schedule

- January 17 **Overview of course**
Why arts? Why teach?
Praxis component -- what, where, when, why, how
- January 24 **Outline of major arts teaching/learning approaches**
Reading due: Elliot Eisner, "Why Teach Art" in *Educating Artistic Vision*
Paper due: "How I learned what I know," paper on
 personal arts history
Praxis orientation and selection: Nell Anderson
- January 31 **Development of arts education in the U. S.**
Meetings with site supervisors in class
- February 7 **Arts education practice: exemplars and structures**
Views of master teachers at work; Lesson plan structures
Reading due: *National Standards for Arts Education*, read standards for one art
form from www.artsedge.kennedy-center.org/professional/resources/standards/natstandards/#contents

During the week: Praxis placement begins

- February 14 **Practice classes** -- essentialist approach
Reading due: *The Vision for Arts Education in the 21st Century*
Project due: Develop and teach 45-minute practice class, with written rationale and plan (half of group), followed by written self- evaluation and peer evaluations
Paper due: (non-teaching half of group) Interview with a non-professional arts practitioner
- February 21 **Practice classes** -- essentialist approach
Project due: (other half of group) same as above
Paper due: (other half of group) same as above
- February 28 **John Dewey, his descendants and arts education**
Reading due: John Dewey, “The Live Creature and Ethereal Things” in *Art as Experience*
Maxine Greene, “Texts and Margins” in *Releasing the Imagination*
Robert and Michele Root-Bernstein, “Synthesizing education” in *Sparks of Genius*
- March 7 Spring Break
- March 14 **Panel of arts education practitioners**
Paper due: Interview with arts education practitioner on approach and strategies
- March 21 **Arts education research findings**
Reading due:
Catterall, Chapleau and Iwanaga, *Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts*
www.artsedge.kennedy-center.org/champions/pdfs/Involvmnt.pdf
Dennie Palmer Wolf, *Why the Arts Matter in Education or Just What Do Children Learn When They Create An Opera*
www.artsedge.kennedy-center.org/champions/pdfs/WhyArts.pdf
Shirley Brice Heath, *Imaginative Actuality: Learning in the Arts during the Nonschool Hours*,
www.artsedge.kennedy-center.org/champions/pdfs/ImagAct.pdf
- March 28 **Arts education in context**
Paper due: Reflection paper on social and cultural setting of the praxis site
Reading due: Arnetha Ball and Shirley Brice Heath, “Dances of Identity: Finding an Ethnic Self in the Arts,” in *Identity & Inner –City Youth*
Richard Owen Geer, “Of the People, By the People, and For the People: The Field of Community Performance” in *The Citizen Artist*

- April 4 **Practice classes** – instrumentalist approach
 Reading due: Gail Burnaford et al, *Renaissance in the Classroom*, chapter 1
 Project due: Develop and teach 45-minute class, with written rationale and plan (half of group), followed by written self-evaluation and peer evaluations
- April 11 **Practice classes** – instrumentalist approach
 Project due: (other half of group) same as above
- April 18 **Presentations of documentary material of praxis site**
- April 25 **Final presentations**

Course requirements:

1. Active participation in the praxis placement for 4-6 hours per week. It is expected that the placement will initially involve observation and assistance and within 2-3 weeks will involve teaching.
2. Maintain a double entry field site journal with observations, ideas, experiences on one side and analysis and interpretation on the other.
3. Read the assigned readings and participate in class discussions.
4. Practice teach two lessons to the class. The actual class is to be accompanied by a written class plan and rationale, and followed by a self-evaluation. All students participate in all classes and contribute evaluations.
5. Write four papers, 3-4 pages each, as assigned in the class schedule above.
6. Visit or attend one of the following community arts institutions: Mural Arts Program tour, Barnes Foundation, Village of Arts and Humanities during the semester. Details tba.
7. Create a document of the praxis site through any media: edited video, slideshow, student artwork, demonstration.
8. Final paper of 6-8 pages and presentation on subject inspired by the praxis site and/or class experiences.

Grading:

- 45% praxis work – including journal, site evaluation, documentary material
 25% four short papers
 15% two practice classes
 15% final paper

Praxis Office: Nell Anderson, Praxis Field Placement Coordinator
 Dolwen, 2nd floor
 610-526-5031

