EDUC 535.04/535.13: Specialization II — Elementary & Secondary Fine Arts

Fall, 2022

<table>
<thead>
<tr>
<th>Instructor: Rolf Haensel</th>
<th>W 8:00-11:50 AM</th>
<th><a href="mailto:rolf.haensel@ucalgary.ca">rolf.haensel@ucalgary.ca</a></th>
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<td>EDC 255</td>
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Class Dates: September 6 – October 28 (see below for weekly schedule). **First class September 7th.**

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Email sent after 5:00pm will typically be responded to the next business day, as will email sent on weekends.

**COURSE DESCRIPTION:**
The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observations from Field Experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific, assessment to strengthen student learning and improve instruction, and designing for inclusion, differentiation, and inquiry).

**LEARNER OUTCOMES:**
Over the course of the semester, students will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of Fine Arts education, and relate this to curriculum planning in the specialization areas;

2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

**REQUIRED RESOURCES:**
- Please download and use often: Alberta Education Program of Study (for your discipline) https://education.alberta.ca/topic-search/?searchMode=3
• Week 2 Reading:

• Week 3 Readings:

• Week 4 Reading: Read ONE of the following, based on your area of specialization:
  **Art:**
  **Dance:**
  **Drama:**

**ADDITIONAL RESOURCES: MAY BE POSTED ON D2L DURING THE COURSE, WITH EMAIL NOTIFICATION**

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Fine Arts Pedagogy</td>
<td>Effective Fine Arts Pedagogy</td>
<td>Group</td>
<td>35%</td>
<td>Sept 28</td>
</tr>
<tr>
<td>Knowing Your Program of Studies</td>
<td>Communicating Curricula - Infomercial</td>
<td>Group</td>
<td>25%</td>
<td>Oct 12</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>Unit Plan</td>
<td>Individual</td>
<td>40%</td>
<td>Oct 28</td>
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<td></td>
<td>Submit PDF in D2L Dropbox</td>
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**Weekly Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Week 1     | Welcome & Introductions  
*First Class Sept 7th* | Review course outline, expectations & learning tasks  
No readings this week | |
| Week 2  
Sept 12-16 | The role of the arts in society | Readings: Imagination, Breakthroughs and the Unexpected, Greene (1995) Chapter 2  
Plan LT 1 | |
| Week 3  
Sept 19-23 | Policy and the state of the discipline | Reading: Choose one article related to your area of specialization from the reading list  
Plan LT 1 | |
| Week 4  
Sept 26-30 | Focus on the Programs of Study | Reading: Programs of Study for visual art, drama, music, and dance  
Plan LT 2 | LT 1  
Sept 28 |
| Week 5  
Plan LT2 | |
| Week 6  
Oct 10-14 | Unit planning  
- building the plan | LT 3: Unit planning workshops | LT 2  
Oct 12 |
| Week 7  
Oct 17-21 | Unit planning  
- revising the plan | LT 3: Unit planning and formative feedback | |
| Week 8  
Oct 24-28 | Unit planning  
-refining the plan | LT 3: Unit planning: peer assessment and final adjustments | LT 3  
Oct 28 |

**Changes to Schedule:**
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.
TERMINOLOGY:
Different programs of study use different terms for learner outcomes, including goals/outcomes/objectives, etc. For this course, these terms may be used interchangeably in reference to what the learner will be able to know or do as a result of the teaching.

LEARNING TASKS AND ASSESSMENT

There are THREE required Learning Tasks for this course.

LEARNING TASK 1: Effective Fine Arts Pedagogy
You will work in groups of 3 or 4 and select/research a fine arts pedagogy topic to better understand and develop knowledge in effective planning and teaching in your discipline area: visual arts, drama, music, dance. Each group will select a different topic that address contemporary ideas and practices for teaching fine arts effectively and meaningfully. You will be expected to explore a variety of reliable sources including relevant course readings, journals for teachers, online publications on teaching and learning in your discipline.

(a) Create a professional development package that includes a description of the issue/topic (topic, rationale, key ideas, and practices found, connections to the fine arts class, questions/concerns still remaining), tangible resources teachers can use in the classroom that reflect best practice in the pedagogy topic area, key recommendations/insights and references.

(b) Create an instruction plan for a PD workshop that you will be facilitating. This will be a 20-30 min workshop where you will share and help build new ideas/skills with participants (rest of the class) about your topic. It should be thoughtful and engaging for your classmates where you guide them through your learnings and insights. Your goal is to enhance participants’ knowledge, skills and attitudes related to your chosen pedagogy topic. You will also design a workshop participant feedback/evaluation form.

(c) Conduct a PD Workshop: Facilitate and engage the class in learning selected ideas and/or practices you found in your research using the instruction plan you developed. The 20-30 minute in-person workshop will take place on September 28. You will also provide a summary of participants’ feedback and concluding reflection about the workshop.

The topics should be based on perceived challenges in teaching, based on past experiences in learning/teaching your discipline (i.e., Field Experience 1 and 2, Specialization 1) and the teaching approach should be useful in the development of your unit plan (LT2), as well as upcoming Field Experience 3 & 4 and future teaching.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:

• Quality of PD resource package – Informative design, clarity of issue/information, depth of information provided, quality and relevance of resources.

• Quality of instructional plan – Constructive/thoughtful activities chosen, plan is effective in engaging class in your key learnings/insights, information provided clearly and thoroughly, plan participants’ knowledge, skills, attitudes related to the topic

• Facilitation of PD Workshop – workshop materials provided to class in timely fashion; workshop is facilitated in a meaningful way; participants engaged actively in workshop activities; workshop was well-planned; excellent communication/presentation skills, questioning, dialogue/discussion prompts, reflection and summary of participant evaluations provided.

More details on these criteria will be provided in class.
LEARNING TASK 2: Communicating Curricula: Knowing Your Program of Studies
As a fine arts specialist, it is essential that you are well-familiar with the Program of Studies (POS) for your discipline, including being able to identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies. In this group-based task, you will work with 2 or 3 other students in your discipline to create an educational live presentation or video for parents to teach them all about the POS for one grade/level, including: info from the front matter, how the POS is organized, the kinds of activities students will engage in, and how you will use the POS in relation to program delivery.

- **Length:** 5-7 minutes
- **Incorporate multimedia** to engage learners through digital technology: visuals, graphics, animation, acting, music, etc. Think of it as an infomercial: be enthusiastic, creative and convince us that you really know your POS inside and out.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**
- Demonstrates knowledge of POS structure and content
- Engages viewers/learners through effective multimedia techniques
- Explores a topic for critique with suggestions for improvement

*More details on these criteria will be provided in class.*

LEARNING TASK 3: Creating a Unit Plan
For this assignment, you will work individually to design five 45-minute lesson plans, specific to your area of specialization, as a unit. These lessons should illustrate enactment of concepts and strategies introduced in the course and others. Each lesson should clearly articulate a learner statement of what the learners will be able to know or do if the lesson is effective.

Note: It is important that you acknowledge that projects in the fine arts require class time for student work; however, studio time should not be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (ie. “Requires 2 classes of additional studio time to complete”).

*Format: Cover page; 5 lesson plans; Assessment Plan; References; Appendices (optional, not assessed).*

Your individual unit plan should include the following:
1. **Cover Page:** Unit title, Your Name (first/last), Specialization, Target Grade Level (POS), Course Name, Date Submitted.
2. **Five Lesson Plans** (use template provided- Times New Roman 10, single spaced), includes: Learner Statement; POS Outcome(s); Time-based sections of student and teacher activities (Introduction – Main/Body – Reflection/Close); Assessment (formative and summative); and Accommodation, as needed (based on student profiles to be shared).
3. **Assessment Plan:** Describe your plan for formative feedback within the five lessons, and provide the grading criteria and evaluation rubric for summative feedback based on learner outcomes (critical), including student accommodation.
4. **References:** List relevant sources consulted in preparation, cited within the plans, or resources to be used while teaching. Please use APA.
CRITERIA FOR ASSESSMENT OF LEARNING TASK 3
Individual unit plans will be assessed on the following criteria:

1. Overall Plan: You design learning that builds and deepens understanding through a logical, engaging, unified plan, with the assigned format, relevant tasks and assessment
2. Lesson Plans: You design authentic, inclusive, and engaging lessons that are informed by the disciplinary knowledge and programs of study with activities that are meaningful and relevant to students and the discipline
3. Assessment Plan: You design assessment that provides a comprehensive and holistic picture of all students’ learning and competencies (including 3 different ways to differentiate learning)

*More details on these criteria will be provided in class.*

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- **The Importance of Attendance and Participation in Every Class**

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- **Engagement in Class Discussion and Inquiry**

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. You will also help other students/groups by providing ideas for scholarly inquiry in assignments. Dynamic interaction is an essential part of the experience.

EXPECTATIONS FOR WRITING

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: [http://www.ucalgary.ca/pubs/calendar/current/e-2.html](http://www.ucalgary.ca/pubs/calendar/current/e-2.html)

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor’s note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.
ISSUES WITH GROUP TASKS
With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively the instructor may re-assign members to different groups or assign individual work for completion. In cases where students have missed meetings or deadlines, individual learning tasks may be assigned.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent – Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
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Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www ucalgary ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www ucalgary ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation
that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors’ office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.