



Faculty of Education 2017-2018

Course FOCI 222 Artist in Community Education

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Office Hours: flexible—please contact me to make an appointment that fits your schedule

Course website: <http://benjaminbolden.ca/teaching/foci-222/>

Course Description

Candidates explore interfaces between the artist, community, and education. Issues associated with professional practice and the world of education in visual art, creative writing, drama, dance and music are addressed. Investigations will be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines.

Topics of study will include:

- Unpacking and developing the arts educator in you
- Issues and possibilities for arts in education
- Non-schoolteacher arts educating (e.g. community art projects)

Learning Outcomes

By the end of the course, teacher candidates will be able to...

- articulate who they are and want to be as arts educators
- lead art education activities
- understand multiple viewpoints on a range of arts education issues
- design, fund and realize community arts projects
- use artistic means to construct, develop and communicate knowledge and understandings

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Overall Expectations

The expectations for this course align with the Ontario College of Teachers Standards of Practice: *“Together, the ethical standards and the standards of practice provide the foundation for pre-service and in-service teacher education. These principles of practice are based on the premise that personal and professional growth is a developmental process. Teacher candidates in a pre-service teacher education program pursue professional learning consistent with the standards at an appropriate level for beginning teachers.”*

OCT Standards	Teacher candidates will...
<p>Commitment to Students and Student Learning <i>Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.</i></p>	<p>Develop an understanding of social justice in the context of arts education.</p> <p>Develop strategies for effectively engaging unique individuals in artistic experiences and learning.</p>
<p>Leadership in Learning Communities <i>Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.</i></p>	<p>Share in the building of a creative, collaborative, participatory, and professional learning community.</p> <p>Lead art making and learning experiences.</p>
<p>Ongoing Professional Learning <i>Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.</i></p>	<p>Engage in self-directed and collaborative professional learning.</p>
<p>Professional Knowledge <i>Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.</i></p>	<p>Explore contemporary pedagogical issues in art education.</p>
<p>Professional Practice <i>Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.</i></p>	<p>Develop an understanding of the design of artistic learning experiences, and of strategies for their assessment and evaluation.</p> <p>Use resources and technology in art teaching and learning contexts.</p>

Required Reading

Curriculum documents:

The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised).

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts.html>

The Ontario Curriculum Grades 9 and 10: The Arts.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

The Ontario Curriculum Grades 11 and 12: The Arts.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

Articles:

To access these readings, go to <http://benjaminbolden.ca/teaching/foci-222/ace-readings/>
Then click on the article reference to read and download the pdf.

- Bartel, Lee. (2005). Tell me a story! *Canadian Music Educator*, 46(3), 15-16. **-narrative**
- Bolden, B. (2011). Musical homes. *Canadian Music Educator*, 53(2), 2-3. **-narrative**
- Bolden, B. (2013). Music: The power to connect. *Canadian Music Educator*, 54(4), 3-5. **-narrative**
- Bolden, B. (2012). The Funky Mamas: Learning to create and perform music for young children within a community of practice. *International Journal of Community Music*, 5(2), 111-130. **-CAP**
- Bolden, B. (2014). Choir! Choir! Choir! *Canadian Music Educator*, 55(4), 2-4. **-CAP**
- Cohen, D. B. (2015). Performing transformation in the Community University of the Rivers. In S. Schonmann (Ed.), *International Yearbook for Research in Arts Education, Volume 3*. (pp. 295-300). Münster: Waxmann. **-ABER**
- Eisner, E. (2009). What education can learn from the arts. *Art Education*, 62(2), 6-9. **-arts in ed**
- Hanley, B. (2003). The good, the bad, and the ugly—arts partnerships in Canadian elementary schools. *Arts Education Policy Review*, 104(6), 11-20. **-CAP**
- Novakowski, Caitlin. (2012). El Sistema-inspired: The joy and goodness of striving towards excellence. *Canadian Music Educator*, 54(2), 14-17. **-CAP**
- Greene, M. (2007). Interlude: The arches of experience. In L. Bresler (Ed.), *International Handbook of Research in Arts Education*, 657–662. Springer. **-arts in ed**
- Smithrim, K. & Upitis, R. (2002). Strong poets: Teacher education and the arts. *Journal of Professional Studies*, 9(1), 19-29. **-arts in ed**
- Thompson, J. (2003) 'I Will Tear You to Pieces': The Classroom as Theatre. In Gallagher, K. & Booth, D. (Eds.), *How theatre educates: Convergences and counterpoints with artists, scholars and advocates*. Toronto: University of Toronto Press. **-narrative**
- Upitis, R. (2011). Engaging students through the arts. *What Works? Research into Practice, Research Monograph #33*. Available at:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Engaging_Art_s.pdf **-arts in ed**
- Van Wensem, Casey. (2011). Music for Youth Works: The Music Makers Program. *Canadian Music Educator*, 52(4), 17-18. **-CAP**
- Weems, Mary E. (2015). Blink. In P. Leavy, *Method meets art: Arts-based research practice* (pp. 207-223). New York: The Guilford Press. **-ABER**

Course Evaluation/Grading Policy

(At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades will be assigned, the term work expected and the weight, if any, of each assignment that will contribute to the final grade.) The grades for all courses or components of the BEd and DipEd programs are:

Letter Grade	Grade Point	Descriptor	Percentage
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B	3.0	Very Good	70-79
C	2.0	Adequate	60-69
D	1.0	Marginal	50-59
F	0	Unsatisfactory/Failure	0-49
P		Pass; no grade assigned. Reserved for Practica courses only or as approved by the Dean	

Requirements for Graduation: To be eligible for the Bachelor of Education or Diploma in Education the student must have passing grades in all the required courses or components of the program, and a minimum cumulative GPA of 2.0. This CGPA is calculated using only Faculty of Education courses.

From: (<http://educ.queensu.ca/regulations-policies>)

Assessment Components and Tasks/Assignments

Task	Description	Weight	Due Date
Homework	--short homework tasks e.g. assignment proposals, reading responses: Choose a brief quotation from the reading that is particularly meaningful or stimulating for you. Then, write a response (approx. 200-300 words) that a) encapsulates your understanding of the idea within the context of the reading; b) connects to your own thinking/ research/ teaching/ learning/ experiences	20%	Throughout course
Analysis: Leading an Arting Experience	--in groups (2-3) you will design and lead a 20-40-minute experience that engages classmates in art making/doing/appreciating ('arting') -- <i>individually</i> , you will analyze the design and realization of the experience: identify goals and if and how goals were met; determine what worked and didn't; and decide what should be kept, changed, or restructured in a future iteration of the experience	20%	Proposal: Sept. 13 <i>Arting sessions:</i> throughout course <i>Analysis due:</i> one week after teaching session
Personal Narrative	--teacher candidates will create and analyze a narrative describing personal experiences of art or community or education, and explore implications for their teaching	20%	Due: Sept. 27
Community Arts Project Report OR Community Arts Project Design	--in groups (2-3), teacher candidates will a) Report: learn about (through the interviewing of leaders, participants, and other stakeholders) and describe an existing community arts project OR b) Design: develop a detailed plan for a community arts project that candidates <i>themselves</i> dream up	20%	Proposal: Dec. 13 Due: Jan. 31 (Brief) Presentations: Jan. 31 & Feb. 7
Who art thou?	An Arts Based Educational Research (ABER) representation of your learning and growth as an arts educator	20%	Proposal: Jan. 10 Due: April 25

Detailed requirements for each assessment or task/assignment will be provided in class well in advance of due dates.

Teacher Candidates' Roles/Responsibilities for the Academic Year

Professionalism

The education provided by teachers is the foundation for the advancement of knowledge, democratic principles, ethical behaviour, and personal fulfillment. Teachers' professional responsibilities require that they are expert in the disciplines in which they teach and accomplished in the field of pedagogy. They are answerable for their competencies in the discharge of these dual responsibilities which, in turn, carry the imperative to ensure the academic achievement, emotional well-being, and personal safety of the pupils in their care. The importance of these responsibilities requires that teachers maintain the highest levels of academic knowledge, teaching skills, and ethical conduct.

Teachers are expected to lead by example by promoting scholarship, maintaining the integrity of the profession, and contributing to the public good. In furtherance of these expectations society has granted teachers the right to professional organization through the Teaching Profession Act and professional self-regulation through the Ontario College of Teachers Act.

As associate members of the Ontario Teachers' Federation, all teacher candidates are bound by the ethical and professional standards of the Teaching Profession Act. Teacher candidates and all practicing professional teachers in Ontario are bound by the Ontario College of Teachers *Foundations of Professional Practice*.

Professional Conduct

All teacher candidates in the Bachelor of Education and Diploma in Education programs are expected to develop and demonstrate the attributes and behaviours of a professional teacher. These attributes and behaviours are expressed in the following regulations for teachers:

- Foundations of Professional Practice Member's Handbook (Ontario College of Teachers, 2010);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298, Operation of Schools-General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, Sections 13 through 18.

In addition, when on campus, teacher candidates are expected to demonstrate respect for others and to abide by the principles and standards set out in Queen's policies such as the *University Student Code of Conduct* and the *Harassment/Discrimination Policy and Procedure*.

Attendance, Course Work and Conduct (<http://educ.queensu.ca/regulations-policies>)

Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct.

A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance the student must provide documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

At the discretion of the instructor, an assigned alternate learning activity may be expected to be completed within a mutually convenient time frame if a class is missed

It is a matter of your professional responsibility to be prepared for class and be on time.

Academic Integrity (<http://educ.queensu.ca/regulations-policies>)

All breaches of academic integrity are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Departure from academic integrity includes plagiarism which means presenting work done (in whole or in part) by someone else as if it were one's own. For complete details, please see

Disability Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Wellness Services (QSW) and register as early as possible. For more information, including important deadlines, please visit the QSW website at: <http://www.queensu.ca/studentwellness/accessibility-services>.

If you have accommodations that have been approved through the QSW, please advise your instructors as soon as possible so that your accommodations are implemented. It is advised that you also contact the Associate Dean, Undergraduate Studies when you have received your accommodation letter from QSW.