

EDUC 813 **Final Project**

You will submit a piece of work that addresses the arts-education interface and serves as a means for you to improve your teaching (or understanding of it). The parameters of this assignment are broad with the intention of enabling you to devise a project that is engaging and meaningful for you.

For example:

- Create 3 narratives or portraits, analyze, identify themes, discuss, and connect to literature from the course and elsewhere.
- Interview a former teacher and treat the responses artistically, e.g. develop a play or other work of art that illuminates themes. Provide accompanying material that elucidates what you have done and intended with your artistic response, with connections to literature.
- Compile a literature review and work it artistically (e.g. make use of musical structuring devices and introduce and develop themes and motives symphonically)
- Dive into an art project, create something that requires sustained artistic exploration and effort, document your process, then distill implications for your teaching based on your learning experiences (connecting to literature where appropriate).

Scope: equivalent to a 3000-word paper.

Note:

- This is an opportunity if you wish to explore an ‘aesthetic playground’ (Smithrim and Upitis, 2002)...a chance for you to engage in *doing* art. The art form you work with may be familiar or new or somewhere in between. You may work with a combination of art forms.
- This may also be an opportunity for you to explore arts-based research methods, by collecting data and then treating them artistically in order to reveal or illuminate new understandings (see Eisner, 2006; Lawrence-Lightfoot, 2005).

Structure of Project

In designing the project, I suggest you consider the following structure, at least as a starting point:

- 1) Some kind of ‘piece’ that you create that involves artistic work
- 2) An analysis of the piece and/or of the process of creating the piece that articulates understandings you develop through artistically working with the material and creating the piece. For example, you might: identify themes, make connections, examine the learning encountered, etc. Please connect to literature (from the course or elsewhere) where appropriate.
- 3) Implications for practice that communicate how you (or others) might use the knowledge and understandings developed through this project to enhance teaching (connecting to literature where appropriate).

References

- Eisner, E. (2006). Does Arts-Based Research Have a Future? *Studies in Art Education*, 48(1), 9-18.
- Lawrence-Lightfoot, S. (2005). Reflections on Portraiture: A Dialogue Between Art and Science. *Qualitative Inquiry* 11(3), 3-15.
- Smithrim, K. & Upitis, R. (2002). Strong poets: Teacher education and the arts. *Journal of Professional Studies*, 9(1), 19-29.

Final Project Assessment Rubric

If this assessment tool does not suit your project, I encourage you to propose another.

Communication: Is the writing/presentation clear, error-free, and carefully and thoughtfully presented? Is everything that you need in place (e.g. analyses, implications for teaching, etc.)?

A (Excellent)

B (Adequate)

C (Marginal)

Richness and Scope of Artistic Work: Is there evidence that you have thoroughly and thoughtfully engaged in artistic processes such as imagining, exploring, constructing and refining?

A (Excellent)

B (Adequate)

C (Marginal)

Analysis: Have you shown thoroughness and thoughtfulness delving into meanings you encounter and understandings you develop through your artistic work? Have you connected to literature where appropriate?

A (Excellent)

B (Adequate)

C (Marginal)

Implications for Teaching: Have you thoroughly pondered the implications for your own teaching, and explained how the knowledge developed here might inform your teaching? Have you provided specific examples of what you might do and say and put in place when you teach?

A (Excellent)

B (Adequate)

C (Marginal)