Art Education

Program Mission Statement

The Art Education program prepares professionals to teach students in K-12 art education programs. It embraces the college teacher education model as well as the tenets and principles of discipline-based art education and the ideals and values associated with education that are multicultural, innovative, and creative. The faculty believes that art teachers of the 21st century must possess a commitment to educational reform that includes the pursuit of new ideas in the teaching of art, the use of the new instructional technologies, and a commitment to social change that includes addressing the needs of an increasingly diverse community.

More specifically, pre-professionals are required to complete coursework related to diverse learners, educational technology, the learning process, educational psychology, TESOL, content reading, classroom management, and assessment. Art education pedagogical course work includes: K-12 art methods and teaching aesthetics, criticism, and art history in K-12 classrooms. Pre-professionals are involved in three school experiences linked to non-field coursework; two field experiences as courses; this field work is followed by fifteen weeks of internship.

Students graduate from the program as skilled artists and serve as high quality exemplars of both artists and practicing art educators. Therefore significant discipline-related coursework offerings in art and design includes: drawing, painting, two and three dimensional design, sculpture, ceramics, and photography. Elements of this artistic work are exhibited in a culminating portfolio class prior to the final internship and the portfolio is assessed by art and design faculty. The final field experience includes the demonstration of effective artistic and pedagogical knowledge, skills, and dispositions in a K-12 setting supervised by university faculty and certified school-based practitioners.

Professionals involved instructionally in the program include art and design and education faculty as well as school district practitioners and museum educators. Faculty are involved in research on elements of teacher reflective practice and art and design, as well as exhibitions of creative works in art and design.

The core learning objectives of the Art Education Program are correlated with the following: Council for the Accreditation of Educator Preparation; National Association of Schools of Art and Design; Subject Matter Content Standards for Florida’s Teachers: K-12 Art Education; College of Education and Human Services Conceptual Framework; and, Florida’s Accomplished Practices (AP) for Teachers at the pre-professional level - AP 1 Instructional Design and Lesson Planning, AP 2 Learning Environment, AP 3 Instructional Delivery and Facilitation, AP 4 Assessment, AP 5 Continuous Professional Improvement, AP 6 Professional Responsibility and Ethical Conduct.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills
• Exhibit own art and design work that demonstrates fine arts knowledge and skills.

Communication Skills
• Use effective communication techniques (verbal, nonverbal, and written communication) to deliver instruction and to communicate with parents and the community.

Critical Thinking Skills
• Apply methods of analysis and interpretation of art critique, art history, art studio and aesthetics.
• Plan, implement and evaluate K-12 art learning experiences in art studio, art history, aesthetics and criticism.

Assessment Approaches

UNF graduates of the B.A.E program in Art Education will demonstrate mastery of content knowledge and skills and teaching knowledge, skills, and dispositions through proficiency on course embedded assessments, activities, and critical task assessments in core, major, and clinical experiences at a proficiency level expected of a teacher candidate. It is expected that teacher candidates apply knowledge throughout the
program by demonstrating understanding, competence, and effective implementation. Assessment strategies include: 1) assignments and other formal formative, summative and authentic assessments, 2) successful completion of critical tasks in specific courses, 3) participation in class discussions, reflections and critiques that provide a dynamic forum for developing ideas and demonstrating knowledge, 4) analysis of teaching performances in field experiences and methods courses, demonstrations of artistic expertise through a variety of exhibitions and a fine arts portfolio, and 5) development of meaningful learning experiences that address learning and performance modes based on principles of effective instruction.