Art Education

Program Mission Statement

The Art Education program 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. Students graduate from the program as skilled artists who continue to be productive artists as well as practicing art educators.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills
• Create assessment tools such as rubrics, rating scales and anecdotal records for use in evaluating student progress in art.
• The candidate will analyze and apply data from multiple assessments and measures to diagnose student learning needs and develop instructional activities based on these needs.

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
• 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 teaching skills 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, and 5) development of meaningful learning experiences that address learning and performance modes based on principles of effective instruction.