

Art Educator as Advocate

Lesson Plan for Art Education Majors

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Designed for Higher Education

Sessions, Length of Class Period, Frequency:

Four sessions, three hours long.

National Art Education Standards for Teacher Preparation Included in

Lesson:

Standard I: Art Teacher Preparation Programs Focus on the Content of the Visual arts

Teacher education programs in the visual arts should:

- Enable candidates to study and engage in the processes of art making involving traditional and contemporary studio approaches;
- Enable candidates to concentrate in one or more studio area;

Standard II: Art Teacher Preparation Programs Focus on Theory and Practice in Art Education

Teacher education programs in the visual arts should:

- Include study in the historical developments and prevailing theories of art education;
- Enable candidates to understand the philosophical and social foundations underlying the inclusion of art in general education;
- Enable candidates to develop the skills to collaborate in the development of interdisciplinary curricula;
- Enable candidates to understand the importance of arts education and to advocate for it to school administrators, parents, and public agencies; and
- Emphasize the importance of continuing self-evaluation and professional development.

Multicultural/Historical Objectives:

The students will participate in various discussions regarding the relevancy of visual arts education and brainstorm various means of advocating for the field. The students will learn of the various organizations in existence whose missions involve the fostering of art education programming. The students will discuss how these organizations can help aid in their own advocacy steps. The students will consider their own histories as art students and consider ways in which their former educators advocated for their programs. The students will additionally consider how they can use those same approaches within their future career paths.

Creative/Productive Objectives:

The students will create various examples of written, video and web friendly works that advocate for visual arts education. The students will write a personal mission statement concerning the relevancy of art education in the 21st century. The students will create a video advertising the importance of visual arts inclusion. The students will create an arts advocacy web page. The students will begin a visual arts bulletin that they will send out to future parents, administrators

and other key players. Finally, the students will research grant opportunities and write up a proposal draft to be reviewed by their instructor and peers.

Affective/Expressive Objectives:

Through their experience, students will regularly write and reflect on the importance of visual arts education and the energies they must put forth within their future roles as educators. These regular reflections will come in the form of weekly prompts devised by the instructor. Following their final conversations and project reviews, the students will discuss their experiences over the course of the unit and share how their own viewpoints evolved during the course of creating advocacy materials.

Facility & Equipment Requirements:

Classroom
Large tables
Chairs
Laptop computer
LCD projector
Video cameras
Computer labs with access to basic video editing software and Microsoft programming

Health & Safety Concerns:

While completing their works, students should be aware of the safety measures to be taken when using any array of materials.

Resources needed for Lesson (include art reproductions, videos, books, etc.):

PowerPoint presentation
Sample advocacy videos
Sample bulletins
Sample grants
Access to the National Art Education Association website
Access to the Missouri Art Education Association website

Materials & Supplies (size, if applicable, description, & quantity):

Large newsprint
Markers
Mini dvd disks, one per student

Concepts/Vocabulary:

Communication – the means in which we share thoughts, ideas and opinions.
Communication can be achieved through spoken word, written text, artistic creation, etc.

Visual Literacy – Comprehension of the visual communication expressed by a piece of artwork.

Advocacy – the act of pleading for, supporting or recommending.

Motivational Activity:

The students will view a video featuring Mike Huckabee discussing the importance of arts education in the school setting. During viewing, students will be asked to note key concepts and terms used by Huckabee.

Procedures/Activity:

Class Session One:

- I. Writing Prompt: Why is learning in the visual arts essential to education in the 21st century? (5 minutes)
- II. Discussion: The students will discuss as a class their sketchbook prompt responses. (5 minutes)
- III. Motivational Activity: The students will view a video featuring Mike Huckabee discussing the importance of arts education in the school setting. During viewing, students will be asked to note key concepts and terms used by Huckabee. (10 minutes)
- IV. Discussion: The students will discuss as a class their responses to the Mike Huckabee video and create a class list of advocacy-based terms. The students will additionally consider the advocacy movements of their own past educators. (10 minutes)
- V. Discussion of Networks: The instructor will share the various organizations currently in existence to serve art educators and their advocacy needs. The instructor will conduct a virtual tour in which she shares the various resources available on such organizations' websites. The instructor will then prompt a discussion among the class regarding the importance of maintaining a networking and who should be included within such a group. (20 minutes)
- VI. Group Brainstorm: After compiling a comprehensive list of network participants, the instructor will split the class up into smaller groups (three to four students per group). Each group will receive a large piece of newsprint, markers and be assigned a certain number of network participants. The groups must then brainstorm how they would entice such key figures to be active advocates for the arts. (10 minutes)
- VII. Group Share: Each group will take turns sharing their advocacy tactics. (10 minutes)
- VIII. Break (10 minutes)
- IX. Video Share: The instructor will share an art advocacy commercial she and her former students created. During viewing, students will be asked to make special note of the underlining messages being communicated within the video piece. Following the viewing, the class will discuss the work, the benefits for creating such a video and the ways in which it can be used. (20 minutes)
- X. Description of Assignment: The instructor will inform the students that they will be creating short advocacy films within pairs. Students will be allowed to choose whom they would like to work with. Their videos must be at least five minutes long and communicate their combined art advocacy philosophies. Prior to shooting their videos, students must undergo sufficient planning in which they determine their projected audience and create a comprehensive storyboard. (10 minutes)
- XI. Video Brainstorming: Students will split up into their pairs and begin the brainstorming process. Each group will be provided newsprint and markers to map out their storyboards. They must complete their initial planning prior to the end of class in order to share their ideas with the class for preliminary critique. (50 minutes)

- XII. Idea Share: Pairs will briefly share their initial planning for their video projects. The instructor and fellow classmates will be invited to share insights regarding their preliminary planning. (20 minutes)

Homework: Students will complete their art advocacy commercials and personal philosophy statements.

Class Session Two:

- I. Writing Prompt: What lessons did you learn during the process of creating your art advocacy video? (5 minutes)
- II. Discussion: The students will discuss as a class their sketchbook prompt responses. (5 minutes)
- III. Commercial Viewing: The students will take turns sharing their art advocacy commercials. Each viewing will be followed by group critique and discussion. (60 minutes)
- IV. Break (10 minutes)
- V. Digital Advocacy: The instructor will share with the students various ways in which she utilized digital media to advocate for the visual arts. This will include website development and email bulletins. The class will discuss the relevancy and power of using such media to communicate to the masses. (20 minutes)
- VI. Website Creation: The instructor will share with the students various venues one can utilize to create their own art advocacy web page. This will include blogs, wikis and more personalized web creation spaces. (10 minutes)
- VII. Group Brainstorm: The instructor will ask the students to break up into pairs of their own choosing and begin brainstorming their own art advocacy websites. They will brainstorm the overall design of the page in addition to content. (10 minutes)
- VIII. Website Design, First Steps: The students will utilize computer labs on campus to choose a venue for their art advocacy web page and begin the initial design of their work. (30 minutes)
- IX. Idea Share: Students will briefly share their initial website designs. The instructor and fellow classmates will be invited to share insights regarding their preliminary planning. (30 minutes)

Homework: Students will finish their art advocacy websites.

Class Session Three:

- I. Writing Prompt: What lessons did you learn during the process of creating your art advocacy website? (5 minutes)
- II. Discussion: The students will discuss as a class their sketchbook prompt responses. (5 minutes)
- III. Website Viewing: The students will take turns sharing their art advocacy websites. Each viewing will be followed by group critique and discussion. (60 minutes)
- IV. Break (10 minutes)

- V. Email Bulletins: The students will reconvene and revisit the power of regular email communication with key figures. The students will discuss who should receive such correspondence and what content should be included regularly. (10 minutes)
- VI. Bulletins, First Steps: The students will utilize computer labs on campus to begin design of their own personal email bulletins. This will be done on an individual basis. (30 minutes)
- XIII. Idea Share: Students will briefly share their initial bulletin designs. The instructor and fellow classmates will be invited to share insights regarding their preliminary planning. (30 minutes)
- XIV. Grant Writing: The instructor will share with students various examples of educational grants. The class will discuss the importance of grants and their pursuit. The instructor will share with students the proper steps to completing a grant proposal and the various considerations to be made. The instructor will share with the students their next assignment regarding personal art advocacy, that being the mock pursuit of an existing grant. Students must research a grant, print out all instructions and then write up a proposal of their own. (30 minutes)

Homework: Students will finish their initial email bulletin design and introductory note, in addition to research a grant and write up a mock proposal. Students must produce four copies of their grant proposal, one with their name on it and three without.

Class Session Four:

- I. Writing Prompt: What lessons did you learn during the process of creating your art advocacy bulletins and completing the grant writing exercise? What were the biggest challenges and how did you overcome them? (5 minutes)
- II. Discussion: The students will discuss as a class their sketchbook prompt responses. (10 minutes)
- III. Discussion of Grant Review Process: Students will review the instructions provided on their various grants and create a class rubric for evaluation of proposals. The students will use this class rubric to evaluate the work of their peers. (30 minutes)
- IV. Break (10 minutes)
- V. Grant Review Process: Students will be broken up into groups of three. Each group will function as a review board. Each group will receive three proposals to consider. The students will take turns reviewing each proposal individually using the class rubric and then conduct discussion to decide whether or not the candidate would receive the allotted sum of money. (100 minutes, with a 10 minutes break in between)
- VI. Discussion: Following the review process, the groups will share their decisions with the class. The instructor will make note of the total sum of money earned by the class. The class will then discuss the role of grants in art education advocacy and their various observations regarding the process. (20 minutes)

Clean-up and Strategy:

The teacher will shut down all electronic equipment at the end of class.

Assessment and Student Reflection:

Following each major activity, the teacher will engage students in thoughtful reflections and discussion regarding real world applications. During these discussions, the teacher will be able to informally assess the understanding and creativity of students participating.

Differentiation of Instruction:

Information and materials will be presented in a variety of ways, appealing to all styles of learning. This will include discussion, writing, reading, art making, brainstorming, reflection, etc. Students who are in need of additional guidance regarding any concepts introduced in the classroom environment are invited to set up a time outside of class to discuss any and all questions with the teacher. The teacher will also be available thirty minutes prior to each class for additional assistance.

Preparation Time:

four hours