



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Creativity Reboot for the Art Teacher's Classroom
Course Number	OL 5225
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Spark your inspiration and get creative in this one-of-a kind course, designed by an art educator, for PreK-12th grade visual art teachers! Creativity is an essential component of a vibrant art classroom, and it starts with the teacher. Guided by the course text, *Keep Going: 10 Ways to Stay Creative in Good Times and Bad*, you'll reconnect with your creative process and foster an environment that encourages student creativity, too. You'll develop activities that support students' social-emotional skills and identity, engage with "artivism," and build connections through collaborative and local art. Because traditional grading practices can stifle creativity, you'll learn how to design meaningful assessments that promote reflection and ongoing growth. "Creativity Pauses" sprinkled throughout nurture your imagination along the way. After completing this course, you'll be energized to incorporate new ideas for a creativity reboot in your classroom!

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to creativity in arts education, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design an activity focused on "artivism," art as a voice for change that fosters inclusive identity development.
3. Prepare an art experience that involves students in creative collaboration with each other, the community, and local artists.
4. Implement social-emotional learning with intention and creativity through the artistic process.
5. Develop an action plan to challenge the status quo related to arts curriculum selection or assessment practices.

Required Resources:

Keep Going: 10 Ways to Stay Creative in Good Times and Bad, by Austin Kleon

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Art Education Journal

Boughton, D (In Press) Assessment of Performance in the Visual Arts: What, How, and Why. In Karpati, A., Gaul, E. (Eds.) : From Child Art to Visual Culture of Youth - New Models and Tools for Assessment of Learning and Creation in Art Education. Intellect Press, Bristol, UK

Düddul, P. (2015, January 27). *We need creative teaching to teach creativity*. The Conversation. Retrieved May 20, 2022, from <https://theconversation.com/we-need-creative-teaching-to-teach-creativity-34407>

González-Zamar, M. D., & Abad-Segura, E. (2021). Emotional Creativity in Art Education: An Exploratory Analysis and Research Trends. *International journal of environmental research and public health*, 18(12), 6209. <https://doi.org/10.3390/ijerph18126209>

Graham, M. (2019). Assessment in the visual arts: Challenges and possibilities, *Arts Education Policy Review*, 120:3, 175-183, DOI: 10.1080/10632913.2019.1579131\

Kupers, E., Lehmann-Wermser, A., McPherson, G., & van Geert, P. (2018). Children's creativity: A theoretical framework and systematic review. *Review of Educational Research*, 89(1), 93-124. <https://doi.org/10.3102/0034654318815707>

Maurer, J., Aska McBride, M. R., & Nagaoka, J. (2019). *Arts education and social-emotional learning outcomes among K-12 students: developing a theory of action*. Consortium On Chicago School Research.

Mernick, A. (n.d.). Critical Arts Pedagogy: Nurturing Critical Consciousness and Self-Actualization Through Art Education. *Art Education*, 74(5), 19-24.

National Art Education Foundation

SchoolArts Magazine

Spencer, J., & Juliani, A. J. (2016). *Launch: Using design thinking to boost creativity and bring out the maker in every student*. Dave Burgess Consulting, Inc.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about creativity practices in the art classroom.
- Summarize your previous knowledge about and/or experience with infusing creativity in arts instruction, assessment, and the artistic process.
- List two learning goals you have for the course.

3. Investigation: Read and Respond

After reading the course text or reviewing the assigned resources, please respond to each prompt in an organized paragraph five sentences or longer (unless otherwise noted).

Section 1: Reclaiming the Art Teacher's Creativity

Your own creativity will drive classroom creativity! If you have found yourself 'creatively depleted' at the end of a school day and feel as if you have no time for your own creative endeavors on top of your art teacher obligations, then you are exactly where you need to be. The content in this section will offer you the 'reboot' you need to get out art supplies and reclaim your creativity! This course starts with YOU!

All coursework is to be completed in the Teaching Channel online environment.

After reading *Keep Going*, please respond to each question A-D in an organized paragraph five sentences or longer.

- A. Kleon encourages artists to build a 'Bliss Station.' Do you have a place and/or time set aside for your 'creative incubation?' If so, what materials, tools and sources of inspiration fill this space? If not, what ideas do you have for creating your 'Bliss Station?'
- B. Kleon shares the story of artist Nina Katchadourian (p. 51) and states that 'airplane mode' can be a way of life. What 'mundane moments' exist in your day-to-day that you currently fill with mindless activities or neverending 'to-do' lists? What ideas do you have to transform these into 'airplane mode' moments that reconnect with your artwork and/or creativity?
- C. Describe your thoughts on the quote above, from p. 176 in *Keep Going*, as it relates to your personal and professional experience.
- D. Review the list of principles from *Keep Going*, below, then choose 3 you aim to embody as a creative. Explain why these principles hold personal meaning as they relate to reclaiming, igniting, and protecting your creative spirit.
 1. Every day is Groundhog Day.
 2. Build a bliss station.
 3. Forget the noun, do the verb.
 4. Make gifts.
 5. The ordinary + extra attention = the extraordinary
 6. Slay the art monsters.
 7. You're allowed to change your mind.
 8. When in doubt, tidy up.
 9. Demons hate fresh air.
 10. Plant your garden.



Set aside 1 hour to engage your creativity. Feel free to incorporate ideas presented in the *Keep Going* book along with your own creative process! You may journal about something that inspired you in the readings, OR share an image of what you created during this time, or both! This time is for YOU!

Please submit your Creativity Pause along with your work for this module.

Now that you've explored strategies to nurture your creativity and have begun to reclaim time for your own artistic process, let's investigate how art teachers' identities impact the art classroom. Begin by reading "Do You Really Have to Choose Between Being an Artist or Art Teacher?" by Janet Taylor from the Art of Education.

If you'd like to explore this topic further, check out the optional resources below, then respond to question E in a paragraph of 5 sentences or more.

All coursework is to be completed in the Teaching Channel online environment.

- E. Articulate where your identity falls on the spectrum between artist and art teacher and why, then share how your own creative practice impacts your work with students in the classroom.

In this video, art teachers Candido Crespo and Sarah Krajewski discuss how their identities as creatives interact with their roles as teachers.

- The Art Assignment Creative exercises to try when you are “stuck, bored, or in need of inspiration.” These would be great classroom activities, too!
- “8 ways to Boost Your Creativity” by Courtney Jordan, from Artists’ Network, shares creativity exercises to help you find joy and productivity.
- “Being an Artist Teacher,” by Stephanie Cubbins, from Access Art, reflects on the benefits of her own artistic practice for her teaching.

Section 2: Barriers to Creativity in the Classroom

In this section, we’ll shift our focus to the challenges of nurturing creativity within the school space. To begin, please watch Sir Ken Robinson’s 2006 TED Talk, “Do Schools Kill Creativity?”, viewed by 73 million people, and counting!

Next, read the two articles below to learn about factors that hinder creativity in the art classroom. Then respond to questions F and G in a paragraph of 5 sentences or more.

- “Creativity Killers” from My Art Lesson
- “What Creativity Really Is- And Why Schools Need It,” by Liane Gabora from The Conversation

- F. In the Ted Talk, Sir Ken Robinson states, ‘If you're not prepared to be wrong, you will never come up with anything original.’ Do you see students who are hesitant to take creative risks? Describe any “creativity killers” you have observed in your setting.
- G. Based on the resources you’ve explored so far in the course, and your own personal beliefs, share your thoughts on the role and value of creativity in the classroom and in general.

Art teachers’ ability to incorporate creative practices may also be stymied by district requirements such as using outdated curriculum, or assessment and grading expectations that can limit or harm student expression. Please review the graphics illustrating the creative process, above, then respond to question H in a paragraph of 5 sentences or more.

- H. Evaluate how your current assessment practices facilitate or impede the stages of the creative process, and describe any district or school requirements that may impact your grading choices.

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Section 3: Fostering Student Creativity

Now that you know “creativity killers” to be avoided, in this section, you’ll explore ideas to foster an environment in your art classroom that encourages students’ creative expression. To begin, please listen or read shownotes for the podcast, “Students Should Share Their Process, Not Just Their Product” from The Creative Classroom with John Spencer. In the podcast, Spencer shares 7 reasons why “showing your work” benefits all students. Then, respond to question I in a paragraph of 5 sentences or more.

- I. Consider the continuum of process to product, then summarize where attention is currently focused in your classroom, and describe any shifts that need to be made in order to nurture student creativity.

Providing opportunities for choice, collaboration, makerspaces, working with new or unusual materials, and engaging the larger classroom, school, or local community are all strategies to boost creativity, and engagement! Please read “Everything You Need to Know About Creativity in the Art Room,” by Amanda Heyn from Art of Education University, and if you choose, review the optional resources below for more inspiration! Then, respond to question J in a paragraph of 5 sentences, or more.

- J. Share new ideas or strategies you are excited to implement in your classroom to encourage students’ creativity.

We know the resources and questions you explored in this module have inspired your creativity, and affirmed and enhanced your beliefs for why it is important to foster creativity for yourself and your students. In the following modules you will creatively reboot your art curriculum and art classroom environment. It is time to polish those stale lessons, create opportunities to spark connections, and develop a learning space that amplifies the creativity of ALL!

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Implement Social Emotional Learning with the Artistic Process

As the Toni Morrison quote above highlights, art can be a route to healing, resilience, and hope. Art teachers play a valuable role in helping students understand their feelings, develop empathy, and foster respectful and positive relationships. A report from the National Commission on Social, Emotional, and Academic Development, A Nation at Hope, states that “for SEL to be effective, it must be embedded, intentional, and sustained within the curriculum.”

In this application, you’ll build your capacity to intentionally embed social emotional learning to enhance your current art curriculum and support student wellbeing through art. To begin, please review the Arts Education and Social Emotional Learning Framework from ArtsEd SEL, which aligns the artistic process with SEL competencies. Then, choose to complete either Option A, or Option B, below.

All coursework is to be completed in the Teaching Channel online environment.

Please click here for optional resources to spark more ideas!

- "How to Support Social-Emotional Learning Through Choice," by Janet Taylor, Art of Education University
- The Art of SEL Podcast—episodes on each of the SEL competencies
- "Developing Curricula for SEL and the Arts," by Maurice J. Elias, from Edutopia
- SchoolArts Magazine's May 2022 Issue: Social Emotional Learning
- "8 Art Therapy Activities to Help Kids Identify and Manage Their Feelings" by Elizabeth Mulvahill, from We Are Teachers
- "How Making Art Helps Teens Better Understand Their Mental Health," by Juli Fraga, from KQED

Option A: Create or Modify a SEL Lesson

Choose one or more SEL competencies and create a lesson, or modify an existing lesson, to include SEL.

Please include the following in your 30-minute or longer lesson:

- The SEL competency(ies) you selected
- The lesson topic(s)
- Students' grade level
- The artistic and SEL goals and objectives of the lesson
- Enough information so a colleague could teach the lesson in your absence
- Any additional details/explanations to ensure we understand the lesson

Option B: Integrate SEL in Your Arts Curriculum

Consider how you could address 3 SEL and Arts Learning intersections to enhance existing activities/lesson(s)/units in your art classroom and empower your students through art! This option will get you started in intentionally embedding SEL throughout your curriculum. Please complete this template (be sure share settings are set to "anyone with this link" may view) or recreate the table within your module document.

1. Use the Arts Education and Social Emotional Learning Framework and identify the 3 SEL/Arts Learning intersections you wish to focus on.
2. Choose an existing art activity/lesson/unit in your curriculum that works with each SEL/Arts Learning Intersection.
3. Enhance existing parts of your current art curriculum by adding the SEL competency to the activity/lesson/unit.
4. Write a description of your idea for each SEL/Arts Learning Intersection you chose.
5. Finally, describe how the activity will impact student SEL needs/develop competencies.

All coursework is to be completed in the Teaching Channel online environment.

Keep Going Creativity Pause #2:

Set aside 1 hour to engage with your creativity. You may choose to incorporate ideas presented in this section with your own creative process!



- "The Connection Between Art and Wellness," by Elizabeth Weinstein
- "Neurographic Art for Healing," from Create for Healing
- Calm Down and Get your Zentangle On

Write a paragraph about how creativity impacts your wellbeing, or something that inspired you in the readings about art and wellness. OR, share an image of what you created during this time. This can be a new artwork based on ideas you gained in this section or build upon artwork you created in a previous Creativity Pause. This time is for YOU! Please submit your Creativity Pause along with your work for this module.

3. Application: Innovate–Art as a Voice for Change

In this application, you'll explore how art can function as a catalyst for change, by choosing to focus on identity development or activism through art. Inclusive art education elevates the voices and lived experiences of students, creating opportunities for identity expression and pathways to build understanding and respect for others' identities, too. Activism "combines art's creative power with activism's strategic planning, with the goal of social change." Please choose to complete either Option A or Option B, below.

Option A: Identity Exploration Through Art

The art classroom is an ideal place to explore identity through portraiture, helping students engage with the seen and unseen aspects of who they are. Viewing and discussing these artistic representations in a safe classroom space is important, so students can reflect and learn about their own biases and work towards an environment where all students' identities are respected and celebrated.

Please begin by watching "Exploring Perceptions About Identity Through Self-Portraits," which offers ideas for teaching about who we are, and "The Beauty of Human Skin in Every Color," about Angélica Dass's powerful portrait project, *Humanæ*.

Exploring Perceptions About Identity Through Self-Portraits	The beauty of human skin in every color Angélica Dass
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The resources below offer suggestions for infusing identity into lessons for different age groups:

- "Exploring the Self: 15 Identity Artworks to Show Students," from the Art Class Curator
- Browse Elementary, Middle Grades, and High School lessons about identity from Anti-Racist Art Teachers
- "Self Portraiture," from Preschool of the Arts
- "The Significance of Toddler Self-Portraits and Our Reggio-Inspired Portraits," from How We Montessori

Create a new lesson, or modify a current skill-based lesson, to include a more purposeful exploration of students' identity.

Please include the following in your 30-minute or longer lesson:

- The lesson topic(s)
- Students' grade level
- The goals and objectives of the lesson
- How your lesson encourages students to explore their own, or others', identity
- Enough information so a colleague could teach the lesson in your absence
- Any additional details/explanation you'd like to share

Watch "Why is Grace Serving? Philadelphia Artist Year," to learn how ArtistYear uses activism to bring arts education to Title 1 schools. An Americorps national service for citizen-artists, "ArtistYear believes arts education is a fundamental right of all children, regardless of economic status, and is committed to the development of critical thinking, self-discipline, and civic engagement through the arts, as a key to an engaged citizenry and thriving society."

Option B: Activism

Art can be a powerful force for change, drawing viewers' attention to important social justice issues. In this application, you'll learn why and how art can play a key role in activism, then you will design an activist project with students!

To begin, please read "What is Activism," from Dartmouth College. Be sure to scroll down to read and interact with the section, "9 Reasons for Artistic Activism," by Stephen Duncome and Steve Lambert. Then, watch Kehinde Wiley: A New Republic to learn about how portrait artist Kehinde Wiley raises questions about race, gender, and representation in his work.

Then, explore one or more of the resources below to spark ideas for your activist project:

- Anti-Racist Art Teachers - Lessons for elementary and secondary
- Art and Social Justice - Resources for secondary classrooms
- Learning for Justice lessons on Art and Activism - Ideas for elementary
- Learning for Justice | One World Posters - Artist designed free printable posters that inspire positive social change

All coursework is to be completed in the Teaching Channel online environment.

Please click here to see examples of art activism:

- Amplifier Art: Campaigns for a wide variety of issues
- Seitu Jones, Create: The Community Meal: Food insecurity, lack of access to healthy foods
- Hugh Hayden, Brier Patch: Inequities in the education system
- 25 Million Stitches: One Stitch, One Refugee: Worldwide refugee crisis [Video]
- Titus Kaphar, The Jerome Project: Mass incarceration, criminal legal system [Video]
- Maya Lin, A Study of Water: Environmental issues
- Néle Azevedo, Minimum Monument: Climate crisis
- With a Thousand Cranes: Spark hope, belonging, and connection

Complete one of the choices below based on the age and needs of your students:

YOU Design an Artist Project for Your Class	STUDENTS Design a Collaborative Artist Project
<p>Design an activist project for your students to engage in creating art with the purpose of promoting positive change. You can choose the topic yourself, or ask your students for their input!</p>	<p>Facilitate student groups of 2 or more in designing an activist project to address a problem or issue that matters to them (e.g. LGBTQ+ rights, racial justice, climate change, gun control, etc.). Their choice!</p>
<p>Create a one-page outline or visual expression of your plan (annotated sketch, digital or hand illustrated concept map, etc.) Below are examples of items to add to the outline, but please customize it so it makes sense for your role and the age/grade of your students.</p>	<p>Design a one-page outline for students to plan and manage their art activism idea. Below are examples of items to add to the outline, but please customize it so it makes sense for your role and the age/grade of your students.</p>
<ul style="list-style-type: none"> • What problem or issue will your project address? • What is your vision for the artwork students will create? • How will your artwork raise awareness or suggest action to solve the problem? • How will you share/display/communicate this collaborative artwork to the community? • Are there any other stakeholders or collaborators that you want or need to include in the project, and how will you gain their support? 	<ul style="list-style-type: none"> • What is the problem/issue you're trying to bring attention to? • Where do you see it/what made you think of it? • Why did you choose this? Is there a personal connection? • What actions do you hope to motivate with your activism? • How will your artwork raise awareness or suggest action to solve the problem? • Sketch/plan the artwork design • How will you share the artwork with others? • How/when will you be able to measure the impact of your

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<ul style="list-style-type: none"> • Materials needed? • How/when will you be able to measure the impact of your activism? If it's a bigger scope, it may take time. • Can people donate, and if so, how? 	<ul style="list-style-type: none"> • activism? If it's a bigger scope, it may take time. • How will you follow up on the plan?
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Please include the outline or plan when submitting your work for this module. If sharing a digital source, please be sure share settings are set to "anyone with the link can view."

4. Application: Collaborate –Local Artists and Community Art

Incorporating collaboration in the art room has so many benefits—helping students learn to work together, facilitating large scale artworks, and it's an authentic artistic practice. In this application, you'll broaden your lens by encouraging creative collaboration through group art projects that foster community within or beyond the classroom. You'll also connect with local artists to help students learn about a contemporary artist's practice and the value of artists' work to the community.

Please review two or more of the resources, then complete either Option A or Option B, below.

Option A: Design a Collaborative Art Project

This is your opportunity to plan a community art installation or experience! You choose the scope of the "community" that will engage in the project—it could be your classroom community, the school community contributing to a large-scale artwork, or even broader, a collaborative project that includes families, community members, or has worldwide scope via social media.

Community Art Inspiration:

- "Use Installation Art to Build Community With These Fun Ideas," by Jonathan Juravich, from Art of Education University
- "4 Proactive Ideas for Displaying Student Art and Inviting Community Connection," by Andrea Wlodarczyk, from Art of Education University
- "Key Ideas for Designing Play Spaces for Children Using Contemporary Art," by Louisa Penfold, via The Education Hub
- "Former Graffiti Artist Creates Sentimental Yarn Installations Inspired by His Grandmother," by Kelly Richman-Abdou from My Modern Met
- Oliver Herring: "TASK" | Art21 "Extended Play" is a public interactive art experience.
- #YarnBombQC is a collaborative yarn bombing project.
- Mindful Art Activities | Gratitude Feathers and Collaborative Art Projects is a video tutorial.
- The Street is Our Gallery showcases Juliana Santacruz Herrera's street art; click on "artists" for more!
- Art.Play.Children.Learning is full of ideas for early childhood educators.
- Leap Then Look facilitates participatory art projects that connect people.

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Please include the following:

- Brief description or illustration of the artwork to be created
- The "community" you are inviting to participate in the project
- How this experience will nurture collaboration or a sense of community and belonging
- Materials and space needed
- Purpose and meaning of the project
- Any challenges you anticipate and ideas to address them

Please share your plan in a format of your choice—a concept map, annotated illustration, video/screencast narration of a drawing, writing, digital illustration, or a combination. If sharing a link, please be sure your share settings are set to "anyone with the link can view."

Option B: Connecting with Local Artists

This is your opportunity to explore the amazing art happening in your community! By sharing local, contemporary artists' work with students, they'll learn about the important ways that artists contribute to the community, from creating beauty, to sparking dialogue about current issues, to expressing identities and experiences, and so much more.

How to Find Local Artists:

- MN Original Artists—These artists are local to Learners Edge. Please connect with arts organizations, museums, or investigate the sources below to find artists in your area.
- Artlifting | Support Local Artists
- Creative Exchange—Artists With Impact—Scroll down to search by location!
- Fairs and Festivals—Search by state to meet artists at local events

Please select from the two pathways below, depending on whether you would like to/are able to connect directly with an artist in your community.

If you can directly connect with an artist:	If you are not able to directly connect with an artist:
<p>Seek out a local artist whose work you admire and invite them to a creative conversation with you and/or your class! You may have the conversation in person, over the phone, or via video conference.</p> <p>Prior to your conversation, create a list of 5 or more questions (ideally, brainstorm with your students!) about the artist's work, creative process, studio, collaborations, experiences, etc.</p> <p>Please submit:</p> <ul style="list-style-type: none">• Your list of 5 or more questions	<p>Research local artists with the goal of incorporating their work into a lesson or unit that you currently teach.</p> <p>Find 3 local artists whose work you would like to share with your students. We encourage you to seek out artists who reflect the backgrounds and experiences of your students!</p> <p>For each artist, please submit:</p> <ul style="list-style-type: none">• An image of an artwork of interest• A brief description of their work and why you selected the artist

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<ul style="list-style-type: none"> • A 2-paragraph, or more, summary of your conversation, including key takeaways for you and your students' creative practice 	<ul style="list-style-type: none"> • One or more ideas for how you can incorporate the artwork/artist into a lesson/unit, as a teaching tool or source of inspiration for yourself or students
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5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo–Rethinking Curriculum and Assessment Practices

Creatives are constantly reinventing, reworking, and reimagining! In this application, you'll choose to investigate either your curriculum, or your assessment practices, and develop a vision for change. Please complete either Option A or Option B, below.

Option A: Intrinsic Motivation–Decolonizing the Arts Curriculum

Let's challenge the status quo by taking a deep look at your arts curriculum. In this application, you'll learn steps you can take to decenter dominant, white Eurocentric perspectives and present artwork, artists, and artistic traditions that reflect diverse racial and cultural backgrounds through relevant curriculum. You'll connect with a trusted colleague to consider guiding questions, evaluate your current curriculum, and spark ideas for change.

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To begin, please read "How to Avoid a Biased Curriculum," by Nick Gehl, from Art of Education University. Then, review the Reflection Questions from Anti-Racist Art Teachers to guide you in analyzing your visual arts curriculum through an anti-bias, anti-racist lens. You may also find it helpful to examine this Culturally Responsive Scorecard for Visual Arts and look through the questions on Curriculum Writing.

Reach out to an educator who also wants to undertake this work (ideally, another art teacher!) to schedule a face-to-face, virtual, or phone conversation about analyzing your curriculum from an anti-bias, anti-racist perspective. Before your meeting, using the resources above, make a list of 5 or more talking points to assist you in facilitating the conversation. Plan to have your current curriculum handy for reference.

When submitting your work for this application, include:

- The role in education of the person you spoke with (grade level/content area focus, etc.)
- The 5 talking points you created prior to your conversation
- A 2 paragraph or longer summary of the conversation including any "a-ha!" moments, revelations, and learning that happened as a result of the conversation
- Plans or goals you have for changes to your curriculum

Option B: Extrinsic Influence–Aligning Assessment with the Creative Process

Assessment in the art classroom can be a challenge! Traditional grading practices used in other content areas can impede student creativity, leading to cookie-cutter projects or lack of engagement. In this application, you'll examine your current practice for evaluation of student artwork, question the validity of assessments that focus on the 'end' product, and learn to make adjustments. You'll gain strategies to design units and rubrics with opportunities that align with the creative process and place value on learning from mistakes and taking innovative risks. Let's get started!

To begin, please read "5 Tips for Better Art Assessments" by Janet Taylor from The Art of Education University, for an overview of the issues that make authentic art assessment difficult, and ideas for solutions. Then, watch How can you assess creativity? for additional suggestions.

Arts Assessment for Learning is an incredible resource to expand your palette of formative assessment practices. Please explore the following pages:

- Click through the Formative Assessment in Action interactive graphic:
 - Where am I going? 2. Where am I now? 3. How do I get there from here? Think about the connections between formative assessment and the creative process.
- Read more About Formative Assessment. Be sure to scroll down to read about the value added!
- Explore the Visual Arts Tools for inspiration about how to practice and document formative assessment.
- For ideas from other art teachers, check out these Visual Arts Projects (filter by grade level and assessment type on the left), action research from teachers using formative assessment in their classrooms.

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To complete Option B, please:

1. Select one of your current assessments that you feel needs improvement. It could be a rubric, checklist, point sheet, student reflection, or another assessment you have used in the past.
2. Analyze the assessment based on best practices for authentic assessment and explain what you would like to change, and why, in one paragraph or more.
3. Revamp your current assessment to create a more meaningful feedback experience. Consider ways to include opportunities for authentic artful experiences, real-time, formative assessment, reflection, collaboration with peers, SEL, and identity development, advocacy and student choice. Be sure to think about whether you're assessing the artistic process, as well as the final product, and whether criteria align with your goals for student learning and growth.
4. Write a one paragraph, or more, explanation of how your revised assessment encourages student creativity and engagement in the artistic process.

Please submit your revised assessment, along with your summarizing paragraphs for steps 2 and 4.






3. Application: Integrating Technology in the Art Classroom

Technology can enhance curriculum and create opportunities for students to engage with art from all over the world. You'll use your creativity to envision ways to bring the vast, ever changing technology world into the art room to create dynamic and innovative learning opportunities for students. From virtual field trips, to scavenger hunts, technology for enhancing and inspiring creative expression, and technology to support critique and communication, the options are endless!

To begin, please read or listen to How Tech is Reinventing Arts Education, by Chris Hayhurst, from EdTech Magazine, which shares how art educators are using digital tools to engage student creativity in a variety of ways.


Below, we've curated a list of exciting technology resources for the art classroom. Please select one or more sites to "tinker with and explore." We've found that diving in and creating is the best way to learn a new tech tool!

Please choose to respond to any 3 of the icons/prompts below to share the results of your exploration in two paragraphs, or more. You may express your response in writing, or in a visual format, such as a mind map, annotated illustration, or digital sharing tool, like Canva, Miro, Google Slides, etc.

 An idea presented in the video you didn't think of before.	<ol style="list-style-type: none">1. An idea that was sparked2. A question you had3. A quote that resonated4. Something to think about5. A connection you made
 A question you have about the information in the video.	
 A quote you heard in the video.	
 This video makes me think about...	
 Something you personally connect or relate to in the video is...	

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Virtual Field Trips/Art Exploration	Digital Creation Tools	Collaboration/Sharing Tools
The Metropolitan Museum of Art #MetKids	FlipaClip-Cartoon Animation	Artsonia-Digital Portfolios
Google Arts & Culture Museum Visits and SO much more to explore!	Pixar in a Box-Animation; collaboration between Pixar and Khan Academy	Book Creator-Digital Books
Google Arts & Culture Experiments	Adobe Sketch-Versatile Sketch Tool	Kami-Annotation, Collaboration
Museum of the World	Paper-Sketching App	Padlet-Notice Board
Colossal-Contemporary Art	Do Ink-Animation and Green screen	Prezi-Presentations
smarthistory-The Center for Public Art History YouTube Channel	Canva for Education-Flexible creation tool with templates	
The Art Assignment		
ArtistYear YouTube		



Keep Going Creativity Pause #3:

Set aside 1 hour to go on, or plan an ART ADVENTURE and be inspired! Visit a museum, gallery, artist's studio, sculpture park, find public art in your community- graffiti, murals, mosaics, etc.!

Write a paragraph making connections to something that inspired you during your adventure or state what it is you plan to do! OR, share a photo from your art adventure or a brief description of your plan for an upcoming art adventure! This time is for YOU!

Please submit your Creativity Pause along with your work for this module.

4. Application: Artful Thinking

In this application, we'll shift the focus to experiencing and appreciating art. You'll discover how to facilitate opportunities for students to develop visual literacy and understand art beyond judgment (I like it or I don't). You'll learn powerful ways to help students explore art, as you guide them to find evidence to support their interpretations and opinions. Ultimately, students will gain an awareness of, and confidence in, their own thinking. These "thinking dispositions" will support student learning across content areas, too!

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Please start by watching this Project Zero Thinking Routines video, for an introduction.

Next, explore the Artful Thinking Palette, 6 thinking dispositions that may be used flexibly to understand artwork. Click through the activities and routines for each disposition along the left, to learn more about how each disposition may be used to encourage creative thinking.

Depending on the age and needs of your students, you may dig deeper by investigating a truly amazing resource, Project Zero's Thinking Routine Toolbox, which offers an expanded range of thinking types. Note that you can search by teaching subject, thinking disposition or competence, and project, to find guiding questions to meet your students' needs. Preschool teachers may also like to read "10 Suggestions for Getting Started with Thinking Routines in Early Childhood Classrooms," also from Project Zero.

The Artful Writing lessons from the Weisman Art Museum offer models of how these practices may be used to help students develop understanding of artworks.

Finally, help students make connections between artworks, concepts, words, and emotions with collaborative digital concept maps from the North Carolina Museum of Art.

Now that your ideas are flowing, it's time to create an artful thinking routine or activity for your students. Choose an artwork you would like your students to learn about and develop an activity or routine in which students will practice visual literacy and artful thinking.

Please submit:

- An image and short description of the artwork students will learn about
- Which thinking routines you have incorporated
- What kind of thinking the routines encourage
- Your goals/objectives for the lesson

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

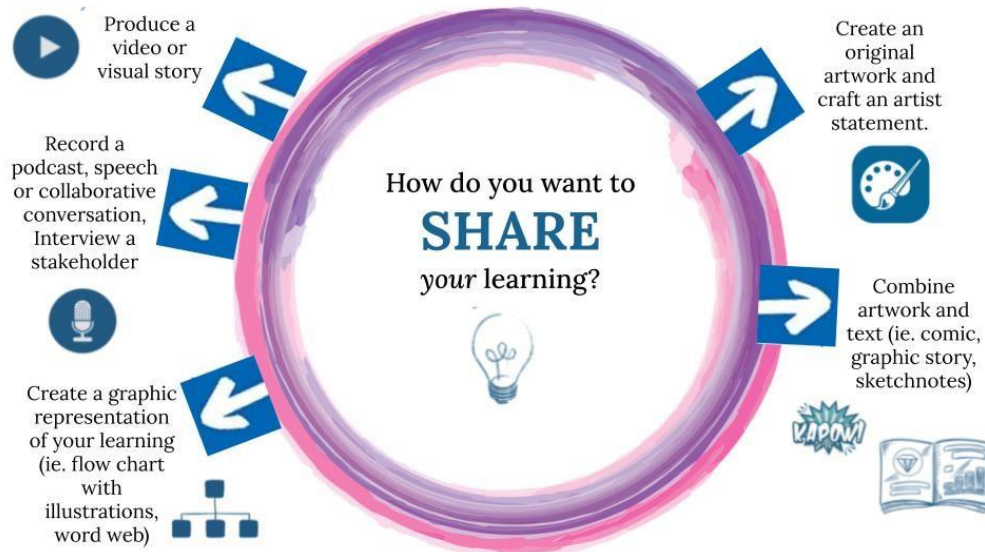
- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.


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- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

OR, keep going...

You may choose a creative option to share your learning! The visual below illustrates the choices you have for a CREATIVE REFLECTION of your learning, and the chart articulates the requirements for each of the options.



Reflection Choice	Choice Requirements	Articulation of Personal Growth and Future Goal	Connections to Course Content
 <small>shutterstock.com - 1312133624</small>	Create an original artwork and take a photo series showing steps in your creative process. (beginning, middle and final product).	Write a brief artist statement (one paragraph) including materials you used, description of your creative process and how you believe engaging in your creativity helps you be a better art teacher. Please also share one future learning goal you have related to the course content.	Bullet 3 sources that inspired you in this course. Articulate (3 sentences each) how each source will impact you as an art teacher in your personal/ professional practice.

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	<p>Combine artwork and text (ie. comic, graphic story, sketchnotes, artistic journaling- this could include work from the Creativity Pauses) to share your learning.</p>	<p>Your growth as an art teacher will be made known through the combination of words and images that show your personal growth made through taking this course! Please also share one future learning goal you have related to the course content.</p>	<p>Bullet 3 sources that inspired you in this course. Articulate (3 sentences each) how each source will impact you as an art teacher in your personal/professional practice.</p>
	<p>Combine artwork and text (ie. comic, graphic story, sketchnotes, artistic journaling- this could include work from the Creativity Pauses) to share your learning.</p>	<p>Your growth as an art teacher will be made known through the combination of words and images that show your personal growth made through taking this course! Please also share one future learning goal you have related to the course content.</p>	<p>Bullet 3 sources that inspired you in this course. Articulate (3 sentences each) how each source will impact you as an art teacher in your personal/professional practice.</p>
	<p>Create a graphic representation of your learning (ie. flow chart with illustrations, word web)</p>	<p>The graphic organizer you design (hand drawn or with technology) will show connections and personal/professional growth made through taking this course! Please also share one future learning goal you have related to the course content.</p>	<p>In the graphic organizer make 3 direct connections to course content and be sure that the chart articulates how each source will impact you as an art teacher in your personal/professional practice.</p>
	<p>Record a podcast: speech or collaborative conversation, Interview a stakeholder, your creative idea</p>	<p>Plan for a minimum of 15 minutes of content. Consider this opportunity to share what you learned from this course, interview an artist, interview a parent, colleague, administrator, board</p>	<p>In your recording highlight 3 sources that inspired you in this course. Articulate how each source will impact you as an art teacher in your personal/professional practice.</p>

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<table border="1"> <tr> <td>Write a piece of writing (e.g. poem or story)</td> <td>Record an audio explanation</td> <td>Create an illustration</td> <td>Combine drawings and text (e.g. comic or graphic story)</td> </tr> <tr> <td>Sketch out a storyboard</td> <td>Design a flowchart</td> <td>Sketchnotes</td> <td>Produce a video or digital story</td> </tr> <tr> <td>Create visual art (e.g. sculpture or model)</td> <td>Express yourself through placement in music (e.g. poem/chorus or lyrics)</td> <td>Surface connections with a concept map</td> <td>Write a choice design your own</td> </tr> </table>	Write a piece of writing (e.g. poem or story)	Record an audio explanation	Create an illustration	Combine drawings and text (e.g. comic or graphic story)	Sketch out a storyboard	Design a flowchart	Sketchnotes	Produce a video or digital story	Create visual art (e.g. sculpture or model)	Express yourself through placement in music (e.g. poem/chorus or lyrics)	Surface connections with a concept map	Write a choice design your own		<p>member or art student. Please also share one future learning goal you have related to the course content.</p>	
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