

ARED 490: Art Education Secondary Practicum

Karin Tollefson-Hall, [tolleflk@jmu.edu](mailto:tollefkl@jmu.edu)

1 credit hour

Course Overview: Practicum is required for licensure in art education and is intended to provide pre-service teachers with experience in the school setting. Connected with Secondary Methods (ARED 302) this practicum is at the secondary level. Students will observe and participate in the classroom assisting the mentor teacher and implementing at least one art lesson while practicing professionalism in the classroom. The secondary practicum is intended to reach beyond the high school to include arts education as life long learning for adults. In the course, a practicum assignment will be given in a public school at the secondary level, and students will also participate in leading art activities at a local retirement community.

Course Requirements: There are three main requirements of secondary practicum; observation and participation in the classroom and retirement community, reflections on the practicum experience and specific assigned topics listed on the ARED 302 course calendar in a practicum journal, and teaching at least one lesson in the secondary classroom. Once assigned to a school/art teacher it is your responsibility to establish contact with the teacher (via email or in person) and begin going to practicum. **It is required to complete 30 hours of practicum.** The practicum hours can occur in the assigned school and also through outside activities to accrue a total of 30 hours. **A minimum of 20 hours must be spent in the assigned school**, but the remaining 10 hours can be spent working at retirement communities and other art settings/experiences with adults or young adults. Examples; art clubs, community organizations, teachers in schools outside of the local district, art festivals, museums, churches, etc.

Art teaching in a Retirement Community: As part of your practicum experience all students will spend 3-4 weeks making art with the residents at Virginia Mennonite Retirement Community. The class will be divided into groups, that teach on Mondays during the ARED 302 class meeting time. At the end of the semester there will be a reception and show of the work made by the residents during the semester. (**Objective:** Demonstrate an awareness of the possibilities of using art and arts education for life-long learning, social justice, critical discourse, community service and activism.)

Practicum Journal: The journal that you hand in at the end of the semester should not be your notebook. The Practicum Journal should contain typed descriptions of your experiences and reflections on those experiences. Specific topics have been assigned and will be discussed in ARED 302 each week. You may wish to bring your notes to ARED 302 and type journal entries after the discussion of assigned topics, as the class discussion may add or alter your reflections. The final Practicum Journal must contain an entry for each assigned topic plus responses to the midway and final reflections and your teaching philosophy of art education. The journal entries are not only a description of how each topic occurs in the practicum classroom, **also include your reflections about how each topic** is helping or hindering the students learning and the teacher teaching. You are encouraged to include other experiences/reflections that you feel are significant to your development as a teacher and to your teaching philosophy.

Midway reflection: respond to the following questions in your reflection

What is the most valuable experience you have had in the classroom so far? What aspects of the classroom/teaching do you feel are the most successful? If you were the teacher what would you do differently? What type of curriculum does the teacher use? Describe a difficult moment of classroom management. How did you or the teacher respond to the situation? What would you do differently next time, if you were the teacher?

Final reflection: respond to the following questions in your reflection of the overall practicum experience
What is the most important thing you have learned from practicum? How has the experience informed you teaching philosophy? What aspects of the classroom/teaching would you carry over into your own teaching? What will you not include in your teaching? Reflect on the lesson you taught. What was most successful and what will you change if you teach this lesson again? What was the most valuable thing you learned from your experiences at the retirement community? What was the biggest challenge you experienced working at a retirement community?