

1. ART 330 Teaching Art in the Elementary School

2. Instructor:

3. Course Description: Teaching Art in the Elementary School (4 credits). Combines content and methodology for teaching art in the elementary school. (Enrollment is subject to being fully admitted to the Teacher Education Program.)

4. Course Rationale: ART 330 is designed to serve the needs of future elementary educators by equipping them with art skills and an understanding of the role of art education in the classroom. . Students will gain the confidence and enthusiasm they will need to serve their own students in guiding authentic, developmentally appropriate art experiences. Students will develop competencies in organizing and implementing art experiences, finding and utilizing resources that aid in organizing such experiences, guiding students' discussions of art work, understanding children's development in art, using basic materials and tools, and other topics related to the needs of teaching art in the elementary schools. Also, this course is designed to partially fulfill the following preparation requirements of the Washington Administrative Code for professional certification:

180-78A-207 (1)The Teacher, a-d. Standard V

180-82-332 Elementary Education -- Primary. (5) The arts. (b) Visual arts.

180-82-202 (1) All levels. (e) Designated arts: Visual Arts. Primary.

Additional former 180-79, 180-80, 180-81 WAC statements influence the contents of this course. 1) A general knowledge of the development of [art] education in public and private schools in the United States. 2) The cognitive, social and psychomotor aspects of human growth, development and learning [as they are reflected in and relate to children's art]. 3) Designing [art] instructional units, including alternative approaches to development, implementation, and evaluation. 4) Observing, evaluating and responding to student achievement and behavior [in the art classroom].

5. Course Standards, Activities, and Performance Outcomes: Washington State Standards (2007):

1.0 Common Core: Knowledge of Academic Content (Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.)

1.1 The Arts (*dance, music, theatre, visual arts*)

1.1.1 Understand that dance, music, theatre and visual arts shape and reflect culture and history. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.2 Understand and apply arts knowledge and skills utilizing the key elements, principles of design and composition, and the foundations, concepts and techniques used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, action, character, energy, color, balance, harmony, etc. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times. (Lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.4 Understand and apply/demonstrate the thinking skills using the artistic processes of creating, performing, and responding. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for specific purposes. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

1.1.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures and work. (Class lectures, readings, demonstrations, and personal work. Tests, assignments, and discussions.)

PURPOSE: CWU's Center for Teaching and Learning Philosophy (Constructivism). Knowledge 1) is richer when created by the learner, 2) is more meaningful for the learner when it is related to prior knowledge, 3) is shaped by both the social and non-social experiences of the learner, and 4) is in a variety of ways collaboratively established within the culture of the learner.

6. Text and Required Materials:

The text is a composite of articles and information on essential learning from the Office of the Superintendent of Public Instruction and the Washington Commission on Student Learning and excerpts of readings from Viktor Lowenfeld's Creative and Mental Growth. It is available at the CWU Bookstore. Additional handouts will be distributed in class. Also, research studies and activities for students to self-select and copy will be available at the Technology Center and from the Instructor's personal collection.

7. Specific Learner Outcomes, Standards, and Indicators: As a result of this course, students will be able to show . . . by the following indicators:

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|---|---|
| 1. Understand and explain different theories of teaching art. | 1. Discuss readings and experience in whole group and small group. Exams. |
| 2. Describe strategies for teaching artistic media and styles. | 2. Prepare and present lessons. Discuss readings and experience in whole group and small group. Experience media. Exams. |
| 3. Analyze and relate student artistic behaviors to content area study. | 3. Class and small group discussion, lesson planning. Readings. Exams. |
| 4. Explain the developmental nature of the aspects of art skills and understanding. | 4. Class and small group discussion, lesson planning. Readings. Exams. |
| 5. Identify teaching strategies in art that will meet the needs of the bilingual, culturally diverse, learning disabled, and gifted children. | 5. Class and small group discussion, lesson planning. Readings. Research reports. Exams. |
| 6. Define critical thinking and be able to develop and demonstrate lessons that teach critical thinking through art in the elementary school. | 6. Prepare and present lessons. Discuss readings and experience in whole group and small group. Research reports. Exams. LIVETEXT |
| 7. Demonstrate the ability to work in collaboration. | 7. Participation in activities. Present an example product of collaborative group work. |
| 8. Demonstrate understanding of interdisciplinary integration of art across the curriculum. | 8. Prepare lesson plan. Discuss across the readings. Perform at 80% or better on quizzes and/or exams. |
| 9. Be aware of state and professional standards. | 9. Participation in activities, read, write, respond. Performance of 80% or better on all-class activities, professional performance, lessons and assignments, mid-term activity, final culminating presentation, and final exam. |
| 10. Apply concepts to K-12 population. | 10. Participate in arranged service learning events. |

9. Course Topics:

- TOPIC 1: Drawing, Painting, and Making creatively without fear, the role of Art in education.
 - TOPIC 2: The school as a 3-dimensional work of art, a philosophy of education.
 - TOPIC 3: Clay: sensuality and play in Art Education in a 3 dimensional sculptural media.
 - TOPIC 4: Art terminology throughout the curriculum.
 - TOPIC 5: Drawing from memory: child development and the Arts.
 - TOPIC 6: Drawing from observation: child development and the Arts.
 - TOPIC 7: Drawing from imagination: child development and the Arts.
 - TOPIC 8: Printmaking and design: aesthetics of order in Art.
 - TOPIC 9: Responding to art: the roles of history and criticism in responding to visual phenomenon.
 - TOPIC 10: Lesson planning for proof of Essential Academic Learning Requirements.
 - TOPIC 11: Assessment by observation and portfolios.
 - TOPIC 12: Stakeholders in art and their strategies for finding value in children's art work.
- (Not limited by those listed; others as determined by the class and the special needs of the students.)

Further topics: See the calendar and the media/style matrix attached to this syllabus for details. Generally, students will experience activities in the following medium: tempera, watercolors, clay, printing ink, pencil, markers, cardboard, paper maché, collage, tissue paper, mosaic, and plaster. Combinations of the above are acceptable, but the total number of explored media must be a minimum of twenty examples. Some of the components of art movements throughout history and cultural perspectives from around the world must be incorporated into examples and in-class discussions. Art movements include but are not limited to the Renaissance, Naturalism, Realism, Surrealism, Expressionism, Impressionism, Pointillism, Cubism, Op and Pop Art.

10. Instructional Methods and Activities:

Guided lessons will be presented in some media such as a pinch pot to initiate clay activities and 3-minute drawing from live models to express relationships and emotions, two and three point perspective drawing techniques. Some of the following activities will comprise some of the process/application assignments and/or form the foundation for some classroom guided lessons and assignments. Ideas may be gathered from a variety of sources for lessons and for the final project by credited to sources. This list contains only suggestions and ideas and not to be replicated, literally. Individuality, creativity, and adaptability to a projected population are essential criteria of all lessons. (Variations will be determined by the instructor.)

- A. Prepare to teach a mini-lesson of drawing the human body for varying developmental stages.
- B. Illustrate a lesson developing visual autobiographies and/or family histories.
- C. Prepare prototypes for a lesson to use printmaking for illustrated stories of students.
- D. Collect alternative motivational lessons.
- E. Give a formal presentation about your favorite artist or artistic style.
- F. Develop a lesson to illustrate a variety of listening skills and present to the class as a lesson.
- G. Demonstrate a procedure for using a difficult media.
- H. Create a series of five original greeting cards to communicate deep feelings.
- I. Disclose many things about yourself as you create a composite personal container.
- J. Give a report to the group about research and how you would apply it.
- K. Create a bound book of your own inspiration aimed for a particular grade level.
- L. Create ways of integrating elements daily from other cultures and languages.
- M Describe sources of artistic information through or by technology.
- N. Create a plan to help students develop authentic symbols for a personal statement.

O. Help students create meaningful statements from a global perspective, national, or international.

11. Grading Procedures:

Lesson Plans	10%
Participation, Activities, Progress (assignments)	10%
Mid-term Essay	10%
Professional attitude, and Performance	20%
Final Presentation of Matrix Work and Portfolio	30%
Sketchbook	10%
Final Exam and Self Evaluation	<u>10%</u>
T O T A L	1 0 0 %

Course Completion:

	B+	87-89 Above average	C+	77-79 Average
A		95-100 Excellent	B	84-86 Above average
A-		90-94 Excellent	B-	80-83 Above average
			C-	70-73 Average

Demonstrate professionalism. In order to make a perfect score, you should: Attend 100% (except excused approval for absence or incomplete attendance.) Make appointments with instructor to ask for help when needed. Present work professionally, and show positive work ethic. Show evidence of reading of text materials and any other materials to help yourself gain knowledge and answer questions on tests. Use all of the Arts EALR's at the component level independently or in groups. Gather ideas for use in classroom, such as slides, activities, lessons, ideas, sharing with others, etc. Positive attitude 100% of the time. Keep work space clean. Help others; help with materials. Listen to instructor and class members discussion appropriately. If you are talking , you are not listening. Acknowledge new ideas. Take responsibility for constructing personal meaning and relevance: Constructivism in action, as well as on paper. Students must self-assess as they are being assessed by peers and the instructor. Optional assignments may be suggested by the instructor during class to adapt to individual needs.

The grade of "A" is reserved for those students who go beyond the minimum requirements, exhibit high quality of thought and presentation of their work, and participate to a high degree of positive, pro-active, professionalism. A positive attitude must be maintained in class at all times to contribute toward growth of all students. Lack of attendance, positive attitude, and good participation will result in lower grades. Students will assess their own performance and the performances of their peers. All are responsible for constructing personal relevance and for requesting help as needed. Appointments are always available with the instructor at scheduled office hours or at a mutually agreeable time in addition to posted office hours. Students are also encouraged to use e-mail for answers to questions to get a quick direct response as soon as possible.

Materials: A lab fee is being collected by the registrar. This fee covers the costs of most of the basic art materials, tools, equipment, and handouts. In addition, students are to have the following:

- 1.) A copy of the text materials from the bookstore.
- 2.) A sketchbook (bought or self-assembled) and a selection of drawing implements to use that should include 2B or thicker soft-lead pencils and a black marking pen or felt tip pen. The purpose of this sketchbook is for students to work on observation skills drawing what they see to explore relationships, shading, and shadows as well as personal responses to the objects observed. You will need 50 pages or more.
- 3.) And optionally, Lockers: You must supply your own lock and label. A spare key or the combination is to

be recorded in the main office with the department secretary. All lockers will be cleared on the last day of the term.

Journal/Sketchbook: Your sketchbook should include at least 4 dated visual entries per week for the full weeks of class. Some of these entries will be assigned but the total for the term is expected to be 40 or more. This should include observations of your own (outside of class) works (drawing, painting, printing, collage, etc.) per week. While I do not evaluate on drawing skill, the extent to which you try to build on an idea does count. Each drawing should be thoughtfully executed with all attempts to draw 3-dimensional objects in a 2-dimensional way by use of lines, values, shading, and shadows. You should also be aware that it contains personal relevance. The journal must also include one dated written entry per week that functions as a reflection on your own efforts or perceptions about art, the class, or the teaching of art. The purpose of this entry is to explore your unique art experience and to consider what happened and what else might be expected from similar creative opportunities for yourself and your students. Never replicate others work, especially copyrighted imagery as this is considered plagiarism.

Service Learning: 6 or more hours of arranged time with K-12 students will enable you to apply concepts, content, and materials information. This time is mandatory unless special arrangements are made on a case by case basis. No substitutions of reports or artwork will be made for this category.

11. Course Schedule, Rules and Policies:

Instructor:

Office hours:

Class meeting times:

Participation: Students in Art 330 are expected to be physically present, prepared for, and actively involved in every lesson and lecture/seminar. Because of the importance participation plays in art education, incomplete participation (meaning tardiness, more than one excused absence, and unexcused absences) will result in a drop of one letter grade or more. If an absence is reasonable, (such as an illness, family emergency, or dangerous road conditions), it is expected that the student will contact the instructor and will make up the time by arrangement. If the absence is extensive, the student should contact the office of the Vice President of Student Affairs to allow for formal notification to the instructor. This notification is always a professional choice.

Class Rules and Policies:

Students are responsible to

1. Perform during all of the class and respond positively.
2. Be supportive to others.
3. Attend, it is a must for group work and more details than in this syllabus.
4. Construct personal relevance.
5. Seek help from the instructor when needed.
6. Complete sketchbook independently without copying or getting ideas from other people.
7. Read text and other assignments before discussing in class.
8. Pass all class work and tests with at least at 80% accuracy.
9. Submit work for highest grade and with individual approval of the instructor.
10. Submit work on time; make up work will not be given except in extreme circumstances.
11. Clean up all that you use to leave everything "better than you found it."
12. Be flexible and creative with your own work, with others, and with the instructor.

Optional assignments may be suggested by the instructor periodically. The grade of "A" is

reserved for those students who go beyond the minimum requirements and exhibit high quality of thought and presentation of their work and participation as well as a high degree of professionalism. A positive attitude must be maintained during the class at all times. Lack of good attendance and/or positive attitude, and unprofessional or immature work will result in a lower grade.

12. Bibliography:

- Edwards, L. C. (2006) *The creative arts: A process approach for teachers and children*. 4th ed. Upper Saddle River, NJ; Prentice Hall.
- Eisner, E. (2002) *The arts and creation of mind*. New Haven CT: Yale University Press.
- Gardner, H. (1980), *Artful scribbles, the significance of children's drawings*. New York: Basic Books.
- Gardner, H. (1993), *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Goldberg, M. (2006) *Integrating the Arts, an approach to teaching and learning in multicultural and multilingual settings*. Boston: Pearson.
- Herberholz, D. & B. Herberholz (1998) *Artworks for elementary teachers: Developing artistic and perceptual awareness*. Boston: McGraw-Hill.
- Hurwitz, A, & M. Day (1995) *Children and their art: Methods for the elementary school*. Fort Worth: Harcourt Brace & Company.
- Isenberg, J.P. & M. Jalongo (2006) *Creative thinking and arts-based Learning*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Koster, J. (2001) *Bringing art into the elementary classroom*. Stamford, CT: Wadsworth Thomson Learning.
- Lanius, S. (:2005) *Arts and cognition, Progress report on brain research*. New York: The Dana Alliance for Brain Initiatives.
- Lowenfeld, V. (1957) *Creative and mental growth*. New York: Macmillan Company
- Mayesky, M. (1995) *Creative activities for young children*. Albany, NY: Delmar Publishers.
- Wachowiak, F. & R. Clements, (2006) *Emphasis Art, a qualitative art program for elementary and middle schools*. 8th ed. Boston: Pearson.

Some Art Web Sites:

www.naea-reston.org www.k12.wa.us www.sanford-artedventures.com www.printmakingstudio.com
www.homeschoolarts.com www.askeric.org www.artcyclopedia.com www.Yahoo.com/Arts/Education
www.crayola.com www.glencoe.com/sec/art/teacher www.pencils.com www.artseek.com

Additionally resources in the technology Center such as sample texts, telecommunications, journals such as "Studies in Art Education," the "Art Teacher," and others.

Suggested Supplemental Materials: Elements and Principles of Design, Student Guide, Crystal Production and/ or Art From Many Hands: Multicultural Art Projects by Jo Miles Schuman. Davis Publications, Inc., Worcester, MA. Newest edition.

13. ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information and or material presented in this course are encouraged to contact me or Robert Harden ADA Compliance Officer, Director, ADA Affairs and Student Assistance on campus at 963-2171 for additional disability related educational accommodations.

REMINDER: Admission to and continuation in the Teacher Education program requires that you purchase Live Text. You must purchase it prior to taking this class. The art lesson plan you create for this class MUST be posted on Live Text. Your grade will be with held until your lesson plan has been posted on Live Text.

Z

CHECKLIST for ART IN THE ELEMENTARY SCHOOL 330

PORTFOLIO GUIDE. Listen for explanations and details presented in class.

This quarter, you should know and be able to use these concepts, mediums, and styles:

EXPRESSION OF STRONG EMOTIONS

EXPRESSION OF FEELINGS

RATIOS IN PORTRAITURE

REALISM

IMPRESSIONISM

SURREALISM

POINTILISM OPTICAL MIXING FROM PIXELS OF COLOR

BLOCK PRINTS (WOOD, LINOLEUM, FOAM)

TEMPRA

COLLAGE

MONTAGE (PAPERS, PHOTOS, ILLUSTRATION

COMMERCIAL ART

CUBISM

POP ART

CULTURAL MASKS

2 POINT PERSPECTIVE DRAWING

PRIMARY COLORS

STILL LIFE

Shading and shadows

Grounds of a Landscape

COMPLEMENTARY COLORS

STORY IN TIME (MURALS, CHRONOLOGIES, EPICS)

CHECK THAT YOU HAVE EXPERIENCED ALL BELOW:

Tempera to fill the page, Story Picture.

One-Three minute sketches showing motion

Clay: pinch pot and statement in clay

Printmaking: Monoprints, regular pattern, hidden pattern

Watercolor

Tissue paper collage

Cardboard (rainmakers, dioramas, sculptures, others)

Paper Mache

Collaborative totem poles

Plaster Carvings or masks

Marker drawings

Oil Pastels

Collaborative Composite paintings (Billboards)

1-point perspective

2-point perspective

3-point perspective

SAMPLE! (You will have one of these for your class. There will be slight variations each quarter.)

COURSE GRADING SUMMARY SHEET FOR _____ Date _____

Lesson Plans.....130_____13%_____

- 1. Art activity lesson plan done with a partner 30_____
- 2. A sample plan in a given grade level 50_____
- 3. LiveText assignment of above plan 30_____
- 4. Sample of the art project (or description if too big) 20_____

Participation, Activities, Progress (assignments and in class work).....100_____10%_____

Mid-term80_____8%_____

Rubric for the CBPA 5th grade 80

Professional attitude, and Performance.....200_____20%_____

Final Presentation of Matrix Work and Portfolio and/or display.....170_____17%_____

- Designs: symmetrical and asymmetrical 10_____
- Watercolor-The Joy of Flowers 10_____
- Oil Pastel – Self Portrait, a Study of Light 10_____
- Oil Pastel – Out of Darkness 10_____
- Pinch Pot and Clay pot 20_____
- Trophy 20_____
- 5 Valentine’s Day cards 10_____
- Twenty-plus 3 minute sketches 10_____
- Choice of 3 from discussed Art Historical Movements 30_____
 - Traditionalism
 - Impressionism
 - Expressionism
 - Fauvism
 - Surrealism
 - Cubism
 - Pointillism
 - Pop Art
 - Op Art
 - Post-Modernism
- Picture Story (2) if very detailed, then one will suffice 20_____
- Printmaking, two or more of Repeated design/patterns 20_____
 - Monoprints,
 - Radial prints and designs
 - Symmetrical design

Presentation or display.....50_____5%_____

Sketchbook (30+drawings with shadows and shading and/or reflections)..90_____9%_____

Letter of reflection on the course to Dr. Donahoe.....40_____4%_____

Self Evaluation (this sheet and peer evaluation of 2 others).....40_____4%_____

Final Exam100_____10%_____

T O T A L (1000 points/10=%) 1000 100 %

Course Completion:	B+	87-89 Highly Above average	C+	77-79 Highly Average	
A	95-100 Most Excellent	B	84-86 Above average	C	74-76 Average
A-	90-94 Excellent	B-	80-83 Just Above average	C-	70-73 Just Average

INFORMATION: Teaching ART IN THE ELEMENTARY SCHOOLS-ART 330

Your name _____

Major _____ Minor _____ Telephone # _____

Address _____ e-mail _____

1. Did you do drawings prior to going to elementary school? YES or NO
2. Do you do artwork regularly? YES or NO
3. Have you ever had any formal art training? YES or NO If yes, explain.
4. What is your favorite type of artwork that you do yourself? (Media and/or style.)
5. Who is an artist(s) whose work you especially like? _____
6. Is there an art style or an artist whose works you do not like? YES or NO Explain.
7. Which 3 cultures or country's artworks, music, or dance do you enjoy?
8. Which art media or projects would like to experience?

Without getting too detailed, what are your personal ART definitions for the following:
(If you do not know the ART definition, you may attempt to answer or just put a question mark.)

Art _____

Crafts _____

Printmaking _____

Leonardo da Vinci _____

Composition _____

Craftsmanship _____

Visual perception _____

Two point perspective _____

Complementary colors _____

Rubric _____

On the back of this paper, on one-half of the page, draw a sketch of yourself as best as you possibly can and then

write a one-half page statement using your best writing ability to tell me why you think art activities were important for you in elementary school or why they are important for children in the public schools.