

**ART 390 Visual Arts in Elementary Schools
(4 Credit Hours)**

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Office Hours: Monday & Wednesday, 9:00-10:00 AM, or by appointment.

Texts:

Children and their Art, by Al Hurwitz and Michael Day

On 2-Hour Reserve at ISU Cunningham Library:

Art in the Elementary School, by Marlene Linderman

Art and Children: Using Literature to Expand Creativity, by Robin Davis

Art and Creative Development for Young Children, by Robert Schirmacher

The Art of Seeing, by Paul Zelanski & Mary Pat Fisher

Course Description:

This integrated lecture/laboratory experience is designed to promote an understanding, and a functional knowledge of the visual arts for children. For elementary majors and minors.

Program Goals and Objectives:

This course fulfills a Foundational Studies Program for Fine and Performing Arts in the following learning objectives

Students will:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Learning Objectives:

The following overarching objectives for Performing and Fine Arts frame the goals for this course:

1. Demonstrate aesthetic responsiveness and interpretive ability;

2. Connect works of art to their literary, cultural, and historical contexts;
3. Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
4. Reflect on themselves as products of and participants in traditions of the fine and performing arts.

Visual Arts in the Elementary Schools (ARTE 390) meets the program and learning objectives in the Fine and Performing Arts in the following ways:

- Students will gain an understanding for the artistic development in children and the appropriate learning opportunities needed to meet their needs through research in traditional and contemporary learning and curriculum theory (FS 1).
- Through class discussion, presentations, and assignments related to art as a discipline of study (art criticism, art history, aesthetics, and art production), students will respond and consider critically the ideas offered by scholars, artists, and fellow class members related to learning, understanding, and teaching art (FS 2, FS 3, FP 1, FP 2).
- Through research, presentations and individual assignments, students will understand the history of art, its periods, styles, and relationship to world events that have characterized its development (FS 4, FP 2).
- Through art production activities, students will gain an understanding of the materials, ideas, and expression that art can offer. They will learn how ideas, emotions, and complex thinking can be interpreted, responded to, and communicated visually (FS 3, FS 4, FP 1, FP 3, FP 4).
- Developing learning opportunities in art that motivate an appreciation and understanding of other cultures and diverse groups throughout the world is vital. Students will not only have opportunities to create art that builds those connections, but will also learn how to plan art experiences for children that help children become aware and appreciate these other cultures (FS 6, FP 2).
- Through lectures, assignments and projects, students will have the opportunity to reflect and learn about art at the local level and its relationship to art history and current trends. Students will consider how meaningful art activities for children can be planned and implemented to bring about an understanding of the importance of the local setting and culture (FS 7, FP 4).

The skills learned in ARTE 390 that meet the needs of Foundational Studies include the following:

- Critical Thinking (**SALR 1**). Due to nonlinear, open-ended problem solving methods replete in the process of art making, critical thinking opportunities abound. **The creation and the critical viewing of works of art make use of some of the following critical thinking skills (1990: Paul, Binker, Jensen & Kreklau):**
 - **Thinking independently**
 - **Exploring thoughts underlying feelings**
 - **Redefining generalizations and avoiding oversimplifications**
 - **Clarifying issues, conclusions, or beliefs**
 - **Developing one's perspective**
 - **Developing criteria for evaluation**

- **Generating or assessing solutions**
- **Making interdisciplinary connections**

Students will have opportunities to not only consider how to make these skills available to children through meaningful art experiences, but also become personally engaged in the process themselves.

- **Literary Skills (SALR 2).** Due to the pervasive use of literature at the elementary and preschool level, future teachers need to be adept at planning art learning that has genuine connections to children's books, stories, and fables. **Not only does this aid in a deeper involvement in the art process, but also allows for a more thorough understanding of literature. Students become more experienced at choosing literary sources that have the potential to be motivational in art making activities at the elementary and preschool level.** Additionally, art critical and art historical activities planned in this course promote **research, reading, and writing** skills. Students learn how to organize and develop their **research** as they respond to works of art **and art periods**.
- **Writing Components (SALR 3).** Students will often complete written research, essays, and reflections that will be assessed regularly. Their writing skills, as well as the content of their written work will be evaluated according to the requirements of each particular assignment. **The expectations for writing in this course, however, will always require that students organize their writing carefully so that their ideas are clear.**

Course Goals:

Children participate in art activities without the prompting by adults or teachers. While this activity is viewed as a natural behavior, its development follows a path that is universal among all children. This development can be enhanced through rich and meaningful learning experiences that are developed by those with an understanding of the arts and children and ultimately, have a profound effect. Through art experiences, children understand, interpret, and respond to their world. Preschool and elementary teachers play a vital role in this development by creating and planning art experiences for their students that not only foster children's understanding of their environment, but also can augment learning in other disciplines such as reading and math. Additionally, the child's elementary teacher may provide the only art experiences for their students in a school. These experiences then, become vital to a child's learning.

This course is designed to bring about an appreciation for the visual arts and to arm future teachers with the ability to plan significant learning experiences for young children to engage their world more fully. An emphasis will be placed on creating art experiences that will enable children to see art as a worthwhile activity and integral to the development and understanding of our culture. The following are goals for this course:

1. Students will develop an understanding of art. Concepts, vocabulary, and issues will be introduced that will aid you in the development of meaningful learning experiences in art for children.
2. Students will develop abilities in using art media and materials that will be appropriate for use with children in elementary and preschool programs.

3. Students will develop an understanding for children's artistic development. Children progress through identifiable stages of graphic development. An understanding of these will enable students to meet the artistic, cultural and social needs of children.

4. Students will develop an ability to plan elementary and preschool art curriculum, prepare art lessons, demonstrate elementary art activities, and assess children's learning.

5. Through research and study students will gain an understanding of the history of art, the art made by children in schools, and the issues that have defined art education in the United States.

6. Students will develop a greater ability to critically respond to works of art, the art made by children, and the issues that surround how children's art is created.

Course Requirements, Assignments, and Activities:

- Attendance (5% of Final Grade)

You should plan on being at every class and arriving on time. You are, however, allowed two absences and two late arrivals to class (2-10 minutes) without being penalized. Thereafter, each additional absence and/or tardy will lower your grade regardless of the excuse. Leaving class early will count as a full absence. You are responsible for information you have missed due to an absence. Should something extraordinary occur that keeps you from class, do not hesitate to inform me (see "Late / Missed Work, Tests, and Quizzes")

- Written Essays, Research, and Responses (15 % of Final Grade)

During this semester, you will be given opportunities to research a number of issues and topics associated with children's art and write an essay that reflects your understanding. These assignments will usually be short (5 pages or less), but should reflect your ability to critically think. Written assignments are expected to be word-processed and grammatically correct. These assignments will ask you to find and critically read information. (FS 1,2, 3 & 10; FP 2 & 3)

The following written assignments are anticipated:

- "Why Teach Art?" Using assigned reading and research in classroom texts and in scholarly journals, publications, and online sources, students are to review and evaluate the arguments that support the inclusion of art education at the elementary level. Students are to write an essay that defends the need for art education and substantiate its practice by identifying the most significant research on the topic.
- Art Historical Era Research. Using a variety of sources that includes both classroom texts and online sources, students will write a research paper that focuses on a particular period of art history. Artists, stylistic approaches, motivations for the art making activity, and the applicable world events that offer context to the period will be described. This writing will support in-class student presentations (see "Presentations").
- Art Critical Writing: Students will write an in-depth analysis of a particular work of art using a phased art critical method. This method typically practiced in classrooms with children focuses on thorough

description, analysis via art elements and principles, interpretation, and finally evaluation.

- Graphic Development in Children: After studying the graphic development of children, students will write an analysis of children's artwork using ISU's Archive of Children's Art (<http://childart.indstate.edu/>). Students will compare two works of art made by children, identify which developmental stage that they represent, and compare their characteristics.
- Multicultural Research. As part of the requirement for their in-class presentations, students will research a particular culture. The research of this culture will result in an essay that will support an art lesson that will be created for children in elementary school. Elements of this writing will cover those relevant aspects that motivate and direct the art making activities found in that culture.

Writing Styles:

All essays will be completed using the A.P.A. Writing Style. Guides for A.P.A. are available online through <http://www.apastyle.org/>.

Tutorials for writing in the A.P.A. style are additionally offered through the ISU Cunningham Memorial Library at <http://lib.indstate.edu/tools/tutorials/>.

Lastly, the *A.P.A. Publication Manual* can be purchased at the ISU Bookstore and through other bookstores and online.

In general, it is expected that your writing will be cited appropriately throughout the body of your text and that a separate Reference Page will include those sources used in your research. It is expected all work that is submitted by students in a product of their own efforts and must be consistent with appropriate standards of professional ethics (see "Plagiarism" below).

- Tests and Quizzes (30 % of Final Grade)

I will have a number of tests and quizzes that will indicate whether you have taken good notes, read the assigned reading(s), and understand the issues that we have discussed in class. Some tests or quizzes may be unannounced so it is a good idea to be prepared when you come to class. Be sure to read assignments and review the previous class activities prior to our meeting. (FS 10)

- Resource Notebook (10 % of Final Grade)

The resource notebook will be a collection of many of the things we have done in class as well as handouts and other published material that you will find beneficial in developing art activities that enable children to better respond and make sense of their world. The contents of this notebook includes, but is not limited to lesson plans that you have created and found, National and Indiana Standards for the Visual Arts, historic and culturally relevant articles and research, and relevant information regarding the development of children. (FS 1, 2, 6, 7, & 10; FP 2 & 3)

Lesson Plans are directed towards elementary-aged and preschool children. Those found for inclusion in the Resource Notebook include the following:

- Five lesson plans found from online reliable sources (as discussed in class). These will be based on different media (drawing, ceramics, paint, printmaking, & alternative materials).
- Five additional lessons will be student-created that use a traditional lesson plan model. These lesson plans must include specific focus from a discipline-base art education model (art history, aesthetics, or art criticism), be focused on an art production activity, and include assessment procedures and are based in the Indiana Visual Standards for the Visual Arts.
- Multicultural Lesson Plan. This lesson will be student created and a result of research.

Lesson Plan Reviews: Students will be expected to locate and evaluate the art lessons that they include in their Resource Notebook and discuss them in class. The goal is to critically analyze and evaluate art curricula that students plan for future use in the elementary school setting, and to consider carefully the educational opportunities that each lesson may offer.

- Presentations (15 % of Final Grade)

You will develop individual and group presentations based on topics that deal with children and art. Included in this presentation will be artwork that exemplifies your topic, a research paper, and a demonstration. These presentations will cover areas in art history, art criticism, and art production lessons appropriate for young children. Specific details of presentation will be communicated at a later date. (FS 1, 3, 4, 6, 7, & 10; FP 1, 2, 3 & 4)

In-class presentations will include the following:

- Art History Presentation: Student presentations will cover a particular art period and discuss relevant characteristics of the artists, the artwork, and the world events that provided the contextual backdrop. The presentation will be based on research and additionally provide the class with related art activities that students could use when working with children.
- Art Critical Presentation: Using a method of guided viewing; each student will present an artwork of class, and direct questions and discussion of its merits.
- Multicultural Presentation: Student presentations will provide students valuable information about a particular culture discussing not only its various characteristics (geography, religion, language, etc), but also how the artwork is significant. Students will discuss how the artwork can contribute to meaningful understanding and provide elementary-aged children with the opportunities to appreciate the diversity of the world.

Each presentation will allow for time for class members to provide feedback, ask questions, and discuss aspects of the presentation that are particularly interesting.

- Course Portfolio (20 % of Final Grade)

Your portfolio will include the in-class art projects. Most of these will be art projects completed in various media that reflect the goals of fostering rich art experiences for children. The specific expectations and assessed qualities will be based

on the goals for this project and the media used. These will also include art projects that are made as a result of art historical or cultural research. (FS 3, 4, 6, 7, & 10; FP 1, 2, 3 & 4)

Individual art projects will be based on student interest and their research in lessons.

Thus, artwork will exemplify a lesson that they would plan for the elementary or preschool classroom. These will include the following media:

- Drawing
- Ceramics
- Painting
- Printmaking
- Alternative media

Additionally, students will create artwork based on their multicultural research and presentation. Student artwork is to exhibit not only the expectations of a particular lesson plan, but by nature of art making practice involve experimentation, self expression, skills, craftsmanship, and an aesthetic responsiveness.

Other projects within their portfolio include:

- Art History Timeline: This assignment requires students to build a learning resource (a visual timeline) that they can use with their future students in the elementary school site, as well as helps them understand the chronology of art historical periods.
 - Art Element Poster: This assignment helps student to appreciate the use of foundational components in making art. Each student will create a poster that exemplifies the elements of art (line, shape, color, texture, space, shape, form, and value).
 - Class Participation (5% of Final Grade)
 - Participation will include the following aspects:
 - Working diligently
 - Contributing to class discussion
 - Showing cooperation and helpfulness
 - Perseverance and willingness to experiment
 - Having materials and being prepared for class
 - Returning materials and keeping workspace clean
- (FS 5)

Late / Missed Work, Tests, and Quizzes

Due to unforeseen circumstances, you may on occasion be unable to turn in an assignment or take a test. I will accept late work and allow for a make-up test without penalty under the following conditions:

1. The student has successfully contacted me **before** the work or test is due. That means WE have TALKED to each other (NO e-mails and NO voice messages).
2. I have agreed that the reason(s) for not turning work in or taking the test is valid and may ask for information that will validate the absence.
3. The work is turned in or the test is taken at the exact designated time that has been arranged.

Otherwise, late work will be penalized 10% for each 24-hour period it has not been turned in. THERE ARE NO MAKE-UP QUIZZES AND TESTS.

Grading Scale:

A = 93-100%	C = 73-76.9%
A- = 90-92.9	C- = 70-72.9%
B+ = 87-89.9%	D+ = 67-69.9%
B = 83-86.9%	D = 63-66.9%
B- = 80-82.9%	D- = 60-62.9%
C+ = 77-79.9%	F = 0-59.9%

Learning Disabilities:

Adopted by the Indiana State University Student Government Association April 17, 2002:

AMERICAN WITH DISABILITES ACT STATEMENT

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Any student with a learning disability (i.e., reading, speaking, and/or writing impediments) that might affect his/her performance in this class is encouraged to notify me in writing at the beginning of the semester, identifying the specific nature of such disability.

Laptop Policy. Laptops may be used in this class, except in cases where their use interferes with class activities (as indicated by the Instructor).

Plagiarism:

Copying, borrowing, using the words and ideas of others as if they were yours is literary theft. If you quote something that someone else wrote, you must cite that author appropriately. If you quote something that someone else wrote, you must cite that author appropriately. Plagiarism falls under the category of “Academic Dishonesty” in ISU’s Code of Student Conduct and consequences for this action include receiving zero points for the assignment or/and receiving an “F” for the course. As future educators, your behavior towards academic honesty should be exemplary. Thus, plagiarism in this class will also result in official notification to the College of Education for further disciplinary action. For more information regarding academic dishonesty, please refer to the Code of Student Conduct. Consult department offices in the College of Education regarding these protocols established for academic dishonesty should you have questions concerning this

issue. If you are not sure how to appropriately cite another author, consult any American Psychological Association (A.P.A.) publication manual, or ask me.

ARTE 390 Course Schedule

DAY 1: Syllabus & Expectations; Lesson Plans. (FS8, FPA 3).

DAY 2: Review of Foundations: Why teach art? Hurwitz & Day: Ch. 1 & 2. (FS7,8; FPA4).

DAY 3: Art Education in the Elementary School. Linderman: Ch. 1 & 2.

DAY 4: Art Elements and Principles. Zelanski & Fisher: Ch. 2 & 3, PowerPoints on Blackboard. (FS4, FPA1).

DAY 5: Art Elements and Principles. Zelanski & Fisher: Ch. 2 & 3, PowerPoints on Blackboard. (FS4, FPA1).

DAY 6: Art Elements and Principles. Zelanski & Fisher: Ch. 2 & 3, PowerPoints on Blackboard. (FS4, FPA1).

DAY 7: Looking at Art. Meet in CPFA Gallery (FS4; FPA1,4).

DAY 8: Child Development in Art. Hurwitz & Day: Ch. 3; Schirmacher: Ch. 1-2. (FS3).

DAY 9: The History of Art Education in the US. PowerPoint on Blackboard; Handout: Hobbs & Rush: What is Elementary Art Education About?-"How did Art Education become what it is today?" (FS7).

DAY 10: Curriculum Development & Lesson Planning. Hurwitz & Day: Ch. 18; Gallery Assignment DUE (FS4, 10).

DAY 11: Working with Materials: Clay. Hurwitz & Day: Ch. 8; Quiz (FS10, FPA1).

DAY 12: Working with Materials: Clay. Hurwitz & Day: Ch. 8; (FS10, FPA1).

DAY 13: Art History/Timelines. Hurwitz & Day: pp. 243-251 (FS4, FPA1).

DAY 14: EXAM #1 (FS10).

DAY 15: Art Criticism. Hurwitz & Day: Ch. 12. (FS10).

DAY 16: Art Criticism. Handout: VUE articles (FS10).

DAY 17: Assessing Student Work. Hurwitz & Day: Ch. 20. (FS2,4,8; FPA1)

DAY 18: Working with Materials: Drawing. 3 Lesson Plan Reviews (Drawing) DUE: Hurwitz & Day: Ch. 6. (FS4, FPA1).

DAY 19: Working with Materials: Drawing. ProQuest: Duncum, P., "What Elementary Generalist Teachers Need to Know to Teach Art Well"; Quiz (FS4,10; FPA1).

DAY 20: Art Criticism Presentations. Presentations; Lesson Plan #1 Due (FS10).

DAY 21: Printmaking Studio. Hurwitz & Day: Ch. 9; 3 Lesson Plan Reviews DUE; Quiz (FS10; FPA1).

DAY 22: Printmaking Studio (FPA1).

DAY 23: Printmaking Studio. Lesson Plan #2 DUE (Drawing/Art History) (FS3,4, 10; FPA 1,2,4).

DAY 24-26: Art History Presentations. Art History Reports DUE (FS3,4,10; FPA1,2,4).

DAY 27: Aesthetics. Hurqitz & Day: Ch. 14; Quiz ((FS8.10; FPA 1.2).

DAY 28: Paint Studio. Hurwitz & Day: Ch. 7; 3 Lesson Plan Reviews (Painting) DUE (FS8. 10; FPA1,2).

DAY 29: Paint Studio (FPA 1).

DAY 30: Paint Studio. Lesson Plan #3DUE (Printmaking/Aesthetics) (FS10).

DAY 31: Review Timelines. Timelines DUE (FS10).

DAY 32: Classroom Organization. Hurwitz & Day: Ch. 19; Lesson Plan #4 (Painting/Your Choice) DUE (FPA4)

DAY 33: Multiculturalism. ProQuest: Andrus, L., "The Culturally Competent Art Educator" (FS6,8).

DAY 34: Multiculturalism. 3 Lesson Plan Reviews (Multiculturalism) DUE; Adejumo, C. O, "Considering Multicultural Education" (FS6,8).

DAY 35: Multicultural Studio. Lesson Plan #5 (Painting/Your Choice) Due, Proposals for Final Presentation DUE (FPA1,2,3,4).

DAY 36: Developing Reading and Writing Through Art. Davis: Ch. 1-3 (FS1,4,10).

DAY 37: Individual Meetings (FS10, FPA 1,4).

DAY 38: Open Studio (FS10).

DAY 39-41: Final Presentations. Multicultural Research DUE (FS10; FPA1,2,3,4).

DAY 42: Looking at Art. Meet at Swope Museum (FPA 1,2,3,4).

DAY 43: Exam Review.

DAY 44: Exam #2 (FS10).

**** This syllabus is subject to change due to class needs as judged by the instructor. ****