Emporia State University

AR324 Elementary Art Education

Spring 2011

Instructor: Dr. Patricia Kahn

2 credit hours

Location and Time:

AR324A, King Hall Room 110, 9:00-9:50 T/Th
AR324B, King Hall Room 110, 10:00-10:50 T/Th
AR324C, King Hall Room 110, 11:00-11:50 T/Th

Office: King Hall, Room 10, Campus box 15

Office Hours: M.W. 9:00-10:30 office T.Th. 2:30-3:30 Art Room

Telephone: 5691 (office) 614-216-5246 (cell)

Course Description:

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This class is a survey of art materials and techniques appropriate for teaching young children. Emphasis is on the integration of principles and historic developments of art with methods for promoting and evaluating the visual development of young children. Emphasis will be placed on curricular adaptations for children with special needs, evaluation techniques, and cross-disciplinary planning.

Conceptual Framework:

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the
Candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This Knowledge, Skills, and Dispositions outcomes are listed in the next section.

**Instructional Objectives:**

Candidates exhibit knowledge of:

1. characteristics of diverse learners
2. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds
3. philosophical, historical, social, and theoretical foundations of education
4. theories of human physical, cognitive, social, and emotional development.

Candidates demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. Demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.

3. Implement non-biased techniques for meeting needs of diverse learners.

4. Integrate knowledge across and within disciplines

5. Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

6. Learning experiences commensurate with a student’s level of readiness

7. Integrate effective behavior management into all interactions with students.

8. Apply a variety of instructional strategies and materials to promote student learning, critical thinking and problem solving.

Candidates exhibit dispositions that exemplify:

1. Professionalism and ethical standards
2. Respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. A commitment to challenge all students to learn and to help every child to succeed.
4. An awareness of the larger social contexts within which learning occurs.
5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
6. A willingness to learn from other professionals in the field.

Instructional Procedures:

Methodologies:

Studio demonstrations on the use of materials and techniques, studio assignments, projects, and activities, discussions, critiques, films, field trips, art scavenger hunt, independent work, individual and group work, internet work, and academic research.

Student Assessment:

Final Grade Calculation and Related Policies:

Students will be graded on a point system as follows:

Class projects- 20 points each

Summaries – 20 points each

Mid-Term Project - 100 points

Field Trip Summaries – 30 points

Final Project Paper from Final Project -100 points

Attendance- 4 points per class- 124 points
Course Policies

Deadline – Projects are due on time. Students may miss one on-time project without penalty. If a student is absent with a valid reason, the work may be turned in the next class time.

Technology - cell phones need to be turned off during class. iPods may not be used in class.

1. Plagiarism - This is a serious matter. Make sure to reference work other than your own. Use of another’s work outside of an academic referencing, will result in serious consequences. Failing the assignment and/or failing the class. Refer to the student handbook.

2. Please inform the instructor if there is a disability (physical, mental, or emotional) Present the instructor with an official Disability Accommodations letter from Shanti Ramcharan, the director of ESU’s Disability Services.

3. In case of an emergency that will force a student to have an extended period of missed classes, contact the Student Life office (341-5267) as well as the instructor.

Required Text:


_____________________________________________________________________________

Requirements and Evaluations:

Attendance: Success in this course depends on attendance and participation in every class, therefore attendance is mandatory. Attendance for each class is worth 4 points each.

Special Needs: If you have a specific physical, psychiatric or learning disability and require accommodations, please let me know during the first day of class so that your learning needs are met. You will need to provide documentation of your disability to the Disability Services Office.

Academic Dishonesty: Academic dishonesty, as defined in your 2010-2011 student handbook/academic planner, may result in one or more of the following:

4. Failing the assignment;
5. Failing the class; and/or
6. Other consequences as outline in the student handbook

Grades:

You will be evaluated on how well you meet the criteria identified in the rubrics for each of the class requirement. Incompletes are discouraged and are given in very extenuating circumstances only.

The final grading scale:

684 – 616 A
Week One
Thurs. 1/13 Introduction and Discuss Syllabus. Read Chpt. 1

Week Two
Tues. 1/18 Scavenger Hunt in King Hall Art Gallery/Paintings & Drawings by Don Meyer. Write a summary description paragraph on the art fundamental that you drew from the hat. Relate it to the artwork found in the gallery. (20 points) Due. Tues. 1/25

Thurs. 1/20 Discuss chpt. 1 Foundations of Art Education. 5 students will select the following topics for presentation on 1/25 (20 points): Cizek and Children’s Artistic Expression; Thomas Dewey educational philosophies; The Owatonna Project; The Bauhaus; and Howard Gardner’s Multiple Intelligences. Include two academic resources outside of the text and five questions for the class. Questions will be considered for the Mid Term Exam. Presentation can include a brief studio experience.

Week Three
Tues. 1/25 Cont. chpt. 1 Student presentations (10 minutes each) Prepare chpt. 2 for 1/27. Summary description on art fundamental due.

Thurs. 1/27 Discuss chpt. 2 Art Education in Contemporary Classrooms: Influences, Issues, and Practices. Five students will select from the following topics: Modernism; Postmodernism; (these two can group together); Deconstructionism; Feminism and Art Theory; and Multiculturalism. Prepare chpt. 3 Children’s Artistic Development: How Children Grow and Learn for 2/1. (See Thurs. 1/20 for details)

Week Four
Tues. 2/1 Discuss chpt. 3 pgs. 39-46

Thurs. 2/3 Field Trip to Visser Hall to see Pre-School Art Gallery. Bring pad and pencil to draw images that relate to Lowenfeld’s Developmental Art. Identify. Discuss findings. Prepare drawings and findings for 2/8 (30 points).

Week Five
Tues. 2/8 cont. discussion on chpt. 3 pgs. 46-61 Drawing (s) and findings from field trip due. Think about ideas for Thursday’s Laissez-Faire drawing. Prepare chpt. 4 Children with Disabilities: Art for All Children for 2/15.
Thurs. 2/10 Studio class Laissez-Faire (no intervention) mix media drawing. (20 points) Develop a plan to take a small group of students with visual impairment to an art museum. What special accommodations might the museum make to provide access to the students and to enhance their experience with art? Surf the internet for an art museum that interests you and write a summary paragraph on the art museum’s accommodations for visually impaired students. Due 2/15.

**Week Six**

Tues. 2/15 Discuss Chpt. 4. Summary paragraph on art museum’s accommodations for the visually impaired due. Read chpt. 5 Talented Children: The Nature of Artistic Giftedness for 2/17. Laissez-Faire Drawing due.

Thurs. 2/17 Studio project related to special needs- clay. (20 points) Due. 2/24

**Week Seven**

Tues. 2/22 Discuss chpt. 5

Thurs. 2/24 Studio project for gifted and talented- paint (20 points) due. 3/3 Special Needs studio project due. Prepare for Mid Term on 3/1.

**Week Eight**

Tues. 3/1 Mid Term (100 points). Read chpt. 6 Drawing: At the Heart of the Studio Experience. Select 5 students to present the following topics: The Manipulative Stage; The Symbol Making State; The Preadolescent Stage; The Development of Pictorial Composition; Working with Narratives: Storytelling.

Thurs. 3/3 Discuss chpt. 6 Student presentations on 5 topics

**Week Nine**

Tues. 3/8 Contour Drawing (20 points) Read chpt. 7 Painting: At the Heart of the Studio Experience. Prepare 5 ideas for developing color awareness for 3/10-see pg. 119-120. (10 points)

Thurs. 3/10 Contour Drawing due. Studio project on painting. (20 points)

**Week Ten**

Tues. 3/15 Discuss chpt. 7 Color awareness ideas due. Read chpt. 12 Art Criticism: From Classroom to Museum to prepare for your independent field trip. Pick a topic in the chapter to base your summary paragraph. Be sure to include what the topic is.

Thurs. 3/17 Independent Art Field Trip – On your own, visit one of the following and write a summary paragraph: art gallery, art museum, or arts council. (30 points)

**Week Eleven**

Tues. 3/22 Spring Break
Thurs. 3/24 Spring Break

**Week Twelve**

Tues. 3/29 Studio project- Watercolor and oil pastels. Due 4/5 Read chpt. 8 Sculpture and Ceramics for 3/31. Surf online for coil pot ideas for bulletin board. (10 points) Due 3/31

Thurs. 3/31 Discuss chpt. 8. Hang coil pot ideas on the bulletin board.

**Week Thirteen**

Tues. 4/5 Studio- Making a coil pot. (20 points) Read chpt. 9 Printmaking. Wear a shoe with texture on the bottom for 4/7.

Thurs. 4/7 cont. coil pot. Tennis shoe rubbing. (20 points) Read chpt. 10 New Media in Art Education. Five students will select from the following topics: Digital Technologies; The connected classroom; Experiences with Cameras; Compadres of Collaboration. Prepare a 10 slide PowerPoint with photos that are tied together with a theme and elements and or principle of design. (50 points) Refer to chapter 11 on Design.

**Week Fourteen**

Tues. 4/12 Discuss chpt. 9

Thurs. 4/14 PowerPoint presentations Meet in ESU library computer lab across from reference desk room 209E. Read chpt. 13 Art History: Other times and Places.

**Week Fifteen**

Tues. 4/19 Discuss chpt. 10. Students will present topics.

Thurs. 4/21 Studio-Printmaking (20 points) Read chpt. 14 Aesthetics: Philosophy in the Art Room to prepare for film and handout on 4/26.

**Week Sixteen**

Tues. 4/26 Film Maya Lin: A Strong Clear Vision. Handout for film on Maya Lin-Related questions on Aesthetics. (20 points) Due 5/3

Thurs. 4/28 cont. film and final presentations (100 points)

**Week Seventeen**

Tues. 5/3 Final Presentations. Maya Lin handout due.

Thurs. 5/5 Final Presentations

**Finals Week 5/9-5/13**
This syllabus and schedule is subject to change with notification.