SYLLABUS

ART 390.003
Fall 2017
Exploring Art Scope & Sequence
Stephen F. Austin State University

Tuesday & Thursday 9:30-10:45am
Ferguson Liberal Arts Bldg. Rm. G71

Instructor: Dr. Cala Coats
Office Hours: Monday & Wednesday 11am-noon & by Appointment
Office: 123R Art Building
Email: coatsc@sfasu.edu or through D2L
*I will try to respond to emails within 24 hours on weekdays.

I. Course Description: ART 390 Art Scope and Sequence (3 Credit Hours)

This course acquaints students with contemporary issues in art education and arts integration using interdisciplinary art approaches through hands-on art making projects and techniques for assessment of students in grades EC-6. Topics include: art production, visual culture, embodied learning and inquiry-based approaches, globalization, as well as cultural and learning difference. Projects are infused with interdisciplinary connections and multicultural perspectives on art. In this course, students will consider how art practices may broaden and strengthen interdisciplinary elementary education to trigger deeper connections with all subjects and engage multiple learning styles.

II. Student Learning Outcomes:
Upon successful completion of this course, students will be able to:

• Use creative and artistic thinking guidelines and strategies to create original 2- and 3- dimensional works of art appropriate for EC-6 children and beyond.

• Use traditional elements and principles of design as guidelines for creating 2D and 3D works of art appropriate for K-6 children.

• Develop reflective, hands-on, and learner-centered projects and lesson plans for EC-6 classroom.

• Discuss the value and challenges of nurturing creative thinking and artistic creative self-expression in the elementary school curriculum with others.

• Identify, describe and discuss the challenges, benefits and value of the steps of the creative process, when discussing the artistic process with others and with their future elementary students.

• Use EC-6 elementary studio art vocabulary, techniques, processes, concepts and principles when talking about their own works of art and the works of others so they can effectively teach and evaluate the degree of art learning of their future elementary students.
Use the Texas Essential Knowledge and Skills (TEKS) along with the National Standards for Art Education. Student Perception, Creative Expression/Performance, Historical/Cultural Heritage, and Response/Evaluation will be incorporated into lesson plans designed for the appropriate grade level in accordance with the Elements and Principles of art production.

**Program Learning Outcomes related to Texas Art Generalist EC-6 Standards**

- **Standard I.** The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.
  - **Assessment:** 1.1k, 1.1s, 1.2k, 1.5k sensory map making project, painting project based on sound
  - **Assessment:** 1.3k, 1.4k, 1.2s, 1.3s, 1.5s Accordion book exploring and using principles and elements of design
  - **Assessment:** 1.6k, 1.8s, 1.10s Exploratory photography project and DIY projector
  - **Assessment:** 1.4s, 1.6s, 1.9s Collaborative research, presentation and lesson plan on contemporary art and artists from different cultures

- **Standard II.** The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.
  - **Assessment:** 2.1k, 2.1s, 2.2k, 2.3s, 2.4k, 2.4s, 2.6s, 2.7s, 2.8s, 2.9s Creation of arts works in watercolor, clay, pastel, acrylic paint, found objet sculptures, colored pencil, printmaking, collage, photography, paper sculpture, building a DIY projector to display art work.
  - **Assessment:** 2.5k, 2.6k, 2.7k, 2.5s Narrative story board using ink and watercolor, 3-step reduction print related to images in the everyday
  - **Assessment:** 2.3k, 2.2s Accordion book exploring and using principles and elements of design and a series of paintings applying knowledge about color schemes

- **Standard III.** The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.
  - **Assessment:** 3.1k, 3.2, 3.3k, 3.6k, 3.1s, 3.2s, 3.8s Collaborative research, presentation and lesson plan on contemporary art and artists from different cultures, Introductory lectures to each assignment including examples of artworks with their cultural and historical context
  - **Assessment:** 3.4k, 3.6s, 3.7k, 3.3s Student presentation on contemporary international artists, Quiz on readings about multiculturalism in art education
  - **Assessment:** 3.5s Narrative story board using ink and watercolor
  - **Assessment:** 3.5k, 3.8k, 3.4s, 3.7s, 3.9s Lecture on careers for art-related skills

- **Standard IV.** The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
  - **Assessment:** 4.1k-4.4k, 4.1s-4.4s Students will engage in in-class critiques accompanied by course readings about appropriate terms and approaches for critique and description of artworks. Students will display artworks in classroom for critique. Students will write reflections and a long lesson on meaning, evaluation, and exhibition of their and other students art work, describing age-appropriate criteria for elementary age students

- **Standard V.** The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment
  - **Assessment:** 5.1k-5.4k Students will be introduced to Fine Art TEKS for Grades K-6, read and be quizzed on assigned texts on children with diverse needs, and appropriate use and management of materials, tools, and facilities.
- **Assessment: 5.1s-5.3s** Students will develop two long lessons that will include TEKS and recommended modification for children with diverse needs. Students will researched and develop a plan for classroom assessment and modification.

- The following competencies: Fine Art Visual Arts II, Domain 5.
  - Competency 052 Higher Order Thinking The elementary teacher understands, applies and encourages higher order thinking, including critical analysis and problem solving, in the context of products and processes in the fine arts across the curriculum (ExCET 17). The elementary teacher uses higher order thinking in fine arts. The teacher recognizes opportunities to integrate higher order thinking into art, music, and theater education and employs instructional techniques that enable students to apply these skills as they explore and create various types of art in the context of visual arts, music, and creative drama.
  - Competency 053 Visual Arts The elementary teacher understands concepts, process an skills for perceiving, expressing, understanding, appreciating and evaluating the environment; is familiar with materials and tools used to create art works in the classroom; and is able to apply this understanding and knowledge to a wide range of instructional experiences in the visual arts (ExCET 17) Emphasis is placed on the development of visual concepts and skills for communicating individual ideas, thoughts, and feelings through materials and media. The elementary teacher understands and knows how to apply basic art elements and principles; recognizes and knows how to use a variety of art materials and tools; understands and appreciates artworks of past and contemporary cultures; and applies critical evaluation skills to the artworks of students and major artists and to the environment. The teacher knows how to promote students' knowledge in these areas and their ability to apply this knowledge in a variety of context.
  - Competency 056 Fine Arts and Culture The elementary teacher recognizes the fine arts as a vehicle of culture and heritage and uses the knowledge to promote appreciation of the arts of culture around the world (ExCET 18). The elementary teacher understands that art products tend to reflect the times and societies from which they arise and uses art, music, and theater as tools for expanding students' understanding of their own and other cultures. The teacher recognizes the relationship between culture and various art forms and designs activities in which fine arts are used to promote students' exploration and appreciation of specific cultures and of the multicultural heritage of their own society.
  - Competency 057 Interdisciplinary Learning. The elementary teacher knows how to use the fine arts to promote learning in other content areas, how to use other content areas to promote learning in the fine arts, and how to connect fine arts concepts and skills to daily life (ExCET 18). The elementary teacher recognizes opportunities to integrate the arts effectively into other areas of the curriculum. The teacher plans instruction that provides students with meaningful interdiction learning experiences and uses everyday contexts. To investigate fine art careers, organize fine arts instruction, and apply fine arts concepts and skills.
  - Competency 058 Recent developments and issues. The elementary teacher is familiar with recent developments and issues in fine arts education (ExCET 18). The elementary recognizes recent developments and issues in fine arts education including increased emphasis on higher order thinking skills and on interconnectedness of perceptual awareness, personal expression, arts heritage, and aesthetic judgment. The teacher understands the implications of these developments and issues for instruction in the elementary classroom.
III. COURSE REQUIREMENTS and ASSIGNMENTS.
Required Textbook and supplies for the course:

Readings will be available on D2L.

The following is a general description of the planned course requirements. Like all plans, they can be revised and may be revised to better facilitate student learning and the particular needs and interests of the students enrolled. Therefore, the instructor reserves the option to make any changes in course requirements, schedule, dates of quizzes, or due dates of assignments. This policy allows the instructor to be flexible, accommodate for unexpected events and do a better job teaching and meeting individual student needs.

Art-making Projects:
Art activities/projects combining student exploration and artistic production.
11 projects over the course of the semester worth 5 points each

Research Projects & Develop Lesson Plans:
Students will also take part in collaborative research and develop new lessons.
Contemporary International Artists Research (5 points) & Presentation, 2 Long Lessons 10-15 points

Final Project
Multipart Artist’s Book with detailed reflection (10 points)

IV. Summary of Points for Assignments:

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<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Art-making Projects</td>
<td>50 %</td>
</tr>
<tr>
<td>Lesson Development &amp; Research</td>
<td>25 %</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 %</td>
</tr>
<tr>
<td>Participation, Preparation, Reading</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100 %</td>
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**Bonus Points for museum visit assignments TBA**
Students can compute their grades throughout the semester by dividing the total number of points they have earned by the total number of points possible at the time. See grading scale below.

GRADING SCALE:
90—100% A 90-100 points
80—90 % B 80-89
70—80 % C 70-79
60—70 % D 60-69
59—0 % F 0 to 59 points

VII. Course Evaluations:

Near the conclusion of each semester, students in the School of Art electronically evaluate courses taken within the COFA. As you evaluate this course, please be thoughtful, thorough, and accurate in
completing the evaluation. Please know that the COFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the School of Art, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Participation: Students are expected to participate in all online activities. Class participation is an integral part of learning. Students must read all assignments and be prepared to participate in any chats, discussion forums, and other class activities. You must take the Introduction Module Quiz and Submit an Academic Honesty Policy Statement.

Attendance: Participation: Students are expected to participate in all course activities. Class participation is critical to this course. Students must read all assignments and be prepared to participate in all discussions and class activities.

Attendance: Attendance is mandatory at all class meetings. A total of three (3) absences will be allowed without penalty without regard to reason, although in-class quizzes are not accepted late. After the third absence, each absence will drop your total grade for the course by one full letter. For example, four (4) absences will drop an “A” to a “B” and five (5) absences will drop an “A” to a “C”, etc. Arriving late, leaving early, or disappearing for long stretches of time will count as one-third of an absence for each occurrence.

Grades for any late reflection or art project will be deducted by 1 point per day. For example, if a painting is worth 3 points on a Tuesday deadline, then students can earn up to 1 point by turning it in on Thursday. These add up very quickly.

Please make sure that you are checking deadlines and notifications daily on the (PDF) course calendar posted on D2L. Please let me know if you are planning to be unavailable for any part of this course.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Course Technology Requirements:
• Submission of Digital images, computer requirements and supported browsers, downloads and other services please log onto the D2L website and refer to the section D2L Student Support & Tutorials OR you may call D2L support at 936-468-1919 for assistance.
• For this course you will need Microsoft Word (Text Edit, Notepad, MS Works etc. are not acceptable sources and do not allow for proper viewing/grading in this class)

**The instructor reserves the right to modify the provisions of this syllabus to meet the needs of the class at any time during the semester.**