Course Description: theory and practice of the art of children. Prerequisite: six semester hours of art or related background studies in education.

Course Description: This course explores elementary art curriculum through an arts-based approach to teaching and learning. The approach to using art in the classroom will be thematic rather than skills-based. Knowledge about art, children’s artwork and elementary art curriculum will be examined through studio projects, art criticism, and the practices and ideas of contemporary artists. The course is intended to demonstrate and explore the interdisciplinary aspect of contemporary artmaking processes and the relevance of these processes in the conception and development of teaching through the visual arts in the elementary classroom. 3 credit hours.

The major topics of the course include:
- Conceptual and practical skills and media associated with the art studio process
- Integrating the arts into the elementary classroom
- The role of artistic inquiry as a process of learning
- The relevance of contemporary art and popular visual culture in art education

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 Blind contour drawing, Art Ed is not a Frill quiz, Guardina discussion
  - Assessment: 1.2k Blind contour drawing, Big Ideas questions, contemporary artists discussions
  - Assessment: 1.3k, 1.4k Elements and principles quiz, Lost Thing discussion
  - Assessment: 1.5k Drawing from observation and leaf rubbing project
  - Assessment: 1.6k, 1.2s, 1.3s, Meaning and E&P discussion, Big Ideas discussion homework questions, and contemporary artists discussions
  - Assessment: 1.1s Drawing from observation, Proposed video ideas discussion
  - Assessment: 1.4s, 1.6s Integrated curriculum lesson plan
Assessment: 1.5s, 1.7s, 1.9s, 1.10s Dia de los muertos ofrenda project, stop motion animation

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, 2.2k, 2.3k, 2.4k quiz on artists and media, Media and E&P project
Assessment: 2.5k Big Ideas homework & discussions, Lost Thing discussion
Assessment: 2.6k, Pinterest article and discussion board
Assessment: 2.7k, 2.8k, 2.5s, 2.6s, 2.8s, Dia de los muertos project, stop motion animation
Assessment: 2.1s, Drawing from observation project, leaf rubbing project
Assessment: 2.2s, Media and E&P project and paragraph
Assessment: 2.3s, 2.4s, 2.7s, Drawing from observation project, leaf rubbing project
Assessment: 2.9s, Smartphone app design project and discussion

Standard III. The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.
Assessment: 3.1k, 3.2k, 3.3k, 3.1s, 3.2s, 3.4s Demo and quiz on artists and media, art comparison essay
Assessment: 3.4k, 3.6k, 3.8k, 3.3s, 3.6s, 3.8s, Contemporary artists discussion & art comparison essay
Assessment: 3.7k, 3.5s Art history, trends, and movements worksheet and discussion
Assessment: 3.5k, 3.7s, 3.9s, Careers in art short answer quiz

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, 4.3k, Guardian discussion, contemporary artists discussion, art comparison essay
Assessment: 4.2, Evaluation and Assessment article, questions and discussion
Assessment: 4.4k, Guardian discussion, Improving Student Dialogue homework and discussion
Assessment: 4.1s, 4.2s, Improving Student Dialogue homework and discussion, UBD & essential questions assignment & discussion
Assessment: 4.3s, Contemporary artists discussion, art comparison essay
Assessment: 4.4s, Art portfolios discussion board

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, 5.2k curriculum lesson plan, picture book lesson plan
Assessment: 5.3k, 5.4k, 5.1s, 5.2s, 5.3s, Art lesson case study and analysis

Student Learning Outcomes:
1. Students will learn to conceive and create art lessons
2. Students will demonstrate ability to read and respond to current texts relating to art educational issues in the elementary school through class discussions and lesson and unit development
3. Students will create artworks that explore appropriate elementary classroom art methods
4. Students will extend their understanding of course concepts by responding to artworks by contemporary artists and developing age appropriate lesson ideas in relation to the artists’ ideas
5. Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course
Required Texts:
1. All readings will be posted to D2L website for this course or provided in class.

Course Materials
Students who provide a shipping address by e-mail to the instructor before the end of the first week of the semester will receive a course pack of art supplies that will include MOST of the materials needed during the course. In addition, students will need:
1. Scissors
2. Pencil
3. Smartphone with the ability to download apps OR a digital camera.

Course Requirements
Reading:
All students are expected to have completed all reading assignments for the day that they are due. Class participation in online discussions of the readings is required and a significant part of the grade in the course.

Writing:
A written component will be associated with each project ranging from personal response/analysis of the art, to lesson plans, and/or discussion of personal art work.

Important Student Responsibilities & Course Policies

1. D2L All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. ALL projects will be submitted via D2L. EVERY submission to the D2L dropbox or generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS! If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.

2. Guidelines for Class Discussions: Students are expected and encouraged to share ideas and thoughts in an open forum in the class discussions. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

3. Late Assignments: Late assignments will not be accepted in this online course. When a project deadline passes, the link for submitting the project will disappear from the student side of D2L. Students who have not posted projects will receive a grade of 0 for that project. PLAN AHEAD, and submit projects EARLY to avoid missing assignment due dates.
4. **Email**: Email is used as a means of communicating with students about the course. **Email will be sent through D2L**. It is the student’s responsibility to check D2L e-mail or forward emails to an account that he/she checks regularly.

**Academic Integrity (A-9.1)**

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate.*

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 when, in fact, it is at least partly the work of another; (2) submitting a 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](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.

**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/.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Assessment Criteria: Assignments in this course are evaluated using the following criteria:

The following criteria will be used to grade your written work:

a. The clarity of your writing–its legibility, grammar and punctuation
b. How completely you fulfilled the intent of the assignment

The following criteria will be used to grade your studio work:

a. Experimentation: Did you challenge yourself by experimenting with materials and ideas?
b. Effort: Does your project reflect consistent effort and attention to assignment details?
c. Connection: Does your artwork/project correspond with the ideas the project explores?
d. Quality of Craftsmanship: Is your work presented and constructed neatly?

Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Discussion &amp; Homework Assignments</td>
<td>40%</td>
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<tr>
<td>2. Art-Making Projects</td>
<td>30%</td>
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<td>3. Lesson Plans</td>
<td>10%</td>
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<tr>
<td>4. Quizzes</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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### Grade Scale:
- **A**: 100-90%
- **B**: 90-80%
- **C**: 79-70%
- **D**: 69-60%
- **F**: 59-0%

### Course Calendar Overview

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to art and talking about art:</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Seeing and talking about art &amp; Academic integrity</td>
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<tr>
<td>Week 3</td>
<td>Elements and Principles of Art and beyond</td>
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<td>Week 4</td>
<td>Color and meaning in art</td>
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<td>Week 5</td>
<td>Shaun Tan the lost thing art, books and big ideas</td>
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<tr>
<td>Week 6</td>
<td>Understanding by design in art lessons—big ideas continued</td>
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<td>Week 7</td>
<td>Understanding art and other cultures</td>
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<td>Week 8</td>
<td>Contemporary art, meaning, culture &amp; art-making media</td>
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<td>Week 9</td>
<td>Art &amp; other cultures: Dia De Muertos</td>
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<tr>
<td>Week 10</td>
<td>Art &amp; other cultures: Dia De Muertos</td>
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<td>Week 11</td>
<td>Arts Integration strategies</td>
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<td>Week 12</td>
<td>Stop motion animation</td>
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<td>Week 13</td>
<td>Thanksgiving Break</td>
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<td>Week 14</td>
<td>Arts Integration: Research &amp; art making</td>
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<tr>
<td>Week 15</td>
<td>Creating stop motion videos</td>
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<tr>
<td>Finals</td>
<td>Final Video discussions</td>
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