Course Description: Exploring the 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 art in the elementary classroom. 3 credit hours.

Major Topics:
   a. Conceptual and practical skills associated with the studio process
   b. Integrating the arts into the elementary classroom
   c. The role of artistic inquiry as a process of learning
   d. 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, 1.2k: brain research and art integration discussion, contemporary artist discussion; Artist/Art research project, Day of Clay IN pages
**Assessment:** 1.3k, 1.4k, 1.6k, 1.2s, 1.3s, 1.5s: Integrated Notebook (IN) pages; Miro Project; Teacher’s Centers, Feldman IN pages
**Assessment:** 1.5k, 1.1s, 1.8s: Teachers’ Centers; Masks,
**Assessment:** 1.4s, 1.6s: Group Centers Project; Art Integration Lesson Plan
**Assessment:** 1.9s, 1.10s: Masks, art integration and culture article discussion, Core Integration (CI) projects: visual notes IN pages, “Where We Live” IN pages

**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, 2.3, 2.4k, 2.6k, 2.7k, 2.8k: Miro project, Masks Project, Teachers’ Centers
**Assessment:** 2.5k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s: Teachers’ Centers, Miro project, Masks project, all CI projects
**Assessment:** 2.6s, 2.7s, 2.8s, 2.9s: Miro project, Day of Clay

**Standard III.** The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

**Assessment:** 3.1k, 3.2k, 3.3k, 3.7k, 3.8k, 3.1s, 3.2s, 3.3s: Masks, Art/Artist Research project
**Assessment:** 3.5k, 3.6k, 3.4s, 3.7s, 3.9s: Careers IN pages
**Assessment:** 3.8k, 3.7k, 3.6k, 3.5s, 3.6s, 3.7s: Art/Artist Research project

**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, 4.2k, 4.4k: Individual Art Integration Lesson Plan, Connecting objectives, methods and assessment discussion.
**Assessment:** 4.3k, 4.1s, 4.2s, 4.3s, 4.4s: Interactive Notebook pages, Teachers’ Centers, Group Centers project, Individual Art Integration Lesson Plan, all CI projects.

**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, 5.1s, 5.3s: Group Centers project, Individual Art Integration Lesson Plan, all CI projects
**Assessment:** 5.3k, 5.4k, 5.2s: Group Centers project, Individual Art Integration Lesson Plan
Student Learning Outcomes:

1. Students will learn to conceive and create art lessons.
2. Students will demonstrate an ability to read and respond to current texts relating to art education 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 the D2L website for this course or provided in class.

Course Materials:

1. Students will be required to purchase a limited number of art related supplies to be discussed in the first class.

Course Requirements

Reading:

All students are required to have all reading assignments completed by the due date. 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.

Presentation:

Students will present their work from most projects to the class in discussion/sharing sessions.

Interactive Notebook:

Students will learn about and keep an Interactive Notebook as a form of portfolio of each topic discussed and project completed. Instructions and Rubric will be provided.
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. Many projects will be submitted via D2L. **EVERY submission to the D2L dropbox 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. **Attendance** – Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. **For each absence after three, students will lose 5 percentage points from their final course grade.** A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three excused absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should contact the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of illness or emergency in these circumstances will be required.

*Classes that meet once weekly may miss a total of 2 classes without it affecting their grade. All attendance policy mentioned above applies to absences beyond the first two excused absences.*

3. **Tardiness** – attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

4. **Perfect attendance** – Students who are in class and sign the roll every day will receive an additional 5 percentage points added to their course grade.

5. **Guidelines for Class Discussions** – We all have a greater experience in learning when everyone shares and participates. 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.

6. **Late Assignments** – **Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assignment due date.** Late written assignments must be posted to the D2L website. Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically should be handed in during office hours to avoid excessive late penalty. Don’t wait until the next class meeting.
7. **E-mail** – E-mail is used as a means of communicating with students about the course. **E-mail will be sent through D2L.** It is the student’s responsibility to check D2L e-mail or forward emails to an account that can be checked regularly.

**Academic Integrity (A-9.1)**

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 class; (2) the falsification or invention of any information, including citations, on an assignment as if it 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 and 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 be 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, Room 325; 468-3004 / 468-1004 as early as possible int eh 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 accommodation. For additional information, go to: http://www.sfasu.edu/disabilityservices/.
Students 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 the course are evaluated using the following criteria:

The following criteria will be used to grade your Interactive Notebook pages and all 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>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic integrity quiz</td>
<td>5%</td>
</tr>
<tr>
<td>2. Cultures and Differentiation Centers Group Lesson</td>
<td>20%</td>
</tr>
<tr>
<td>3. Individual Art Integration Lesson Plan</td>
<td>20%</td>
</tr>
<tr>
<td>4. Art Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>5. Interactive Notebook</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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*Important Note:*
Studio Projects include discussion/sharing and a written component. Your grade on each project will include your presence and participation at these sessions and completion of written assignment.

Grade Scale:

- A 100 – 90%
- B 89 - 80%
- C 79 - 70%
- D 69 – 60%
- F 59 - 0%
| Week 1 | Introduction to art and talking about art  
|       | Introduction to the Art/Artist Research Project |
| Week 2 | Elements and Principles of art Miro – 1st art project |
| Week 3 | Interactive Notebook (IN) with Misty Strong, OISD |
| Week 4 | Miro art project and IN pages |
| Week 5 | Art Integration, Brain Research, and Prior Knowledge Notes in IN |
| Week 6 | CI – Day of Clay – Prior Knowledge and Scaffolding  
|       | Science Vocabulary – Sousa Chapter – Cornell Notetaking (IN) |
| Week 7 | Art, Culture, Differentiation, and Art Integration – Introduce Lesson Plan Assignment |
| Week 8 | Core Integration (CI) - Social Studies – “Where We Live” (IN)  
|       | Zull Chapter – Cornell Notetaking |
| Week 9 | Centers for Teachers – Douglas Chapters  
|       | Group assignments for Centers Project |
| Week 10 | CI - Language Arts – Story Illustration (groups)  
|         | Purnell article - Visual Note Taking (IN) |
| Week 11 | Group Centers |
| Week 12 | CI – Math – Symmetry and Masks |
| Week 13 | CI – Math – Symmetry and Masks |
| Week 14 | Individual Lesson Plans Presentations |
| Week 15 | Art/Artist Presentations  
|         | Interactive Notebook Display |