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:
  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 Seeing-into visualization and drawing project, Big Ideas discussion, and contemporary artists discussions
  Assessment: 1.3k, 1.4k, 1.2s, 1.3s, 1.7s Accordion book project & discussion, Lost Thing discussion
  Assessment: 1.5k, 1.1s, 1.7s, 1.8s Drawing from observation and leaf rubbing project
  Assessment: 1.6k Big Ideas discussion homework questions, and contemporary artists discussions
  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, 2.4k Demo and quiz on artists and media,
Assessment: 2.3k Multiple art-making projects, esp. E&P accordion book
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, picture book lesson demo,
Assessment: 2.2s, Freeform color exploration, stop motion animation
Assessment: 2.3s, 2.4s, 2.7s, Picture book lesson plan and teaching demo
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, 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: 3.4s, 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, The Guardian discussion, contemporary artists discussion, art comparison essay
Assessment: 4.2, Evaluation and Assessment article, homework and discussion
Assessment: 4.4k, The Guardian discussion, Improving Student Dialogue homework and discussion
Assessment: 4.1s, 4.2s, Improving Student Dialogue homework and discussion, UBD & essential questions homework & discussion
Assessment: 4.3s, Contemporary artists discussion, picture book lesson and teaching demo
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, 5.4k, Integrated curriculum lesson plan, picture book lesson plan, teaching demo & peer evaluation
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:
All readings will be posted to D2L website for this course or provided in class.

Course Materials
1. Students will need access to a smartphone with the ability to download apps for the technology projects OR a digital camera and basic video editing software.
2. See D2L course essentials for a list of additional materials.

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.

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

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 either to a dropbox, as a quiz or thought discussion boards. 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 frequent and consistent participation in the course is required. There are generally two due dates each week, Thursdays at 11:30 p.m. for some quizzes and initial discussion posts, and Sundays at 11:30 p.m. for follow up posts and some dropbox assignments. Logging in frequently and participating in the discussion is key for success in this course.
3. **Guidelines for Class Discussions:** Students are expected and encouraged to share ideas and thoughts in an open forum in the class discussions. 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.

4. **Late Assignments:** In general, no late assignments are accepted in this online course. When extenuating circumstances occur, students should contact the instructor BEFORE the assignment is due to discuss the possibility for an extended due date. Due dates for an assignment will not be extended after the assignment is late.

5. **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)**

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/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**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.

Course Calendar Overview

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<th>Topic</th>
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<td>Introduction to the course</td>
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<td>Week 2</td>
<td>Talking about art</td>
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<td>Week 3</td>
<td>Elements and Principles of Art</td>
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<td>Week 4</td>
<td>Art, culture and careers</td>
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<td>Week 5</td>
<td>Tools for making art</td>
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<td>Week 6</td>
<td>Big Ideas in artmaking</td>
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<td>Week 7</td>
<td>Understanding by design and curriculum development</td>
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<td>Week 8</td>
<td>Contemporary art and the ideas of artists</td>
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<td>Week 9</td>
<td>Art and Other Cultures</td>
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<td>Week 10</td>
<td>Art lesson case study, &amp; art for children with diverse needs</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>Arts Integration: Research &amp; art making</td>
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<td>Week 14</td>
<td>Thanksgiving Break—No Class Meeting</td>
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<td>Week 15</td>
<td>Art integration and lesson plans</td>
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<td>Finals</td>
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