Art 390
Exploring Art: Scope and Sequence
Stephen F. Austin State University

Spring 2019 | T. E. Ferguson Liberal Arts G71

Instructor: Bill Nieberding Ph.D.
Office Hours: Monday & Wednesday
10 a.m - Noon & by appointment
Office: 115 Art Building
Mailbox: 101 Art Building
E-Mail: Please e-mail through D2L or nieberdiwj@sfasu.edu

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:
1. 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. Additional materials will be announced in class.

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. 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 two, 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 two excused absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should make contact with 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!
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:** 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 assigned 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. **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 email 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/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/](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](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>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Projects (Studio assignments include discussion/sharing &amp; a written component. Your grade on each project will include your presence and participation at these sessions and completion of written assignment.</td>
<td></td>
</tr>
<tr>
<td>1. Academic Integrity Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>2. Small Art-Making Projects</td>
<td>25%</td>
</tr>
<tr>
<td>3. Picture books project, presentation &amp; lesson plan</td>
<td>15%</td>
</tr>
<tr>
<td>4. Art &amp; Other Cultures Project &amp; Lesson Plan</td>
<td>15%</td>
</tr>
<tr>
<td>5. Integrated Curriculum: 15&quot; animation &amp; lesson plan</td>
<td>15%</td>
</tr>
<tr>
<td>6. Homework &amp; Readings</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade Scale:
A 100-90%
B 90-80%
C 79-70%
D 69-60%
F 59-0%
<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to art and talking about art:</td>
</tr>
<tr>
<td>Week 2</td>
<td>Art trends and movements, Elements and Principles of Art</td>
</tr>
<tr>
<td>Week 3</td>
<td>Elements and Principles of Art, Freeform Color Investigation</td>
</tr>
<tr>
<td>Week 4</td>
<td>Art Media &amp; Artists</td>
</tr>
<tr>
<td>Week 5</td>
<td>Shaun Tan Rules of Summer, books and big ideas</td>
</tr>
<tr>
<td>Week 6</td>
<td>Understanding by design in art lessons— books &amp; big ideas continued</td>
</tr>
<tr>
<td>Week 7</td>
<td>Picture Books, lesson plans and big ideas</td>
</tr>
<tr>
<td></td>
<td>Contemporary art &amp; student dialogue about art</td>
</tr>
<tr>
<td>Week 8</td>
<td>Art lesson case study, &amp; art for children with diverse needs</td>
</tr>
<tr>
<td>Week 9</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10</td>
<td>Arts integration strategies</td>
</tr>
<tr>
<td>Week 11</td>
<td>Stop motion animation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Arts Integration: Research &amp; art making</td>
</tr>
<tr>
<td>Week 13</td>
<td>Stop Motion, art integration and lesson plans</td>
</tr>
<tr>
<td>Week 14</td>
<td>Art and Other Cultures</td>
</tr>
<tr>
<td>Week 15</td>
<td>Art and Other Cultures</td>
</tr>
<tr>
<td>Finals</td>
<td>Completing art and other cultures projects</td>
</tr>
</tbody>
</table>