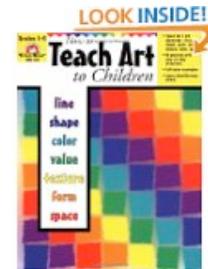


Teaching the Arts in the Elementary School Practicum Course Syllabus



COURSE INFORMATION

- A. Number: EDUC 361
- B. Credits: 1
- C. Prerequisite: Admission to TEP
- D. Corequisite: ECED 360
- E. Time/Location: TBA
- F. Availability: This class is offered Fall Quarter 2015-16.

PERSONAL INFORMATION

- A. Instructor: Linda Bone
- B. Office: Education Bldg. Room 125
- C. Telephone: Office 275-4770 Home 883-0123
- D. Office Hours: Tues. 8:00-12:00 and Thurs. 8:00-10:00
- E. Email: linda_bone@skc.edu

REQUIRED MATERIALS

- A. Evans, J., Skelton and T. Puckett, C. (2001). *How to Teach Art to Children*. California: Evan- Moor.
- B. Field Experience Packet (provided in class)

COURSE DESCRIPTION

Teaching the Arts in the Elementary School PRACTICUM provides candidates with supervised field experience in an elementary art program. Candidates will plan and teach supervised art lessons and other forms of creative expression. Other forms of creative expression such as music and drama will also be explored.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Observe cooperating teacher to assess attitudes, abilities, and opportunities for instruction.
- B. Create a SKC formatted lesson plan from one of the following curriculums: math, science, social studies, reading comprehensi and

use art to reinforce the lesson. Make sure to create a sample to show students and to keep for your binder.

- C. Using a piece of Native American literature of your choice and grade level, create a SKC formatted lesson plan and incorporate an art activity that will reinforce the lesson. Make sure to create a sample to show students and to keep for your binder.
- D. Reflect on the student benefits of the Fine Art Experience.

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Students will participate in discussions, activities, internet searches regarding Native American art and artists in the local as well as regional area.
2. Candidates will participate in local reservation community art activities and become familiar with art educators on the Flathead reservation.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

1. Candidates will design reflective responses to activities within the local education community while identifying techniques used by master teachers to teach art.

CITIZENSHIP

Candidates will address citizenship through the use of application of beliefs in what makes a good citizen.

1. Candidates will communicate with the local public school community grades K-12 through observation and interviews.
2. Candidates will actively engage with students and cooperative teachers in the elementary schools through selected art lessons and involvement in school art displays.

COMMUNICATION

Communication skills will be addressed in:

1. Course discussions, personal reflections, and art projects
2. Community building through visiting and promoting local art museum
3. Using art projects to communicate with and assess young children

COURSE REQUIREMENTS

1. **10 Hours** observing, aiding and teaching; documented on provided table
2. Mandatory participation in Sandpiper Art Gallery; Nov. 23rd (class time) **1.5 practicum hours**
3. Create a SKC formatted lesson plan from one of the following curriculums: math, science, social studies, reading comprehension, and use art to reinforce the lesson. Make sure to create a sample to show students and to keep for your binder. (due October 28th)
4. Using a piece of Native American literature of your choice and grade level, create a SKC formatted lesson plan and incorporate an art activity that will reinforce the lesson. Make sure to create a sample to show students and to keep for your binder. (due Nov. 25th)
5. I will formally observe you teach ONE of the lessons above (your choice). You will need to plan this well ahead of time so that we can coordinate our schedules (completed by Dec. 2nd) **1.5 practicum hours**
6. Remaining **7 practicum hours (Dec. 9th)** must be fulfilled through the following grade level observations and reflections:
 - a. high school art class (1/2 page reflection) (**1 hour**),
 - b. junior high art class (1/2 page reflection) (**1 hour**),
 - c. elementary art class (1 page reflection on overall experience) (**5 hours**)
 - d. other school art based activity (pre-approved by Linda)

The documentation of hours form **must** be:

- ✓ Signed by all cooperating teachers. Use the table provided on the documentation of hours form.
- ✓ Turned into Linda Bone by Dec. 7th in order to receive full credit for the class!

All observation reflection paragraphs must be turned in by Dec. 7th

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this 1 credit course, delivered over a 10 week term, student should expect the following commitment of time:

- 1.5 hours visit to art museum with direct faculty interaction
- 1.5 observation experience using SKC formatted lesson plan
- 7.0 grade level observations with reflection

GRADING SYSTEM

10 hours observing, aiding, and teaching	= 100 pts.
**SKC formatted lesson plan using art activity to reinforce a classroom curriculum lesson. (sample included)	= 50 pts
**SKC formatted lesson plan using a piece of Native American literature and incorporating an art activity that will reinforce the lesson. (sample included)	= 50 pts.
Lesson of your choice observed by instructor	= 50 pts.
Museum visit and reflection	= 25 pts.
Observation reflections	= 25 pts.
Total points = 300 pts.	

300-270 = A
269-240 = B

**Assignment will be included in the student's TEP Portfolio.

239-210 = C
209-180 = D
Below 180 = F

OTHER COURSE INFORMATION

Attendance

The attendance policy for this class is different than in most other classes. You are expected to log no less than 10 hours of time observing, assisting, and teaching in educational settings, and to complete all the necessary paperwork, which documents this time. When arriving at the school(s), remember to arrive on time and stay for the duration of time previously arranged with cooperating teacher.

Late Assignments

The issue of late assignments is an on-going problem for the student and the instructor. An important aspect of being a teacher is to be professional. One of the many responsibilities of a professional is to meet deadlines. Think of your assignment due dates as deadlines.

Late assignments will not receive full credit. 35% will be deducted on all late assignments. There are two deadlines this quarter where late assignments may not be turned in after the due dates. Any late assignments assigned and due up to November 4th must be turned in by this date. No credit if they are not. December 9th, at the beginning of class is the final deadline for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.

Failure to come to class to participate and present assignments on their due date will be considered late assignments.

Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (406.275.4968) or consult the SKC web page for Students with Disabilities for more information

SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4982, Email: retention@skc.edu)

COURSE OUTLINE

Week 2: Plan for observation times with high school, junior high, and elementary schools of choice.

Weeks 2 - 5: Complete one half of your observation hours, complete reflections, and develop a plan using an art activity to reinforce a curriculum lesson. (due Oct. 28th)

Weeks 6 - 9: Complete observation hours, reflections, and develop a lesson plan incorporating an art activity to reinforce the concepts taken from a piece of Native American literature. (due Nov. 25th). Faculty observation of student teaching lesson plan of choice (due Dec. 2nd)

Week 9: Visit Sandpiper Gallery (due Nov. 23rd)

Week 10: Documentation of hours and reflections (due Dec. 7th)

Organized Curriculum Lab Binder

Lab assignments including:

- 1) Record 10 hours of practicum work (use provided handout)
- 2) Two lesson plans
- 3) One observation by instructor
- 4) Student reflections on 10 hours of observation
- 5) Museum visit with reflection