

# Teaching the Arts in the Elementary Classroom

## Course Syllabus

### COURSE INFORMATION

- A. Number: EDUC 360
- B. Credits: 3
- C. Prerequisite: Admission to TEP
- D. Corequisite: EDUC 361
- E. Time/Location: Mon. and Wed. 2-3:20 EDUC Building Rm. 113
- F. This course is offered Fall Quarter

### PERSONAL INFORMATION

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

### REQUIRED MATERIALS

- A. Evans, J., Skelton, T. Puckett, C. (2001). *How to Teach Art to Children*. California: Evan- Moor
- B. 2 inch loose leaf binder with dividers
- C. Resource materials in the SKC library on reserve
- D. Handouts from the instructor
- E. An open mind

### DESCRIPTION

*Teaching the Arts in the Elementary School* provides an overview of art and design principles for the Elementary Education Teacher. This course will explore a variety of techniques and mediums in producing art and examines various styles of art including Native American art and artists.

### INTASC STANDARDS MET IN THIS COURSE

Indicators:	Type:	Assessments
INTASC Principle 1 2. The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.	Skill	Lesson plans
INTASC Principle 4 3. The candidate creates opportunities to develop critical thinking skills by requiring students to use ideas, theories, and problem solving techniques and apply them to new situations.	Skill	<b>Lesson Plan</b>

**ART CONTENT STANDARDS:** Because this course is a requirement for Elementary Education majors, candidates will also be evaluated in regards the Montana Standards For The Arts.

Standard	Knowledge	Skill	Assessment
1. Understanding and applying media, techniques, and process.	Candidates select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness.	Candidates intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences.	Lesson plan
2. Using knowledge of structures and functions.	Candidates generalize about the effects of visual structures and functions and reflect upon these effects in their own work.	Candidates employ organizational structures and analyze what makes them effective or not effective in the communication of ideas Students select and use the qualities of structures and functions of art to improve communication of their ideas.	Discussion of specific art examples
3. Choosing and evaluating a range of subject matter, symbols and ideas	Students explore and understand prospective content for works of art	Candidates select and use subject matter, symbols, and ideas to communicate meaning	Lesson plan
4. Understanding the visual arts in relation to history and cultures	Candidates know that the visual arts have both a history and specific relationships to various cultures	Candidates identify specific works of art as belonging to particular cultures, times, and places Students show how history, culture, and the visual arts can influence each other in making and studying works of art	Comparisons through personal discussions of art interpretations
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Candidates understand there are various purposes for creating works of visual art Candidates understand there are different responses to specific artworks	Candidates describe how people's experiences influence the development of specific artworks	Lesson plan
6. Making connections between visual arts and other disciplines	Candidates understand the similarities between characteristics of the visual arts and other arts disciplines	Candidates compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. Candidates describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts	Art Review Lesson plan

## COURSE OBJECTIVES

Upon completion of this course, students will be able to...

1. Reflect on the benefits of integrating art in the elementary classroom across the curriculum, specifically visual arts.
2. Understand that overall academic achievement can be enhanced when children are exposed to creative thinking and artistic expression.
3. Become familiar with a variety of mediums, art projects, and artists.
4. Gain confidence in their own ability to integrate art into their classroom.

5. Use art as a powerful assessment tool

### **CULTURAL RELEVANCY**

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

1. Candidates will apply information from this course in their work with students to develop an understanding that the visual arts have both a history and specific relationships to various cultures.
2. Candidates will identify specific works of arts as belonging to particular cultures, times and places.

### **CRITICAL THINKING**

Critical thinking is addressed in this course through the teaching methods modeled and used by the instructor.

1. This course will encourage critical thinking skills by having candidates reflect upon and assess the characteristics and merits of their work and the work of others.
2. Candidates will select media, techniques, and processes and analyze what makes them effective or not effective in communicating ideas.

### **COMMUNICATION**

During this course, students will learn that communication can take place with media other than the printed text.

1. Candidates will select and use subject matter, symbols, and ideas to communicate meaning.
2. Candidates will select and use the qualities of structures and analyze what makes them effective or not effective in the communication of ideas.

### **CITIZENSHIP**

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

1. Candidates explain how people's experiences can influence the development of specific art works.
2. Candidates describe ways in which the principles and subject matter of other disciplines taught in school are interrelated through the visual arts.

### **COURSE REQUIREMENTS**

1. Attendance and Reflection (10 points x 10 weeks) 100 points possible
  - a. Attendance for full time commitment at 5 points per week
  - b. Reflections on class presentations and studio work at 5 points per week
2. Project Plans with examples 140 points possible
  - a. Candidate will complete 1 project idea in class from each of the seven design elements (line, shape, color, value, texture, form and space) with written plan at 10 points x 7 projects.
  - b. Candidate will complete 1 additional project of their choice from each of the seven design elements outside of class with a written plan at 10 points x 7 projects.

3. Critique an article from an art journal. 60 points possible
  - a. Candidate will review an article from a recent Art Journal including *Arts and Activities*, *School Arts* in the Resource Lab or *American Indian Art*, which is available in the SKC library. Other journals must be approved by instructor.
  - b. Candidate will do a critical analysis of the information that is found.  
The format of the paper should be:
    1. One page in length
    2. Summarize content of the Article
    3. Applicability to practice
    4. Your opinion and conclusions about the article
    5. Bibliography
  
4. Research a Famous Artist. 100 points possible
  - a. Complete artist information sheet with examples of their work
  - b. Present to the class, allowing time for questions
  
5. Position paper on Art Education. 100 points possible
  - a. Candidate's final essay will be a position paper regarding your thoughts about including art in the core curriculum of elementary schools.
  - b. This essay will demonstrate an understanding and use of a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
    - a. Candidate will cite sources discussing the value of art in promoting the development of the whole child
    - b. Candidate will offer a convincing stance (pro or con) on the value of art education in the elementary classroom.

## CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 10 week term; student should expect the following commitment of time:

3 hours/week classroom or direct faculty instruction and group activities

6 hours or more of out-of-class time, including homework, each week.

## GRADING

- a. An incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case the instructor must be notified within 48 hours.
- b. The following is a breakdown of how grades are earned:
 

Attendance and reflections	= 100 pts.
Project plans with examples	= 140 pts.
Critique article from an Art Journal	= 60 pts.
Research and present a well known artist	= 75 pts.
Position paper on Art Education	= 100 pts.
Binder Review	= 25 pts.
TOTAL POINTS	= 500 pts.

500-450 = A      Tutors are available for students!  
449-400 = B      Please contact the instructor if you have any questions or need for  
399-350 = C      a tutor.  
349-300 = D  
349-300 = F

### **ACCOMODATIONS**

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, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu) 406.275.4968) or consult the SKC web page for Students with Disabilities for more information

### **OTHER COURSE INFORMATION**

Attendance: This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore it is suggested that candidates attend all class sessions. This is a professional education course and you are training to become a teacher. Teachers are required to be in school at specified times because children are depending on you. By requiring attendance, you are beginning to act and think like a teacher which is the beginning of your professional responsibility. Students must sign the course attendance sheet each class session to receive credit for attending.

Candidates are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. If you are late or leave early you will receive partial points. Communication with the instructor is very important in this class. If students know that they will have to miss a class, they must notify the instructor ahead of time so teacher can make preparations. Students missing more than 6 hours may be asked to drop the course

Cell Phones: Candidates **must** keep cell phones in the off position during class. If students must leave phones on in case of emergency situations, they must notify the instructor and take the call outside of the room.

Diversity: Candidates will build on their ability to appreciate art as a personal expression or interpretation of their ideas. Candidates will display an understanding of the uniqueness of individual pieces of art through their ethnicity, gender, rural vs. urban, socio-economic status, and race. Candidates will develop positive attitudes and dispositions toward unique examples.

## **COURSE OUTLINE**

This outline is subject to change according to class needs.

### **Week One:**

Syllabus, routines, and textbook tour; assignment *Attendance and Reflection*\*\*  
Multiple Intelligence Theory/ Howard Gardner  
The Importance of the Arts in Education  
Past Experiences with the arts and areas of interest  
Free explore available mediums and create cover page for Class Binder;

Assignment *Project Plans with Examples*\*\*

Week Two:

Syllabus and routines for lab  
Four Components of a Quality Art Program  
Element of Design: Line

Week Three:

Development of Artistic and Perceptual Skills (Area #1)  
Introduce Artist Information sheet  
Elements of Design: Shape  
Introduction to Henri Matisse

Week Four:

Development of Art Production (Area #2)  
Elements of Design: Color  
Introduce the use of *Art Journals*; rubric for critique of chosen article

Week Five:

Development of Art History (Area #3)  
Elements of Design: Value  
Discuss articles from Art Journals

Week Six:

Development of Art Analysis (Area #4)  
Elements of Design: Texture  
Research and prepare a presentation of a *Famous Artist*  
Eric Carle as an Illustrator of Children's Literature

Week Seven:

Veteran's Day holiday  
Elements of Design: Form  
Story Tellers; exploration of clay

Week Eight:

Elements of Design: Space  
Present a *Famous Artist*\*\* during class  
Complete Story Teller project

Week Nine:

Visit Sandpiper Museum on Monday Nov. 18<sup>th</sup>  
Visit local art shops and museums  
Position paper on Art Education\*\*

Week Ten:

Introduce Design Principles  
Review the Elements Through a Holiday Card

