**ART343-Art in the Elementary Schools**

**Credits:** 3

**Instructor:** Alyson Pouls, Ph.D.

**Days/Times:** Tuesdays and Thursdays, 2-3:15PM

**Where:** Wightman Hall, Room 221, Department of Art and Design, College of Communication and Fine Arts, Central Michigan University

**Office Hours:** Wednesdays, 12:30-1:30PM and by appointment

**Office Location**: Room 166 Wightman Hall

**Contact information:** pouls1a@cmich.edu

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**Catalog Description: ART 343 Art in the Elementary School Grades K-4**

An art methods class for the art education major covering developmentally appropriate curricula and content for the elementary school student. Prerequisites: ART 106, ART 115, ART 118, and Tier Two - Admission of Candidacy to Teacher Education.

**Course Objectives**

* Complete 30 hours of clinical experience in an elementary school art classroom
* Use academic language when discussing art and teaching art curricula
* Create and utilize lesson plans that are developmentally appropriate for the K-4 art classroom using Bloom’s taxonomy, the National Visual Arts Standards, and Michigan Visual Arts Standards
* Develop habits of professionalism as future art teachers
* Understand various trends in contemporary art education including social justice, visual culture, material culture, and postmodern principles
* Reflect on assigned readings and their relationship to art education
* Conduct teaching practice teaching demonstrations
* Practice and create an inventory of art materials and techniques to supplement your knowledge of art practices
* Develop an ePortfolio that includes elementary art lesson plans, visual examples of student work, teaching philosophy, personal artwork, and reflections as assigned

**Materials Needed:**

* Journal, sketchbook, or binder to organize your inventory of art materials and techniques
* Notebook for class notes
* Art materials as needed

**Textbooks/Readings**

**Text:** *Exploring Studio Materials: Teaching Creative Art Making to Children*

Author: Mary Hafeli

-In addition to the text, there will be weekly readings to supplement your knowledge of trends in art education, cognitive and drawing developmental theories, and other information to help you develop your understanding of Elementary Art Education.

**TEACHING DISPOSITIONS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Academic Language**

Academic language is language used in textbooks, written assignments, and interactions with students and colleagues both verbal and in writing. You are required to use academic language when writing, speaking, and presenting to both elementary students and your pre-service art teacher colleagues.

Read: “A Primer on Academic Language” posted on Blackboard and:

<http://www.nysata.org/assets/documents/NYSATANews/a_primer_on_academic_language_for_art_teachers_final-2.pdf>

**\*I will also provide you with a simplified version of the above**

**Professionalism**

Attendance, participation, and oral contributions are expected. Professionalism also includes collaboration, cooperation, and courtesy. Most learning in this class takes place as part of classroom interaction and communication. Therefore, attendance and active participation in classroom discussions, assignments, and reflections are expected and will be assessed. DO NOT PROCRASTINATE!

Appropriate dress and professional demeanor is expected in your clinical placements. We will discuss this further when EHS visits to talk about clinical expectations.

**COURSE ASSIGNMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**All assignment requirements will be provided to you when the assignment is introduced**

**-Presentations**

* “Why art is important in elementary schools?  A Personal Story”-10 images/3 minutes-script and video
* Presentation of Big Idea or Storybook lesson with benchmark example
* Presentation of lesson based on your Visual Art Resource Bank (VARB) with benchmark example
* Clinical experience presentation (final)

**-Art-making**

* Postmodern collage
* Examples of student project ideas (2 benchmarks for lesson presentations)

**-Readings and Reflections:** Readings will be assigned throughout this course to help you gain a greater understanding of teaching methodology, developmentally appropriate lessons, art education topics, and additional information from the field of art education. Reflections begin on the day the reading is assigned with due dates given when assigned. The bulk of your reflections will focus on your observations in your clinical placements. Post all reflections under DISCUSSIONS in Blackboard. Postings must be no less than 250 words, double-spaced, 12-point, Times New Roman font.

**-Lesson Plans:** You will develop multiple lesson plans in this course. These are not the same as what you teach during your clinical experiences. They will be assigned and further explained when they are introduced. They are:

* 1 elementary art practice lesson presented to the class\*
* 1 lesson plan based on a children’s book-presented to the class\*
* 1 lesson plan with a partner inspired by a work of contemporary art
* 1 lesson plan based on your Visual Resource Bank

\*You will present and teach one of these to the class. We will act as your students (see below).

**-Microteaching**

* Technique Demonstration: Demonstrate an art technique to your classmates using academic language and specific demonstration techniques

**Materials and Techniques Inventory Journal**

Your textbook follows the philosophy of viewing all children as artists-students. As a result, it is essential you explore multiple art materials and techniques so you have an inventory of what each material can accomplish. Having this inventory will help in lesson planning, and will continue to foster your own art experiences. As your students are viewed as artists-students, you are artists-teachers. Your continued practice with materials will enhance your ability to teach materials to your students.

**-Clinical Experience: 30 Hours:** Your experiences in the elementary school art classroom will help you build your understanding of teaching dispositions, lesson planning, and all manner of elementary art teaching. The school of education supervises your clinical experience, and lessons are created in tandem with participating art teachers in the context of the classroom. You will also do the following:

* Reflect on your experiences in group discussions and reflection questions provided by me.
* Presentation and paper reflecting on your full clinical experience once complete.
* Adhere to all clinical guidelines and dates communicated to you by EHS.

**-Visual Art Resource Bank (VARB):** Throughout the course of the semester, collect 40 images of visual art products or phenomena (digitized). Once all 40 are collected, sort these into 2 or more categories. You will then write 1 lesson plan based on the one of the categories. Images must come from an array of cultures. At least 10 of these images must come from contemporary artists (work produced since 2000) and who have shown in major venues such as: Venice Biennale, Whitney Biennial, the Turner Awards, or flagship international museums such as MOMA, TATE, MCA Chicago, or Museum fur Gegenwart, Berlin. Organize your images using the PowerPoint template provided. Final VARBs, and 1 lesson plan will be posted to Blackboard where all students may access.

**GRADING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

20% Dispositions/Reflections (including your weekly clinical reflections)

20% Lesson Plans

20% Presentations (including final clinical presentation)

20% Materials and Techniques Inventory Journal

20% Visual Art Resource Bank

Clinical experience is PASS/FAIL

**COURSE TIMELINE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **TUES 8/28**  Topic/Discussion: Why art education? Why Elementary School?  -Looking at art with Elementary School children  -Class expectations, dispositions, assignments, and syllabi review  -Lesson frameworks: Materials/Techniques; Academic Language; Big Ideas and Essential Questions  Activity (5 minutes): Drawing from memory  HW-Read: Preface and Chapter 1 of text; handout of academic language posted to Bb  Bring object from memory to class Thursday |
| **THURS 8/30**  Topic/Discussion: History of Art Education  -Introduction of your Materials and Techniques Inventory Journals-Bring to class on Tuesday  Activity (5 minutes): Drawing from life versus drawing from memory  HW-Read Chapter 1 |
| **TUES 9/4**  **Clinical Experience visit from EHS**  Topic/Discussion: Trends in Art Education-Academic to Modernism to Post-Modernism  Activity: Class exploration of materials and techniques-Ch. 1  HW: Continue exploring Ch. 1 materials in inventory journals and  READ: Olivia Gude’s *Postmodern Principles* (posted on Bb) and *21st Century Skills* handout on Bb. Be prepared to discuss these in class on Thursday |
| **THURS 9/6**  Topic/Discussion: Contemporary Art Education Topics/Postmodern Principles/21st Century Skills  Activity: Look through magazines and clippings provided to you. Create a collage that demonstrates one (or more) of the postmodern principles discussed in class today.  Collage due on Thursday 9/13  Assignment: Work on your Postmodern Collages  HW READ: *Young in Art: a developmental look at child art* Editor: Anna Kindlerposted on Bb |
| **TUES 9/11**  CLINICAL VISIT/studio-postmodern collage and/or materials exploration (chapter 2)  REMEMBER: Postmodern Collage due Thursday  HW READ: Critiquing techniques article on Bb |
| **THURS 9/13**  Topic/Discussion: How to Critique art with children  -Clinical Reflection Questions-Question 1/what to look for next week  Critique: Postmodern principles collages  HW Read: Chapter 2 in text |
| **CLINICAL PLACEMENTS BEGIN THIS WEEK**  **TUES 9/18**  Topic/Discussion: Clinical Placements begin/Visual Culture in the Elementary Classroom  Activity: Class exploration of materials and techniques-Ch. 2  HW: Continue exploring Ch. 2 materials in inventory journals |
| **THURS 9/20**  Topic/Discussion: Visual Culture Art Education/The teacher’s influence on classroom environment  Activity: Class exploration of materials and techniques-Ch. 2  HW: Observation 1-Clinical Experiences-Visual Culture in the classroom-Due 12PM Tues 9/25.  -Bring your classroom layouts and a copy of Observation 1 to class on Tues 9/25 for discussion.  -READ chapter 3 |
| **TUES 9/25**  Topic/Discussion: Observation 1: What did you see in the classroom?  Activity: Class exploration of materials and techniques-Ch. 3  HW: Read article on classroom management posted on Bb |
| **THURS 9/27**  Topic/Discussion: Classroom Management/Timing/Expectations/Techniques/Attention Getters  -Clinical Reflection Questions-Question 2  Activity: Class exploration of materials and techniques-Ch. 3  HW Observation 2-Clinical Experiences -Due 12PM Tues 10/2.  -Bring a copy of Observation 2 to class on Tues 10/2 for discussion.  -READ: Bloom’s taxonomy; National Visual Arts Standards on Bb-Bring to class on Tuesday |
| **TUES 10/2**  Topic/Discussion: Observation 2 discussion-Classroom Management. What did you observe?  Building Lessons: Materials/Techniques; Using Academic Language; Big Ideas and Essential Questions; backwards design  Resources: Lesson plan templates/NVAS/Bloom’s Taxonomy  HW Assignment: Create a lesson plan based on a Big Idea-Upload to Bb by Tuesday, 10/9 at noon and bring a copy to class to discuss. |
| **THURS 10/4-CLINICAL VISIT 2:45PM**  Topic/Discussion: Big Idea lesson plans-Describe your lesson  Activity: How can you incorporate NVAS standards into your lesson (backwards design)?  -Clinical Reflection Questions-Question 3  HW Observation 3-Curriculum and Instruction-Clinical Experiences -Due 12PM Tues 10/9. |
| **TUES 10/9**  Topic/Discussion: Observation 3 discussion-Curriculum and Instruction. What did you observe?  Workshop/Assignment: Creating lessons using children’s literature. Choose or find a book to use.  HW: Create a lesson plan based on a Children’s Book-Upload to Bb by Tuesday, 10/16 at noon. |
| **THURS 10/11**  Topic/Discussion: Studio production in the elementary art classroom  Activity: Atmosphere: How to alleviate stress and promote exploration  HW: Observation 4-Studio Production-Clinical Experiences -Due 12PM Tues 10/16.  READ: Chapter 4 |
| **TUES 10/16**  Topic/Discussion: Observation 4 discussion-Studio production. What did you observe?  Activity: Class exploration of materials and techniques-Ch. 4  HW: Lesson Presentation Assignment: Choose either your Big Idea or your Children’s Book lesson plan and present it to the class, with a benchmark example, on Tuesday, 10/23  READ*: Teaching Meaning in Art Making*, Walker, 2002-article posted on Bb-Bring a copy to class on Thursday |
| **THURS 10/18**  Topic/Discussion: Learning about and responding to works of art with kids (Walker article)  Activity: Class exploration of materials and techniques-Ch. 4  -Creating Benchmark example for lesson presentations  HW: Observation 5- Learning about and responding to works of art -Clinical Experiences -Due 12PM Tues 10/23.  DUE TUESDAY: CLASSROOM PRESENTATIONS OF LESSONS |
| **TUES 10/23**  Teaching Presentations: Your children’s book or your “Big Idea” lesson  Topic/Discussion: Observation 5 discussion-Learning about and responding to works of art –What did you observe?  Discussion: Developing Empathy: Remembering your own elementary school experiences  Assignment Introduction: Your elementary art experience video, due Thurs Nov 8th to Bb by noon  HW: Start creating your videos  NO CLASS ON THURSDAY FOR MAEA CONFERENCE |
| **THURS 10/25---NO CLASS MAEA** |
| **TUES 10/30**  Topic/Discussion: Grading and Assessment Techniques.  HW: Observation 6-Assessment due Tues Nov 6th, to Bb by 12PM  Read: Bb Article on Assessment-rubrics, norming, portfolio, grades, objective grading  -Read Chapter 5 |
| **THURS 11/1**  Topic/Discussion: Social Justice Art Education-Why do we need this?  Assignment Introduction: Micro-teaching Demonstrations (November 13th)  HW: Observation 6-Studio Production-Clinical Experiences -Due 12PM Tuesday to Bb  READ: Culturally Responsive Art Education in a Global Era, Alice Lai Dewhurst, M. *Exploring the Defining Features of Social Justice Art Education* andCulturally responsive standards on Bb |
| **TUES 11/6----NO CLASS PLEASE VOTE**  (Your week 6 reflection is still due by noon today: read the Dewhurst Article for Thursday) |
| **THURS 11/8**  DUE TODAY TO Bb BY NOON: Your elementary art experience video, shared with the class.  Topic/Discussion: Social Justice Art Education-Article discussion, thoughts  -Advocacy and Professional Development  Activity: Class exploration of materials and techniques-Ch. 5 (if there is time)  HW: Observation 7- Advocacy and Professional Development -Clinical Experiences -Due 12PM Thursday 11/15 to Bb  DUE TUESDAY: Technique demonstrations in class |
| **TUES 11/13**  Microteaching-Technique Demonstrations  Activity: Class exploration of materials and techniques-Ch. 5  Assignment Introduction: VARB assignment Due December 4th  HW: Begin gathering images for your VARBs. Bring a digital copy of one of these images to class on Thursday |
| **THURS 11/15**  Observation 7 discussion-Advocacy and Professional Development. What did you observe?  Topic/Discussion: Using Contemporary Art to build elementary art lessons  Activity/Practice: With a partner, find a work of contemporary art (this may be from your visual resource banks), and brainstorm how to translate this work to an elementary art lesson (this is practice for your VARB lessons). Post this lesson to Bb by Tuesday 11/20  HW Assignment: Complete your lessons with your partner and post to Bb by noon Tuesday  -Read Chapter 6 |
| **TUES 11/20**  Due: Contemporary art lesson to Bb  Activity: Class exploration of materials and techniques-Ch. 6 (may also include chapter 5)  HW: Complete gathering of VARB images, bring to class on Tuesday  Read: Special needs article posted to Bb |
| **THURS 11/22**  **NO CLASS THANKSGIVING** |
| **TUES 11/27**  Topic/Discussion: Special Needs in the art classroom  Check-in VARB images  Activity: Divide VARBs into 2 or more themes or “Big Ideas”. Begin writing a lesson plan based on one of the 2 “Big Ideas”. Lessons and VARBs are due on Mon 12/4 (you will present 1 of these) |
| **THURS 11/29**  Activity day to work on VARB lessons (sign up to present one of these in class next week)  HW: Read Chapter 7  Final Assignment Introduction: Clinical Presentations and synopsis due on Tuesday, December 11th by 2PM  All Taskstream work is due next week |
| **TUES 12/4**  **All Taskstream work due this week**  VARB presentations  CATCH UP TIME  **Your clinical attendance forms are due Thursday** |
| **THURS 12/6**  Due:Clinical attendance forms  DUE: Materials and Techniques Inventory  CLINICAL VISIT 2:45  Activity: Reflection on your clinical experiences- Clinical Presentations and synopsis due on Tuesday, December 11th by 2PM |
| **Tues Dec 11, 2-3:50 FINAL**  We will not have a final exam, however, your Clinical Presentations are today and your synopsis is due at 2PM |

\*Syllabus timeline and assignments are subject to change at the discretion of the instructor

**ADDITIONAL REQUIREMENTS:**

**Attendance Policy**

Attendance is absolutely mandatory every day and will be taken by the instructor. Anything beyond 3 unexcused absences will result in a 5 point deduction from your final grade.

**Lateness to Class**

This is disruptive to your fellow artists in class. Please don’t be late. For every 30 minutes you are late or leave early, I will deduct 5 points from the days participation grade

**Late Projects**

While I accept late work, for each class period you are late you will lose half a letter grade from the final project grade.

**Participation**

Includes bringing materials to class, participating in class discussions, critiques, group work, and avoiding being late or leaving early.