**ART345 Art in the Elementary School/** **Section 22356310**

**Term: Fall 2018**

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

**Credits: 2**

**Location:** Wightman Hall/room 221

**Meeting Times:** Tuesdays and Thursdays 11:00AM-12:15

**Contact Information:** [pouls1a@cmich.edu](mailto:pouls1a@cmich.edu) and Wightman 166

**Office Hours (Wightman 166):** Wednesdays 12:30-1:30 and by appointment

**Course Description:** This course will introduce concepts and practical application of art for the elementary child; its relationship to curricula and general development of the child will be investigated through lecture, slides, and teaching experiences.

**Textbooks: Rachel Branham** *What’s so Great About Art, Anyway?,* 2016, New York: Teacher’s College Press, ISBN: 9780807757321. This book is available in the CMU Bookstore.

**Supplies:**

1. A folder to hold handouts and course documents
2. A notebook to take notes
3. Supplies for student lesson plan practice will be available through the art education department.
4. 1 white illustration board (15x20)-I will talk about this when you need it-no need to purchase now
5. You may choose to purchase additional supplies to supplement the materials provided for you.

**Readings**: In addition to your textbook, there will be periodic readings to enhance your understanding of art education and how to integrate the visual arts in the elementary classroom. These will be posted on Blackboard.

**General Methodology:** Lectures, readings, hands-on activities with art, incorporating art into various other subjects from an interdisciplinary perspective will be explored with the pre-service elementary school teacher.

**After completing this course, you will be able to:**

* Exhibit a personal definition of art
* Demonstrate a thorough knowledge of the sequential stages of children’s perceptual-motor, and artistic development
* Design guidelines and techniques for planning and organizing creating art lessons for children, including classroom management
* Establish methodologies for looking at and talking about works of art with children
* Demonstrate knowledge of historical and current trends in art education teaching pedagogy
* Demonstrate the effective use of the art curricula, classroom resources, and other materials to be utilized in the elementary classroom
* Apply appropriate art teaching strategies to maximize their effectiveness in the elementary classroom
* Gain knowledge of how aesthetic and art criticism can be used in the elementary classroom to assist the child in gaining a better understanding of his/her relationship with, and responses to their environment
* Explore techniques and methods appropriate for use with elementary grades in fostering creative expression and aesthetic awareness
* Develop in-depth, first-hand knowledge in at least one area of art. This will include personal creative expression in an art medium
* Gain experiences and knowledge that will foster the development of empathy with the exceptional child in the elementary classroom
* Gain knowledge that will foster the development and understanding and empathy of cross-cultural and multi-ethnic concerns as they relate to art education
* Be aware of, be sensitive to, have respect for, and celebrate the diversity of backgrounds, personal styles, and cultural/community aesthetics of students with whom teachers work
* Understand how to lead elementary students in discussions/critiques that effectively involve all students at multiple levels in ways that encourage the meek, bring pause to the brash, and motivate the unmotivated

**The main components/projects in this course are:**

1. Create 3 works of art that are adaptable to teach in the elementary classroom. These artworks will not be graded strictly on artistic, or technical ability. They will be evaluated on the creativity inherent in the idea or conception of the work and the quality and care displayed in its execution. The three works will connect thematically, which we will discuss in class.
2. Produce 1 art lesson plan with a benchmark art example, made by you. This artwork must be turned in with the lesson plan. Lesson plans should tie in with a different class subject, and will be taught in the PEAK program. We will discuss this in depth in class.
3. Post reflections to questions on Blackboard when assigned, with a 250 word count
4. Participate in the PEAK program where you will experience being in a classroom two times, solo or with a partner.
5. Present a chapter from the Brahnam book with a partner
6. Present your lessons and experiences to the class in a final presentation with your PEAK partner

**Evaluation**

Rubrics for lesson plans, group lesson plans, artworks, and presentations will be provided at the introduction of each project.

Artworks 20%

Lesson Plan 20%

Participation/Reflective writing 10%

Book Chapter 10%

Final-Group lesson 20%

PEAK PROGRAM is PASS/FAIL and 20% of your final grade 20%

=100%

**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 3-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.

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| Week | Activities |
| 1 | **TUES 8/28:** Syllabus and introductions; “10 lessons the arts teach”; What it is like to be an elementary school student; Elementary art experiences; Concept Mapping exercise  -Who were you in elementary school?  HW: Do concept map of what you remember about elementary school art (Bring to class Thursday) |
| **THURS 8/30:** Ch. 1 and 2 Presentation  HW: Read Drawing Development, Review Ch. 1 and 2 from book  Write 250-word reflection on your Elementary Art Experiences (Due to Bb link by 10AM Tuesday) |
| 2 | **TUES 9/4:** Elementary Art Experiences reflection due 10AM to Bb  Common Experiences in elementary school art  Drawing Development presentation, developmental stages, critiquing with kids  HW: Watch Ken Robinson video-take notes on 2 questions for an in-class discussion next week and read Ch. 3 and 4 |
| **THURS 9/6:** In-class discussion of Ken Robinson video, Presentation Ch. 3 and 4  HW: Read Walker/Big Ideas |
| 3 | **TUES 9/11:** Presentation Walker reading/Introduction to Big idea lesson planning  HW: Look for art lessons you can connect to another subject matter, write a preliminary lesson plan (this is a **DRAFT) DUE THURSDAY, 10AM to Bb link**—**bring copy to class on Thursday** |
| **THURS 9/13:** PEAK program introduction -Review lesson plans-choose PEAK partners-together you now have 2 lessons to use/revise for PEAK  HW: Revise lesson plans based on discussion with your partner and each person submits final lessons to Blackboard by Monday 9/24, 6PM |
| 4 | **TUES 9/18:** Work on lesson plans in class and project examples with your partner, upload lesson plans by Sunday, 6PM  **HW: Lesson plans due to Bb by Monday, 9/24, 6PM** |
| **THURS 9/20:** Introduction to Identity collage |
| 5 | **TUES 9/25:** Work on Identity collages  Teaching Techniques: Attention getters and classroom rules |
| **THURS 9/27**: Work on Identity collages |
| 6 | **TUES 10/2:** Work on Identity collages |
| **THURS 10/4:** Work on Identity collages, Due TUES 10/9 |
| 7  **PEAK PROGRAM BEGINS** | **TUES 10/9:** Identity collages due  HW: Read Palmer Chapters on Bb from “The Courage to Teach” and reflect |
| **THURS 10/11**: Palmer reading discussion, Introduction to Symbolic Portrait, Due: Thurs 11/8 Color Theory Introduction |
| 8 | **TUES 10/16:** Work on Symbolic Portrait |
| **THURS 10/18:** Work on Symbolic Portrait |
| 9 | **TUES 10/23:** Work on Symbolic Portrait |
| **THURS 10/25: NO CLASS-MAEA CONFERENCE** |
| 10 | **TUES 10/30:** Work on Symbolic Portrait |
| **THURS 11/1:** Work on Symbolic Portrait |
| 11 | **TUES 11/6:** Work on Symbolic Portrait (Due THURS 11/8)  **\*\*\*\*\*\*\*\*\*\*YOU MAY CHOOSE TO NOT ATTEND AND GO VOTE!!!!!\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*** |
| **THURS 11/8:** Symbolic Portrait Due; Intro book presentation assignment |
| 12 | **TUES 11/13:** Book presentations (Chapters 5, 6, 7, 8) |
| **THURS 11/15:** Book presentations (Chapters 9,10, 11); Introduction Mandala, due Mon 12/3 |
| 13 | **TUES 11/20:** Work on Mandala, Due Tuesday 12/4 |
| **THURS 11/22:** NO CLASS THANKSGIVING |
| 14 | **TUES 11/27:** Work on Mandala |
| **THURS 11/29:** Work on Mandala |
| 15 | **TUES 12/4:** Mandalas due; Introduction of final project |
| **THURS 12/6:** Work with your partner on final presentations |
| 16 (EXAM WEEK) | **Thurs Dec 13:** **FINAL PRESENTATIONS-10-11:50AM** |

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