

# Course Syllabus

ARE 4314 Spring 2017 Art Education for Elementary Schools

**Tuesday LECTURE:** Tuesday 5:10-6:00, Norman 10 (Located in the basement of Old Norman Hall, SW corner)

**Thursday LAB:** Thursday 4:05-6:00, Norman 10

**Instructor/Course Coordinator (lecture AND lab):** Kiara Toti, Graduate Teaching Assistant; Office: Norman 12C; Office Hours TH 3:00-4:00 pm or by appointment; E-mail: [ktoti@ufl.edu](mailto:ktoti@ufl.edu) (I will reply within 48 hours); Linda Henderson, Course Coordinator; E-mail: [lhenderson@arts.ufl.edu](mailto:lhenderson@arts.ufl.edu).

**Course Textbook and Materials:** Required: one 9" x 12" (or 8.5" x 11") sketchbook--at least 40 pages, spiral bound preferred. Can be purchased locally from stores such as Walmart, Michaels, Joanne's, Hobby Lobby, etc., or ordered online (i.e. Amazon.com).

**\*Students are required to bring their sketchbooks to all class meetings (lectures AND labs),** beginning on Thursday's Lab of Week 2.

Textbook (*optional*): *How to be an explorer of the world: Portable life museum* by Keri Smith, Perigee Trade, 2008. There are also some required readings and course handouts that will be made freely available in class or online. Other materials used in the lab will be provided and paid for with a lab fee. Some additional materials may be needed to be purchased to complete lab projects based on individual project goals.

**Course Description:** This three-credit course is designed to assist the preparing classroom teacher in developing a basic knowledge of art and art teaching at the elementary level.

**Purpose of the Course:** ARE 4314 is designed to engage prospective elementary classroom teachers in critical examination of: a) the nature of art and art teaching; b) skills and understandings related to the production and appreciation of art; c) pedagogical strategies appropriate for elementary learners; and d) development, selection, evaluation, and utilization of art teaching resources for the elementary classroom.

**Course Objectives:** In this course, prospective classroom teachers will learn about:

- their personal beliefs and values that influence how they view art and art teaching;
- art tools, materials, and resources appropriate for elementary classroom use;
- strategies for promoting student's critical and creative thinking skills through art instruction;
- ways to effectively integrate art content and skills with other subject areas in the school curriculum;
- contemporary art educational theory and its practical applications in the elementary school classroom;
- child development in art and how to plan art lessons that are developmentally appropriate for children; and
- techniques and processes that will build student confidence with artistic expression.
- artists and works of art that are appropriate for the elementary classroom.

**Methods:** Instructional strategies in this course include lectures, discussions, personal research, and studio activities. Small group and individual projects may be assigned. To aid student learning, resources such as multimedia, reproductions, art materials, field trips, web sites, professional journals, and texts may be utilized, at the discretion of the individual instructor. Outside work will be required to complete some assignments.

**Course Structure:** This course consists of two components, (1) Lecture, and (2) Lab. Students enrolled in all sections of this course will attend a weekly one-hour lecture and a two-hour lab. Lecture topics will cover contemporary art education theory and practice, child development in art, art lesson planning, integrating art in the school curriculum, and other topics determined by the lecture instructor. Thursday lab activities include a variety of art media experiences involving drawing, painting, printmaking, book-making, and so on, plus critical analysis activities involving looking at works of art appropriate for elementary school children.

**Grades:** Grades will be calculated according to the following percentages, with the understanding that the lab instructor will determine the grade for some assignments as well as calculate the final grade for the class:

- 10% Lecture Exams
- 50% Lab Projects, Class Activities & Written Papers
- 30% Independent Project
- 10% Attendance and Participation

**Grading Scale:**

95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D; 0-59 E. See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.) for additional information on UF grading policies.

**Attendance Policy:** Excessive absences or tardiness will impact a student's final grade. **More than three absences (3) for the lecture/lab combined will lower a student's final grade 6 points.** Three tardies count as one absence. Students are expected to (1) arrive to class on time; (2) be prepared to participate in all class activities; (3) make appropriate use of time given in lab class to complete the course assignments; and (4) turn in all assignments on time. Failure to do so will have an impact on a student's final grade.

**Attendance During the First Two Weeks:** Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the instructor to indicate their intent to attend class, may be dropped from the course.

**University Policy Regarding Class Attendance:** The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

**Make-up Exams and Other Missed Work:** Please communicate with your instructor about any anticipated absences, and plan to complete missed work or exams in a timely manner. Work turned in late will not receive full credit. Arrangements to make up missed work or exams will be made only in special circumstances involving religious holidays, military obligation, department-sponsored trips, university-sanctioned activities, family emergency, extreme weather conditions, or documented medical illnesses. The decision to excuse an absence is left to the discretion of the instructor.

**Class Decorum:** Turn off your cell phone, text messenger, or other electronic device before class begins. When working with tools and materials in the lab, please clean up after yourself (this includes properly washing out brushes, wiping down your table space when necessary, disposing of scraps, and so on). Lastly, student projects must be removed in a timely manner after they are returned. Projects left in the classroom at the end of the semester will be promptly disposed of.

**Academic Honesty Policy:** Students are expected to abide by the UF Academic Honesty ([www.dso.ufl.edu/sccr/honorcodes/conductcode.php](http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php)) (Links to an external site) which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes (among other things) properly citing sources for any materials (both printed and on-line) used in completing course assignments.

**Students with Disabilities:** Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the Web at [www.ada.ufl.edu](http://www.ada.ufl.edu); reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

**Changes to the Syllabus:** The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified beforehand.

## **Tentative Lecture /LAB Schedule**

### **ARE 4314 Spring 2017 Art Education for Elementary Schools**

#### Week 1

##### **Th 1.5 Lab**

Syllabus overview

#### Week 2

##### **T 1.10 Lecture**

Lecture One: Course Objectives

Due next class: Sketchbook (bring to class); create a mark-making tool with bamboo

##### **Th 1.12 Lab**

Bring: Bamboo mark making tool, sketchbook

Begin: Sketchbook assignment #1: mark making, resist techniques

#### Week 3

##### **T 1.17 Lecture**

Lecture Two: Integrating Art, Cultures and Time Periods

Bring to next class: Color Chips

Due next class: Sketchbook assignment #1: Mark Making 6" square/ resist #1

##### **Th 1.19 Lab**

Contour drawing activities

Begin: Sketchbook Assignment #2: Color Chip Exploration

Due: Sketchbook assignment #1: Mark making (6" sq.) and resist technique

#### Week 4

##### **T 1.24 Lecture**

Lecture Three: Integrating Art with Other School Subjects

Create: Class City Collage

Due next class: Reading Review #1

Due next class: Sketchbook Assignment #2: Color Chip Exploration

### **Th 1.26 Lab**

Contour drawing activities (pt. 2)

Due: Reading Review #1 (Submit on Canvas)

Due: Sketchbook Assignment #2: Color Chip Exploration

Week 5

### **T 1.31 Lecture**

Lecture Four: How Children Develop in Art

### **Th 2.2 Lab**

Create: Self Portrait Mask

Week 6

### **T 2.7 Lecture**

Lecture Five: Planning Art Lessons

Due next class: Reading Review #2

Due next class: Mask Self Portrait

### **Th 2.9 Lab**

3 Musicians Collage

Due: Reading Review #2 (Submit on Canvas)

Due: Mask Self Portrait

Week 7

### **T 2.14 Lecture**

Midterm Review

Begin: Sketchbook Assignment #3: Case of Curiosities

Bring to next LAB: Items for your I AM collage

Due next class: 3 Musicians Collage

### **Th 2.16 Lab**

I AM Envelope Collage

Due: 3 Musician Project

Work on: Sketchbook Assignment #3 (Case of Curiosities); Sketchbook Assignment #4 (Observations), and Sketchbook Assignment #5 (Magic Object)

## Week 8

### **T 2.21 Lecture**

Midterm

Due next class: Reading Review #3

Due next class: I AM Collage

### **Th 2.23 Lab**

Still life (drawing)

Begin: Sketchbook Assignment #6: Found Texture

Due: Reading Review 3

Due: I AM Collage

## Week 9

### **T 2.28 Lecture**

Lecture Six: Art That Tells a Story

Due next class: Sketchbook Assignment #6: Found Texture

### **Th 3.2 Lab**

Still life (painting)

Due: Sketchbook Assignment #6: Found Texture

## Week 10

### **T 3.7 Spring Break**

### **Th 3.9 Spring Break**

## Week 11

### **T 3.14 Lecture**

Lecture Seven: Florida Artists

Paint for seascape

Due next class: Still Life Painting

### **Th 3.16 Lab**

Seascape/ torn paper

Begin: Sketchbook Assignment #7: Viewfinder

Due: Still Life painting

### Week 12

### **T 3.21 Lecture**

Lecture Eight: Introducing Children to Artists

Due next class: Seascape in matt

Due next class: Project Proposal

Due next class: Sketchbook Assignment #7:Viewfinder

### **Th 3.23 Lab**

Printing plates

Begin: Sketchbook Assignment #8:Found Text

Due: Project Proposal

Due: Seascape

Due: Sketchbook Assignment #7: Viewfinder

### Week 13

### **T 3.28 Lecture**

Lecture Nine: Art, Artists, and Literature

Begin: Rainforest Mural

Due next class: Sketchbook Assignment #8: Found Text

### **Th 3.30 Lab**

Print Collagraph Plate

Due: Sketchbook Assignment #8: Found Text

Week 14

**T 4.4 Lecture**

Art and Literature

Due next class: collagraph prints

**Th 4.6 Lab**

Finish: Rainforest

Due: Collagraph Prints

Due next class (optional but strongly encouraged): Draft of Final Paper

Week 15

**T 4.11 Lecture**

Work On: Final Paper/Lesson Plan example

**Th 4.13 Lab**

Finish work

Week 16

**T 4.18 Lecture**

Lecture Ten: Ten Lessons the Arts Teach

Due next class: Final Paper, Lesson Plan Example

**Th 4.20 Lab**

Share projects

Due: Final Paper, Lesson Plan Example

## Found Materials Needed for ARE 4314

### Items to collect (without these items you can not do the following projects):

1. **Found writing utensils.** This is any natural or man-made item you think could be used in mark making.  
**\*\*This is for the first Studio\*\***
2. **Paint Samples** in colors that you respond to and remind you of a time, place, feeling, or a person. (Find them in Lowes, Home Depot, Wal-Mart, and Ace Hardware)
3. A **small shallow box.** This box will hold your collection of found objects. (Case of Curiosities) These objects could be natural like shells, rocks, leaves or feathers or man made objects like buttons, small toys, stamps, nuts, bolts, etc.
4. **Found papers** for the "I AM Collage": Envelopes, Interesting papers, tags, tickets, postage stamps, envelopes, sheet music, magazine pictures that speak to you, text or small photos that you find interesting.

### Sketchbook Assignments:

#### All sketchbook assignments will be introduced in Lecture

1. **Mark Making:** Bring your found writing utensils. **Mark Making will be done in LAB.**
2. **Paint Chips:** Bring paint chip samples. Have an idea of how you relate to the colors. We will begin in class.
3. **Case of Curiosities:** You will need a small box and your objects for the "Case of Curiosities". In LAB, get the materials you will need to decorate the box. Collect items at home.
4. **Observations:** Observe the objects in your collection. Describe, compare, and contrast the objects. List at least 10 observations.
5. **Magic Object:** Give one of your objects a magic quality. Create a story or a fictitious history. Examples will be given in class.
6. **Found Texture:** You will explore and better understand the concept of texture by either using your phone to create close up photos or by making rubbings of textured objects. You will need six, 3x3 squares. We will begin in class.
7. **View Finder:** you will use your phone to create three view- finder images (3x3 inch) and then create drawings of those 3 images. Images can be printed in black and white or color. We will begin in class.
8. **Found Text:** you will use found text (words, letters) in magazines to create a Found Text art example no larger than 8x10 inches. We will begin in class.



## **ARE 4314: Reading Review Format and Instructions:**

The purpose of this assignment is to provide you with an opportunity to: (1) become familiar with some of the literature in art education; (2) further your understanding of issues related to art education in schools; and (3) reflect upon the significance of these readings for you personally.

**DIRECTIONS:** Read each of the assigned readings and write a two-page review (800-1000 words) that describes the major points made by the author(s) and your personal reaction to the readings. Use the following format to organize your thoughts and review of each reading.

**Evaluation:** Each written review will be assessed based on clarity, analysis, completeness, and presentation. Grades will be assigned on a 10-point scale (10 Superior, 9 Excellent, 8 Very Good, 7 Average, 6 Poor, 1-5 Unacceptable). Points will be taken off for excessive spelling or grammatical errors. Students may rewrite any paper if they are dissatisfied with the grade they receive. When resubmitting papers, write the date of resubmission on the top of the rewritten paper and attach the original paper. Papers turned in late will not receive full credit.

**\*\*PLEASE FOLLOW THIS EXACT FORMAT FOR YOUR READING REVIEWS!**

**Date:**

**Name:**

**Titles of the Article(s) or Author(s):**

**Synopsis:** Describe the major points or “big ideas” presented by the author(s) in each article. Briefly describe or outline any specific strategies that the author(s) suggest for the classroom.

**Personal Reaction:** From the prospective of a future teacher, describe your reaction to the ideas or strategies presented by the author(s). How do the authors’ ideas support your own ideas or experiences? What new ideas or strategies do they offer that you might find useful in the classroom? The following “cues” are recommended as ways of structuring your personal reaction. Choose the “cue” that seems most appropriate to you and what you want to say.

- Before reading this article, I believed that . . . Now I think that . . .
- The author made me think about . . .
- As a future teacher, I think this article is . . . because . . .
- Something I wondered about while reading this article is . . .

# Reading Review Assignments:

## **Reading Review One // Art Education Overview**

**\*\*Refer to “ Reading Reviews and Discussion” on e-learning for format information\*\***

*Write a two-page review and be prepared to discuss in class.*

### **Read all three articles:**

- *Ten Lessons the Arts Teach* by Elliot Eisner (2002) [www.arteducators.org/advocacy/10-lessons-the-arts-teach](http://www.arteducators.org/advocacy/10-lessons-the-arts-teach)
- *The Importance of Art in Child Development* by Grace Hwang Lynch  
[www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development](http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development)
- *Art for our sake* By Ellen Winner and Lois Hetland (2007)  
[www.boston.com/news/globe/ideas/articles/2007/09/02/art\\_for\\_our\\_sake](http://www.boston.com/news/globe/ideas/articles/2007/09/02/art_for_our_sake)

## **Reading Review Two // Integrating Art with Other School Subjects**

**\*\*Refer to “ Reading Reviews and Discussion” on e- learning for format information\*\***

*Write a two-page review and be prepared to discuss in class.*

### **Watch:**

*CoreStand Consultant Series: Visual Literacy.mov* [www.youtube.com/watch?v=zNJurTuXrgQ](http://www.youtube.com/watch?v=zNJurTuXrgQ)

Using the painting Washington Crossing the Delaware to teach Common Core Skills

### **Read the following 2 articles:**

- *Pivot Point: At the Crossroads of STEM, STEAM and Arts Integration* by Susan Riley (2013) [www.edutopia.org/blog/pivot-point-stem-steam-arts-integration-susan-riley](http://www.edutopia.org/blog/pivot-point-stem-steam-arts-integration-susan-riley)
- *Imagining the Ocean: Art Mixes Well with Marine Science* by **Alexandra R. Moses** (2008) [www.edutopia.org/marine-science-art-integrated-studies](http://www.edutopia.org/marine-science-art-integrated-studies)

## **Reading Review Three //What Do You Think? Should We Color, Copy, or Not?**

**\*\*Refer to “ Reading Reviews and Discussion” on e- learning for format information\*\***

*Write a two-page review and be prepared to discuss in class.*

### **Read all 3 articles:**

- *What’s Wrong with Coloring Books?*  
<http://elf2.library.ca.gov/training/docs/WhatsWrongwithColoringBooks.pdf>
- *Copying: Creativity Killer*  
<https://people.goshen.edu/~marvinpb/arted/y-no-copies.html>
- *50 Shades of Happy*  
<http://parade.com/409702/hdowdle/50-shades-of-happy-the-new-joy-of-coloring/>

## ARE 4314: Project/Lesson Plan Proposal Format

**Name:**

**Lab Section:**

**Suggested Grade Level:**

Complete the following items:

1. **Objectives:** What will students know and are able to do as a result of this lesson? What art knowledge and skills will this lesson teach or require?

Example: After a Power Point presentation about 3 artists who painted self portraits, students will create a self-portrait and in the process learn how to mix and blend colors using oil pastels.

2. **Introduction:** How will you engage/motivate students?

3. **Materials:** What materials will you need to prepare and teach this lesson?

4. **Studio Activity:** What type of 'product' will students produce in this lesson?

5. **Extensions/ Connections:** How will this art lesson relate to children's life experiences and/or other school subjects?

6. **Artists and Works of Art:** What artists or works of art will you use to inspire students in this lesson? You will need more than one work of art to compare/contrast.

7. **Resources:** What print or online resources have you found thus far to support your lesson?

## FINAL Project/Lesson Plan Format

**Title of the Lesson or Project:**

**Suggested Grade Level(s):**

**Overview:** Describe the "big" idea(s) that students will learn about in the lesson and briefly describe what students will do.

**Objectives:** State the specific art learning outcome(s) of the lesson. Indicate what students will know and be able to do as a result of the lesson.

**Materials:** Identify the art tools and materials that students will use in the lesson.

**Preparations:** Indicate any special preparations and resources required to teach the lesson. Describe how materials will be distributed and collected during and after the lesson.

**Introduction:** Describe what the teacher will do or say to introduce the lesson. For example, the teacher might show an art print(s), read a story, or provide some other form of stimuli for inspiration. The students might be given a particular prompt or creative challenge that requires them to look at the world around them more closely. Include open-ended questions to stimulate students' thinking about the work of art shown or subject at hand.

**Studio Activity:** This is the "core" of the art lesson—everything else is wrapped around it. State the procedures that students are to follow to complete the production aspect of the lesson or project (list in numbered steps if appropriate). Include specific points that the teacher should emphasize (or monitor) during the activity.

**Closure:** Briefly describe things that should be reviewed by the teacher or activities that the class might engage in to reinforce the objectives of the lesson. How will the students share results and draw conclusions about the lesson (and their performance)? Note that the closure and assessment of the lesson might be closely linked.

**Assessment:** Identify procedures or questions that can be used to evaluate student learning and performance in the lesson. Specifically, what should the teacher look for to determine whether students achieved the lesson or project objectives?

**Extensions/Connections:** Suggest possible activities that would expand upon the idea(s) or processes explored in this lesson and/or connect the lesson with learning in other subject areas or life outside the school walls.

**Artists & Works of Art Studied:** Identify an artist or specific work of art related to the theme studied and which are to be introduced to students during the project. Provide brief background information.

**Resources:** Cite resources consulted in preparing this lesson.

**Note:** Each lesson plan should include a visual "teacher-produced" example showing what you expect students to do.

**LAB ACTIVITIES**

- 1. Reading Review 1 \_\_\_\_\_
- 2. Reading Review 2 \_\_\_\_\_
- 3. Reading Review 3 \_\_\_\_\_
- 4. Self Portrait \_\_\_\_\_
- 5. Three Musicians \_\_\_\_\_
- 6. I AM Collage \_\_\_\_\_
- 7. Hearts \_\_\_\_\_
- 8. Print Making \_\_\_\_\_
- 9. Still Life \_\_\_\_\_
- 10. Sketchbook \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_ x .50 = \_\_\_\_\_

**Grading Criteria**

Grades for each lab project are based on the successful and timely completion of the assignment. Work turned in late will not receive full credit. The main criteria used to determine the “success” of a student’s project is the extent to which it meets (or exceeds) the objectives of the assignment. The following questions indicate other qualities that will be considered:

- 1. How well is the project done? Does it show care and control of the materials used? (Technical Skill)
- 2. How novel or unique is the solution? Is it relevant to the assignment given? (Creativity)
- 3. How well is the work presented to the viewer? (Presentation)

**Grading Scale**

**10 Superior 9 Excellent 8 Very Good 7 Average 6 Poor 5 Unacceptable**

**INDEPENDENT PROJECT**

Select a topic from the list of approved “themes or subjects” and write a 2-page lesson plan that involves students in learning about the world of art. Your topic and lesson idea needs to be approved by your lab instructor before you begin work on it. Be prepared to present your lesson to the class and to provide each member of the class with a copy of your lesson plan.

**Evaluation Criteria:**

- Clarity** – How clear and understandable is your written and oral presentation? (25 pts)
- Completeness** – How well do you cover your topic? Do you provide visual examples and illustrations to clarify your explanations and directions? (25 pts)
- Creativity** – How unique is your approach to the topic? How appropriate is your lesson for the target age group? How original is your example? (25 pts)
- Presentation** – How well is your project presented in visual, written and oral form? (25 pts)

**TOTAL POINTS** \_\_\_\_\_ x .30 = \_\_\_\_\_

**CLASS PARTICIPATION**

Your lab class participation grade is based upon the following criteria:

- Your Attendance*
- Your Effort and Improvement*
- Your Interest in Learning New Things*
- Your Willingness to Improve Your Work*
- Your Contribution to the Class*
- (50-100 Points possible)

**TOTAL POINTS** \_\_\_\_\_ x .10 = \_\_\_\_\_

**MIDTERM EXAM**

**Midterm score** \_\_\_\_\_ = \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_ x .10 = \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_ **FINAL GRADE** \_\_\_\_\_

**Grading Scale:** 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E, I, NG, S-U, WF

