

ARE 4314 Art Education for Elementary Schools Spring 2018

SEMESTER AND YEAR: Spring 2018

MEETING TIMES AND LOCATION: Norman 10

CREDIT HOURS: 2/3

SECTIONS: 1G62 (M Period 9-10/4:05-6:00PM) Kiara Toti

SECTION: 157A (Th Period 9-10/4:05-6:00PM) Margaret Kempson

INSTRUCTOR: Margaret Kempson, GTA: Kiara Toti

INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 10

Section 1G62: (Kiara Toti) Mondays 3-4pm

Section 157A: (Molly Kempson) Thursdays - 3-4pm

INSTRUCTOR CONTACT & GTA INFORMATION:

Section: 1G62 (Kiara Toti) ktoti@ufl.edu

Section: 157A (Molly Kempson) mollykempson@ufl.edu

COURSE DESCRIPTION: This course is intended to assist the preparing classroom teacher in developing a basic knowledge of art and of art teaching at the elementary level.

PURPOSE OF THE COURSE: ARE 4314 is designed to engage pre-service elementary 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.

GOALS OF THE COURSE:

- Develop skills for visual perception and artistic response
- Facilitate inquiry into historical, cultural, and social context of art
- Facilitate engagement with the art making and meaning making process
- Facilitate critical and aesthetic inquiry

COURSE OBJECTIVES: In this course, preparing 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;
- the historical and social context of art in the school curriculum, and its importance for student learning;
- child development in art and how to plan art lessons for different developmental levels;
- techniques and processes that will build student confidence with artistic expression.

METHODS: Instructional strategies in this course include lectures, discussions, 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 a two-hour lab/lecture hybrid. Lecture topics will cover the history of art education, 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. Lab activities will include various art media experiences (e.g., drawing, painting, printmaking, book-making, and so on) and critical analysis activities appropriate for elementary school children.

COURSE TEXTBOOK AND MATERIALS: No required textbook. There are some required readings and course handouts that will be made freely available in class or online via CANVAS. All 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.

EVALUATION AND GRADING: 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 Exam (Midterm)
40%	Lab Projects/Class Activities/Written Papers

20%	Final Independent Project
30%	Attendance and Participation
100%	

ATTENDANCE POLICY: Excessive absences or tardiness will impact a student’s final grade. **More than two (2) absences 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 is required and very important to promote a community of creative scholars and count from the first class meeting. 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 department to indicate their intent, may be dropped from the course. Anyone with more than three unexcused absences will lose 5% of their semester grade for each further unexcused absence. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused with prior arrangements. Please contact me prior to class, or as soon as possible, if circumstances prevent attendance as make-up of missed class work is required within 2 weeks of absence.

EXPECTATIONS:

- Participation
- Collegiality

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. Please contact me prior to class, or as soon as possible, if circumstances prevent attendance as make-up of missed class work is required within 1 week of absence. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered. 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. The university recognizes the right of the individual professor to make attendance mandatory. Please see university regulations for excused absences. See UF Attendance Policy. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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 unexcused 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 (via email never verbal for student records) is left to the discretion of the instructor.

GRADE SCALE: UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa> The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at <https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx> See the table below that reflects +/- grades.

Grade	UF Point Range	Percentage
Grade = A	4.00	95-100
Grade = A-	3.67	92-94
Grade = B+	3.33	88-91
Grade = B	3.00	85-87
Grade = B-	2.67	80-84
Grade = C+	2.33	77-79
Grade = C	2.00	74-76
Grade = C-	1.67	70-73
Grade = D+	1.33	67-69
Grade = D	1.00	63-66
Grade = D-	0.67	60-62
E, I, NG, S-U, WF	0.00	0-59

Please communicate with your instructor and lab assistant about any anticipated absences, and plan to complete missed work in a timely manner. All communication goes through CANVAS. Arrangements to make up missed work will be made in special

circumstances including religious holidays, school-sponsored trips, and documented medical illnesses. The decision to excuse an absence is left to the discretion of the lab instructor and must be agreed upon officially through email.

CLASS DECORUM: Silence your cell phone, text messenger, or other electronic device before class begins. **DEVICES:** Usable but silent and non-disruptive. 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.

STUDENT CONDUCT AND HONESTY CODES: Students are expected to abide by the UF Academic Honesty Policy, 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 properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full **APA/MLA** citation to be used in your work. APA Style | Electronic References <http://owl.english.purdue.edu/owl/resource/560/01/> MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/> . In addition you can easily check the copy right of an images via google search <https://www.google.com/imghp> as well as the rules guiding fair use <https://www.copyright.gov/fair-use/more-info.html>

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

COUNSELING SERVICES: The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: <http://www.counseling.ufl.edu/cwc/>
<http://www.counsel.ufl.edu>

The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

- **U Matter we Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161.

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/result>

Tentative Schedule

ARE 4314 Spring 2018 Art Education for Elementary Schools // Section 157A

Tentative Schedule

ARE 4314 Spring 2018 Art Education for Elementary Schools // Section 157A

January 11

- Walkthroughs of canvas, syllabus, reading review and art activity rubrics
- Lecture: 10 Lessons the Arts Teach
- Activity: Portfolio creation

January 18

- Lecture: How Children Develop in Art
- Activity: Alternative tools and mark-making

January 25

- Due:** finished mark-making piece
- Lecture: Integrating Art, Cultures, and Time Periods
- Activity: begin contour drawing
- Reading Review 1 due next class

February 1

- Due:** Reading Review One
- Activity: continue contour drawings

February 8

- Lecture: Integrating Art with Other School Subjects
- Activity: Complete contour/collage self-portrait

February 15

- Due:** Contour/Collage Self-Portrait
- Midterm Review
- Lecture: Planning Art Lessons
- Activity: "3 Musicians" Lesson Plan Draft

February 22

- Activity: "3 Musicians" Lesson Plan & Example

March 1

- Due:** 3 Musicians project
- Midterm
- Reading Review 2 due next class

March 8

SPRING BREAK

March 15

- Due:** Reading Review 2

- Lecture: Identifying an Effective Art Lesson, Understanding Standards
- Activity: Collagraph plate

March 22

- Activity: Print Collagraph
- Begin Lesson Plan Draft

March 29

- Due:** Lesson Plan Draft
- Activity: Still Life Painting

April 5

- Activity: Finish Still Life Painting
- Activity: Work on Lesson Plan Example

April 12

- Due:** Still Life Painting
- Activity: Lesson Plan Example

April 19

- Due:** Final Lesson Plan and Example
- Presentations of Portfolio & Lesson Plan

Tentative Schedule

ARE 4314 Spring 2018 Art Education for Elementary Schools // Section 1G62

Tentative Schedule

ARE 4314 Spring 2018 Art Education for Elementary Schools // Section 1G62

January 8

- Walkthroughs of canvas, syllabus, reading review and art activity rubrics
- Lecture: 10 Lessons the Arts Teach
- Activity: Portfolio creation

January 15 - Holiday

January 22

- Lecture: How Children Develop in Art
- Activity: Alternative tools and mark-making

January 29

- Due:** finished mark-making piece
- Lecture: Integrating Art, Cultures, and Time Periods
- Activity: begin contour drawing
- Reading Review 1 due next class

February 5

- Due:** Reading Review One
- Activity: continue contour drawings

February 12

- Lecture: Integrating Art with Other School Subjects
- Activity: Complete contour/collage self-portrait

February 19

- Due:** Contour/Collage Self-Portrait
- Midterm Review
- Lecture: Planning Art Lessons
- Activity: "3 Musicians" Lesson Plan Draft

February 26

- Activity: "3 Musicians" Lesson Plan & Example

March 5

SPRING BREAK

March 12

- Due:** 3 Musicians project
- Midterm
- Reading Review 2 due next class

March 19

- Due: Reading Review 2
- Lecture: Identifying an Effective Art Lesson, Understanding Standards
- Activity: Collagraph plate

March 26

- Activity: Print Collagraph
- Begin Lesson Plan Draft

April 2

- Due: Lesson Plan Draft
- Activity: Still Life Painting

April 9

- Activity: Finish Still Life Painting
- Activity: Work on Lesson Plan Example

April 16

- Due: Still Life Painting
- Activity: Lesson Plan Example

April 23

- Due: Final Lesson Plan and Example
- Presentations of Portfolio & Lesson Plan