

Art Education for Elementary Schools

ARE 4314 Section: NM41 Class Number: 10818

Class Periods: Monday Period 9-10 (4:05-6:00 pm) Final Exam: Dec. 15, 2021 5:30-7:30

Location: Norman Hall 1041 Academic Term: Fall 2021

Instructor: Kristyn Lopez

Email: lopezkm@ufl.edu

Office Hours: Monday 6:00-7:00 pm, Norman Hall 1041 or by appointment via Zoom

Course Description

Helps the preparing classroom teacher develop a basic knowledge of art and teaching art at the elementary level.

Course Pre-Requisites / Co-Requisites

Second semester standing in the elementary ProTeach program; ProTeach field experience in th fall and spring semesters.

Course Objectives

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.

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;
- techniques and processes that will build student confidence with artistic expression.
- artists and works of art that are appropriate for the elementary classroom.

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, 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.

This course meets once per week for lecture and 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. Although specific approaches to studio lab activities may vary as determined by each lab instructor, the primary focus will be on various 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.

Course Textbook and Materials

No required textbook. There are required readings and course handouts that will be made freely available 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.

Attendance, Expectations, and Make-Up Policies

Attendance is mandatory. Excessive absences or tardiness will impact a student's final grade or result in a failing grade. More than two unexcused absences (2) for the lecture/lab combined will lower a student's final grade 6 points. 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. 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. Please communicate with your instructor about any anticipated absences, and plan to complete missed work or exams in a timely manner. No assignments will be accepted after the last day of class without instructor approval prior to due date.

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 silence all electronic devices before class begins. When working with tools and materials in the lab, please clean up after yourself and in tandem with your table (this includes properly washing out brushes, wiping down your table space when necessary, disposing of scraps, and so on). In the interest of maintaining a sanitary environment, food and drinks will not be permitted in the studio work area. Student work must be removed in a timely manner after they are returned. Projects left in the classroom at the end of the semester are not able to be held.

HyFlex Policy

In consideration of maintaining a healthy and productive classroom community for the duration of the COVID-19 pandemic, a HyFlex option will be provided via a synchronous (Zoom) interface. Please find this link on Canvas. All handouts and readings will be available on Canvas for both online and in-person participants. If you choose to attend a class session online, please provide yourself with a distraction-free environment to minimize disruptions to your work flow, as well as that of instructors and your peers. Communication is key in keeping learning accessible, equitable, engaged, exciting and safe. When possible, arrangements should be made in advance for online attendees to access materials required for studio activities. Please speak to your instructor if you must unexpectedly utilize a HyFlex session and need access to materials to complete a project.

Evaluation of Grades

Lecture Exam (Midterm)	10%
Reading Reviews	10%
Studio Projects	50%
Final Project	20%
Visual Journal	10%

Grading Policy

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

More information on UF grading policy may be found at: [UF Graduate Catalog Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click [here](#) for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students [here](#)

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to

report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Health & Wellness Resources

- **U Matter, We Care:** 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.
- **Counseling and Wellness Center:** counseling.ufl.edu/cwc and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS)** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Tentative Course Schedule

Session 1 (8/23): Why Teach Art?

Artists: (Your Favorites Here.)

Readings: Naidus, Beverly. "The Artist/Teacher as Decoder and Catalyst."

Gude, Olivia. "Art Education for Democratic Life."

SEPTEMBER 6 NO CLASS (Labor Day)

Session 2 (9/13): A Line is A Dot That Went for a Walk: How Artists Use the Elements of Art and Principles of Design

Artists: Amelia Pelaez, Carmen Herrera, Bridget Riley, Lyle Fisk

Readings: Staikidis, Kryssi. "Personal and Cultural Narrative as Inspiration: A Painting and Pedagogical Collaboration with Mayan Artists."

Little, Colony. "The Vibrant Artistry and Camaraderie of Lowrider Culture."

Studio Activities: Mixed Media Tabletop Drawing, Tape Art

Session 3 (9/20): Learning to Look: Engaging Children with Works of Art in the Classroom

Artists: Corita Kent, Håkon Anton Fagerås

Readings: Kent, Corita. "Immaculate Heart College Art Department Rules."

Mercer, Amanda, Elizabeth Warson, Jenny Zhao. "Visual Journaling: An intervention to influence stress, anxiety and affect levels in medical students."

Studio

Activities: Creating a Visual Journal, Observational Drawing Techniques

Session 4 (9/27): Look What I Made! Children's Development in Art Making

Artists: Meri Cherry, Josie Lewis, Jean-Michel Basquiat

Readings: Katz, Lillian G. "What Can We Learn from Reggio Emilia?"

Danko-McGhee, Katherina. "Nurturing Aesthetic Awareness in Young Children: Developmentally Appropriate Art Viewing Experiences."

Studio Activities: Precious Object Plasticine Sculpture, Sensory Bins

Session 5 (10/4): Is Appropriation Appropriate? Teaching Art Through History and Culture

Artists: Kehinde Wiley, Bonggang, Yayoi Kusama, Lorna Simpson, Robert Indiana, Jose Guadalupe Posadas, Ana Mendieta

Readings: Fusco, Coco. "We Need New Institutions, Not New Art."

Hsiao-Cheng (Sandrine) Han. "Moving From Cultural Appropriation to Cultural Appreciation."

Studio Activities: Mini Ofrendas, "Self Portrait Bar"

Session 6 (10/11): Midterm Review

Session 7 (10/18): Midterm Lecture Exam

Session 8 (10/25): I Don't Believe in Art, I Believe in Artists: Activism in the Art Room

Artists: Aram Han Sifuentes, Robin Frohardt, Hazel Ang, Zaria Forman, El Seed

Readings: Deal, Raoul and Christine Woywood. "Art That Makes Communities Strong: Transformative Partnerships With Community Artists in K-12 Settings."

Han-Sifuentes, Aram. "A mother's work: A mother/daughter, seamstress/fibre merging practice and politics."

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Studio Activities: Banner and Flag Making

Session 9 (11/1): Of Wonder and World: Art and the Environment

Artists: Maria S. Merian, Wendy Free, Molly Kempson, Isopresso, Jean Shin, Jim Hodges

Readings: Gradle, Sally Armstrong. "When Vines Talk: Community, Art and Ecology."

Wong, Ryan. "A Sculpture Conjures the Secret Life of Trees."

Studio Activities: Printing from Nature, Botanical Digital Mandalas

Session 10 (11/8): MAKE ART EVERY DAY: Creating an Interdisciplinary Lesson Plan

Readings: Olson, Janet L. "Children at the Center of Art Education."

Dravenstadt, Danielle Wayne. "Learning to Let Go: Motivating Students Through Fluid Teaching in a Choice-Based Found Object Assemblage Unit."

Session 11 (11/15): **Reading Pictures:** Visual Literacy and Media Arts

Artists: Momopixel, Eric Joyner, Friends With You, Eric Carle

Readings: Tavin, Kevin M. & David Anderson. "Teaching (Popular) Visual Culture: Deconstructing Disney in the Elementary Art Classroom."

Capous Desyllas, Moshoula & Allison Sinclair. *Zine-Making as a Pedagogical Tool for Transformative Learning in Social Work Education.*

Studio Activities: DIY Mini-Zine, Comic and Fantasy Assemblage

Session 12 (11/22): Healing Creatively: A Trauma-Informed Approach to Artmaking in the Classroom

Artists: Frida Kahlo, Marina Abramovic,

Readings: Stromburg, Matt. "In Malibu, A Large Hole is Being Dug to Contain Your Grief."

Levy, Leanne. "Hidden Nobodies: Female youth in care participate in an arts-trauma informed empowerment intervention program."

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Studio Activities: Exvoto Paintings, Inside/Outside Boxes

Session 13 (11/29): Open Studio/Makeup Session

Session 14 (12/6): Final Presentations