

DEPARTMENT OF CURRICULUM AND INSTRUCTION

TEACHING ART IN THE ELEMENTARY SCHOOL

Fall 2004 - 3 credits - EDU 1315

EDCI 301 Section 0401

Wednesday 9:00 a.m. -11:50 a.m.

Dr. Julianne K. Ferris

Hours -M/W 12:00-1:00 p. m./ or

by appt.

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8:00p.m.)

GENERAL INFORMATION

The College of Education at the University of Maryland prepares discipline based, reflective practitioners for a pluralist society through research based professional programs. Our shared vision is expressed in our **National Council for Accreditation of Teacher Education (NCATE) Conceptual Framework**.

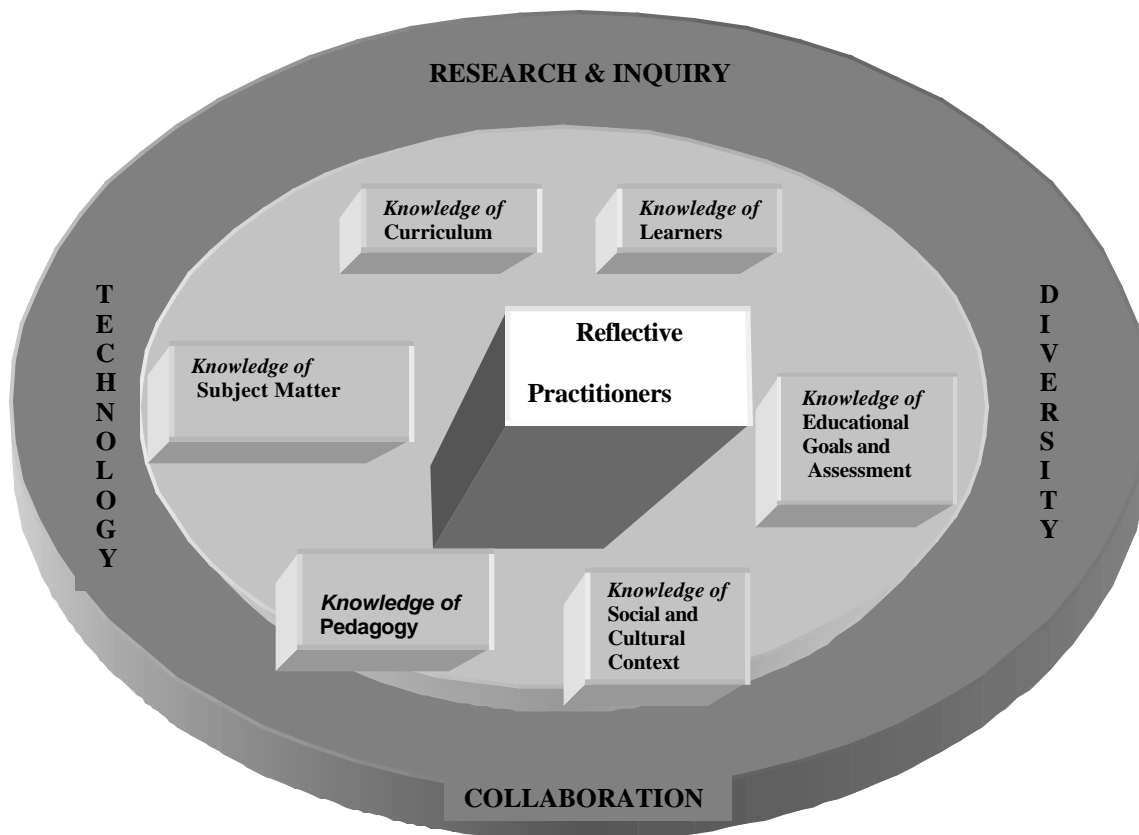


Figure 1.A: University of Maryland NCATE Conceptual Framework

To assess the competence and performances of students in our teacher preparation program we use the core guiding principles and performance standards developed by the **Interstate New Teacher Assessment and Support Consortium (INTASC)**. The ten model core standards are:

- matter
- Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject meaningful for students.
 - Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal growth.
 - Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
 - Principle #4: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
 - Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self -motivation.
 - Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
 - Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
 - Principle #9: the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks our opportunities to grow professionally.
 - Principle #10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.

In addition, our teacher preparation programs support the **Maryland State Department of Education's Essential Dimensions of Teaching (EDOT) Standards**. The teacher candidates will:

1. Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.
2. Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural development is the basis of effective teaching.
3. Incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community.
4. Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom.
5. Use valid assessment approaches, both formal and informal, which are age appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.
6. Organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs.
7. Use computer technology to meet student and professional needs.
8. Demonstrate an understanding that classrooms and schools are sites of ethical, social and civil activity.
9. Collaborate with the broad educational community including parents, businesses, and social service agencies.
10. Engage in careful analysis, problem-solving, and reflection in all aspects of teaching.

COURSE DESCRIPTION

The University of Maryland, College Park prepares discipline-based, reflective teachers for a pluralistic society through the use of research-based inquiry. This introductory course presents an overview of the basic

techniques and methods for planning, teaching and assessing art in the elementary school. National, state and visual arts guidelines of a comprehensive art education program will be reviewed. The four components of a balanced visual arts program -art studio, art history, art criticism and aesthetics -will be examined and discussed. The visual arts will be integrated with the other arts- dance, theatre and music. Characteristics of artistic child development will be identified and discussed, and strategies for integrating students with special needs and abilities will be developed. Hands-on activities will be provided to acquaint the student with the use of tools, materials and methods for creating a variety of K-6 art studio projects. A variety of instructional materials related to the planning, teaching and assessing of a balanced art program will be developed. The Pre-service teacher will explore the fundamentals of a multicultural, interdisciplinary approach to teaching art education.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- _ plan a balanced elementary art program guided by visual art standards. (INTASC 1; EDOT 1)
- _ identify and discuss the characteristics of K-6 artistic child development. (INTASC 2/3;EDOT 2)
- _ modify instructional materials for students with special needs or abilities.(INTASC 3;EDOT 2/4)
- _ use a variety of art materials, techniques and tools to create art studio projects. (INTASC 6)
- _ organize a well equipped, safe classroom environment for art studio lessons. (EDOT 6)
- _ prepare instructional materials for planning, teaching and assessing art.(INTASC 4/7; EDOT 5/7)
- _ assess and evaluate student performance in art. (INTASC 8; EDOT 5)
- _ identify, interpret and evaluate multicultural artworks and artifacts. (INTASC 5/6; EDOT 3/8)
- _ plan activities that integrate dance, music, theatre & visual arts. (INTASC 1/6; EDOT2/3)
- _ integrate art with other academic disciplines. (INTASC 4; EDOT 9/10)

PERFORMANCE OBJECTIVES

The student will:

- _ read required text and handout materials.
- _ participate in a group projects to create a class bulletin board and a multi-cultural presentation.
- _ prepare an art history timeline.
- _ write an art critique and present overview of museum website
- _ discuss and record strategies for planning, teaching and evaluating art programs and students.
- _ write and present an art studio lesson plan with an exemplar.
- _ actively participate in aesthetic discussions, exercises and studio activities.
- _ create a "Teaching Art in the Elementary School" portfolio.
- _ complete all quizzes and a final exam on the topics covered in class.
- _ complete all assignments on time.
- _ use professional standards for both written and oral assignments.

REQUIRED TEXTS/READINGS

Herberholz, Donald & Barbara. (2002) Artworks for elementary teachers (9th Ed.).
New York, NY: Mc Graw Hill Higher Education plus Art Starts
Class handouts.

SUPPLEMENTAL READINGS

- _ Ashford, Janet. (2002) The arts and crafts computer. Berkeley, CA: Peachpit Press
- _ Bates, Jane K. (2000) Becoming an art teacher. Belmont, CA:
Wadsworth/Thomson Learning
- _ Gardner, Howard.(1993) Frames of mind: the theory of multiple intelligences (10th ed.)
New York, NY: Basic Books
- Gardner, Helen. (2001) Art through the ages. Vol.1 &2 (11th ed.) Orlando, FL
Harcourt, Brace, Jovanovich, Inc.

- Piirto, Jane. (1999) Talented children and adults- their development and education (2nd ed) Upper Saddle River, NJ: Prentice-Hall, Inc.
- Wachowiak, Frank & Clements, Robert (2001) Emphasis art. (7th ed.) New York, NY Addison, Wesley, Longman, Inc.

MATERIALS, SUPPLIES AND RESOURCES

Each student is required to provide the following materials:

- Art Notebook** - notebook (3 in./3 ring), tabbed dividers -10 and plastic sleeves 70-100
- Art Supplies**
- _ pencils (2b & 6b), eraser and pencil sharpener - scissors/ruler
 - _ markers - multicolor -water soluble. - white glue or glue stick
 - _ tempera paints - red, yellow, blue, black & white - pack of multicolored
 - set of water colors
 - construction paper (9 in. by 12 in.)
 - paint brushes (set) - pack of four in. by six in. index cards

COURSE REQUIREMENTS/PROJECTS/GRADING

Grades will be determined using the following point system:

Review Questions (5 quizzes - 20 points each)	100 points
Participation - Materials/Projects/Discussion	20 points
Color/Design Cards	20 points
Bulletin Board	25 points
Art History Time line	20 points
Multi-cultural Presentation	70 points
Museum web site project	20 points
Art Critique	30 points
Art Starts Activities	25 points
Lesson Plan	70 points
Art Portfolio	100 points

Total Points 500

FINAL GRADES: Effective Fall 2001 pluses and minuses will be visible on official student transcripts but will not factor into overall G.P.A.

- A = 450 - 500 points Indicates **excellent** mastery of subject and **creative** use of the principles and concepts presented. **Active** class participation and regular attendance is evident. **All** class work is completed on time and is judged to be **superior** in quality.
- A+ 485 – 500
 A 470 – 484
 A- 450 - 469
- B = 400 - 449 points Indicates **above average** mastery of subject and **creative** use of the principles and concepts presented. **Active** participation and regular attendance is evident. **All** class work is completed on time and is judged to be **above average** in quality.
- B+ 435 - 449
 B 420 - 434
 B- 400 - 419
- C = 350 -399 points Indicates **acceptable** mastery of subject and **basic** use of the principles and concepts presented. Class participation and regular attendance is evident. **Most** of the class work is completed on time and is judged to be of **acceptable** quality.
- C+ 385 - 399
 C 370 - 384
 C- 350 - 369

D = 300- 349 points Indicates sub-standard participation and performance on the part
D+ 335 - 349 of the student. Course may need to be repeated for credit.
D 320 - 334
D- 300-319
F = 250 -299 points Course must be repeated for credit if required for program.

HONOR PLEDGE - UMCP has a student-initiated Honor Pledge administered by the Student Honor Council which is intended to affirm the quality and integrity of the student's work. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

The student is requested to sign this pledge for designated assignments/examinations given in this course.

- **This course is designated as a lab course and participation is required.** Participation requires each student to be actively involved in a variety of learning experiences, group projects, class discussions and studio activities. Absences, late arrivals and early departures will be a distinct disadvantage for the student and will affect the student's grade.
- **All assignments and class notes will be typed, well spaced and spell-checked.** Each student must prepare his/her own class notes.
- Handouts will explain the guidelines of special assignments, i.e. time line, lesson plan, etc. Assignments are due on the assigned date; highest grade for a late assignment is a **B**.
- **Make-up work for missed classes- notes, projects, etc. is the responsibility of the student.**
- The art portfolio is developed throughout the semester, and all materials are contained in the three ring notebook. It includes: class notes, handouts, art studio projects, lesson plans, assignments, etc. It is a visual record of **all** of the work you completed during this course. The portfolio will be evaluated twice during the semester. See class schedule for dates. Student is advised to keep portfolio current during semester.

**** Students with a documented disability who wish academic accommodation in order to take this course should contact the instructor as soon as possible. ****

EDCI 301 COURSE TOPICS AND SCHEDULE

The sequence of this syllabus is tentative. Any changes to this schedule will be discussed with class in advance.

- 9/1** Overview - Syllabus, Assignments, Guidelines and Grading
Lecture - National /State Guidelines for Art Education - **Handouts # 1 & 2**
Art notebook/portfolio - **Handout #3**
Lab - **Art Studio** - Pencil drawings/crayon project
Introductions/ Bulletin board groups formed - **Handout #4**
Assignment- Read Herberholz pp v&vi; 140-141; 19-28; 33-53
Bring notebook supplies and Art Starts to next class
- 9/8** Lecture - Review / discussion
Art elements - definitions/ exercise sheets
Lab - **** Check art notebook /supplies - 10 points ****
Art Starts - Handout #5
Bulletin board groups meet
Art Studio - Drawings/ Crayon art projects
Assignment - Read Herberholz pp 28-33; 55-81
- 9/15** Lecture - Review/ discussion
Color theory / Design elements
Art Starts 9-12 plus 20,21,43 &44
Color/design cards - Handout # 6
Lab - **Art Studio** - Drawings/colored markers projects
Assignment - Read Herberholz pp 154-203
*** Prepare color/design cards ***
- 9/22** Lecture - **Quiz #1 - 20 points**
**** Color/ design cards due - 20 points ****
Art History - Overview, world views - five historical time periods
- Slides; Art Starts -4
Lab - Timeline - **Handout # 7**
Art Studio - Prepare time line
- 9/29** Lecture - Review / discussion
Art History - World views - five historical time periods
- Slides
- Teaching Art History K-6 program
Lab - **Art Studio** - Time line
Assignment - **Complete art timeline**
Read Herberholz pp. 85-98

- 10/20** Lecture - **Quiz #3 - 20 points**
Aesthetics - Traditional Art Theories and Perspectives
Discussion skills - Handout # 12
 Lab - **Art Studio** -Bookmaking
**** Notebooks Due - 30 points ****
 Assignment - Read Herberholz pp 102-112
*** Prepare art critique ***
- 10/27** Lecture **** Art Critiques due - 30 points****
-Aesthetics - Headline Aesthetics - **Handout #13**
 - discussion skills
 - Teaching Art Aesthetics in K-6 program
Lesson Plan format - Handout # 14
 Lesson plan teaching strategies
Notebook returned
 Lab **Art Studio** - Collage
- 11/3** Lecture **Quiz #4 - 20 points**
Artistic child development - normal
 - special needs
 - special abilities
 Viewing and assessing children's artworks
 Lab - **Art Studio** - Painting with tempera
 Assignment - *** Prepare multicultural presentation ***
- 11/10** Lecture **** Multicultural Presentations - Distribute copy of handout to class ***
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 Lab - **Art Studio** - Printmaking
 Assignment - Read Herberholz pp 113-128
- 11/17** Lecture - **Quiz # 5- 20 points**
 Lesson plan assessment strategies
 Interdisciplinary art - Math, Science, Social Studies
 and Language Arts - **Handout 15**
 Art starts 1-3,6-8,13-18
 Lab - **Art Studio** - Painting with water colors
 Assignment - *** Prepare lesson plan. Make copy for each class member ***
- 11/24** **Thanksgiving Holiday - no class**
- 12/1** Lecture **** Lesson plan and exemplar due - 70 points ****
Oral presentations of lesson plans. Distribute copies of lesson plan to class.
 Discussion - Using the internet in elementary art classes
 - Classroom organization and safety guidelines for the art class
 Lab - **Art Studio** - 3D art projects
 Assignment - Read Herberholz pp 131-151
*** Prepare notebook for final review ***
- 12/8** **** Lesson plans returned ****

Make-up Quiz
Course evaluation
Discuss art resources
*** * Notebook due - 70 points * ***

Notebooks will be picked-up as arranged during the week of December 13th.

COURTESY GUIDELINES

As a courtesy to the instructor and fellow classmates, please:

- _ remove all hats before entering classroom.**
- _ turn off all cell phones and/or pagers.**
- _ remove chewing gum.**
- _ do not eat or drink in the classroom unless it is a designated special event.**