

Department of Curriculum and Instruction
EDCI 301: Teaching Art in the Elementary School

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The University of Maryland College Park (UMCP) prepares discipline-based, reflective teachers
for a pluralistic society through the use of research-based inquiry.

Course Description:

This introductory lecture/lab course provides elementary education majors with a theoretical and practical knowledge base about art and its role in schools and in elementary classrooms. Topics to be explored include: art vocabulary; the four components of Discipline-Based Art Education (i.e., art history, art criticism, studio, and aesthetics); children's artistic development; art resources, media, materials, tools and techniques; and how these elements are appropriately and authentically incorporated into an elementary classroom. This will provide the prospective elementary teacher with the fundamentals for developing an interdisciplinary approach to linking art across the curriculum (e.g., math, science, language arts, etc.).

Course Objectives – At the conclusion of this course, students will be able to:

- * Develop a deeper understanding of art
 - * know and use art vocabulary appropriately
 - * demonstrate critical response to artwork
 - * examine and discuss a variety of artists and artwork and their contributions to society
 - * demonstrate aesthetic response to art
- * Identify, describe, and analyze the role of art in schools and learning
 - * Identify and discuss how children in grades PreK-8 develop artistically
 - * Discuss the historical role of art and art education in schools
- * Identify, describe, and analyze the role of art in an elementary classroom
 - * Discuss why the arts are an important contribution to the classroom curriculum
 - * Demonstrate potential uses of a variety of art materials, media, processes, techniques and tools
 - * Describe how art can be used to promote the learning needs of all students
 - * Describe authentic methods of integrating art into PreK-8 curriculum in other subject areas
 - * Design visuals/displays for the elementary classroom and/or school

NOTE: This course requires students to use telecommunications to collaborate with others, in so doing, helps students meet MTTs outcome #2.

Course Requirements:

1. Come to each class on time with required work/materials
2. Read all required text and research assignments as well as handouts
3. Actively participate in all discussions, simulations, exercises, studio work and critiques
4. Create a "Teaching Art in the Elementary School" portfolio
5. Complete all quizzes and assignments (on time). Major projects include: interdisciplinary art lesson plan and accompanying poster, virtual museum midterm, art history research project.
6. Use ethical/professional standards in all work/assignments
7. Follow 'Courtesy Guidelines' – remove hat; turn off cell phone, pager, and other electronic devices.
8. Appropriate Dress (no pajamas, please! Look like you're serious about your education).

Required Text:

- * Herberholz, Donald and Barbara, (2002). Artworks for elementary teachers (9th ed.). New York, NY: McGraw Hill Higher Education. ISBN 0-07-240707-7. You do not need the "Art Starts" that come with some versions of the textbook.

ELMS:

This is an ELMS-friendly course. Many of the required reading materials used in class are available to you via <http://elms.umd.edu>. ELMS is a great resource. For the purposes of this course, think of it as an information warehouse. All handouts, videos, books, etc. are listed there (in digital format) for your reference. I will be posting your grades to the grade book in ELMS, so you are able to keep track of your progress.

Required Resources, Materials and Supplies:

- * Pencil
- * Colored pencils
- * One box of crayons (16+)
- * 25 White Index Cards 4x6"
- * Three ring binder
- * Markers (assorted water-soluble)
- * White "school" glue and glue stick
- * Bag/Container/Box for supplies
- * One black ultra fine point Sharpie
- * Tabbed Dividers (to organize work)
- * Scissors (school type)
- * Watercolor set with brush
- * Construction paper pad
- * Plastic sheet protectors

NOTE: other supplies may be needed on an individual basis to complete projects

Attendance/Preparation/Clean Up:

If you have 3 or more unexcused absences you will fail this course.

These elements are essential to your success:

- * You are expected to come to each class prepared and ready to participate.
- * Everyone is expected to help clean up before leaving class each day.
- * **If you need to miss class, please inform me ahead of time when possible.** The following issues constitute an "excused" absence: student illness (with documentation from doctor), religious holiday, and compelling circumstances beyond your control. If the University closes due to weather or for any other reason, you should expect to hear from me via email to confirm that we will not be having class. You can check the University website for confirmation about the University's status as it relates to the daily weather.

Guidelines for Written Work:

All written work should be typed in Times New Roman font with standard 1" margins and include annotated references using **Publication Manual of the American Psychological Association** (APA style). Submitted assignments should be clearly labeled with your name, date, class section number, course number and title of the assignment.

University and Course Policies

The University of Maryland, College Park has a nationally recognized code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit:

<http://www.studenthonorcouncil.umd.edu/whatis.html>.

This course complies with all relevant University policies, including:

1. The Code of Student Conduct (www.studentconduct.umd.edu)
2. The Code of Academic Integrity (Honor Code, see below) (www.studenthonorcouncil.umd.edu)
3. The University Campus Policy and Procedures on Sexual Harassment (<http://inform.umd.edu/campusinfo/departments/PRES/policies/vi120a.html>)
4. Disability services: Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor before or as soon as possible after the beginning of the course. I will then work with you and the disability support office to provide appropriate accommodations.

Grading/Evaluation

For your own use to keep track of your earned points:

Assigned Item	Points Possible	Points Earned
Metaphor	50	
Metaphor Reworked	50	
Midterm	50	
Team Integrated Lesson	100	
State Book	50	
Portfolio	100	
Reading Reflections	50	
Internet Assignments (5)	50	
Museum Brochures	60	
Elements of Art/Principles of Design Cards	40	
Participation NOTE: If you are not present for the entire class, or if you fail to clean up your materials, you forfeit 3 of the 5 participation points for that class.	100	
TOTAL POINTS	700	

Grading Rubric:

A+ 679-700

A final grade of **A** denotes *exemplary* mastery of the subject. It represents the complete understanding as well as the creative use of the principles and concepts presented, as exhibited in all class work, assignments and presentations. Assignments are submitted on time, judged to be superior in quality, complete in content and show evidence of going "above and beyond" the basic objectives/requirements. Active class participation and regular attendance must be evident.

A 658-678

A- 630-657

B+ 609-629

A final grade of **B** denotes *proficient* mastery of the subject. It represents the complete understanding as well as the successful use of the principles and concepts presented, as exhibited in all class work, assignments and presentations. Assignments are submitted on time, judged to be good in quality, complete in content and show some evidence of going beyond the basic objectives/requirements. Class participation and regular attendance must be evident.

B 588-608

B- 560-587

C+ 536-559

A final grade of **C** denotes *basic* mastery of the subject. It represents completion of all assigned work and reflects a developing understanding of the principles and concepts presented. Assignments are not submitted on time, are incomplete and/or fulfill only the basic requirements. Class participation and attendance are irregular.

C 518-535

C- 490-517

D or below denotes *novice* mastery of the subject. The grade could reflect any combination of the following: missing assignment(s); work submitted late; assignments are incomplete; class participation, clean-up, and attendance are poor/irregular.

TENTATIVE COURSE OUTLINE

Developing a deeper understanding of art

Session 1: January 28, 2008

CONTENT of CLASS SESSION:

Discussion: Introductions/Course Overview
What is art? Why is art important?
Assignments Given: Metaphor, Reading Log 1 and 2

BRING WHAT:

WHAT'S DUE:

○ Discussion Board: My Art History

Session 2: February 4, 2008

Discussion: Elements of Art
Assignments Given: Reading Log 3, Elements and Principles Cards, Article: Postmodern Principles

○ Art supplies

○ Reading Log 1 and 2
○ Metaphor

Session 3: February 11, 2008

Discussion: Principles of Design/Postmodern Principles
Museum trip: Drawing Zero 1
Assignments Given: Reading Log 4, IA: Art Safari

○ Art supplies
○ Coat

○ Reading Log 3
○ Article: Postmodern Principles

Session 4: February 18, 2008

Discussion: The work of an art historian and an art critic, Critical response to artwork
Assignments Given: Reading Log 7

○ Elements and Principles Cards
○ Reading Log 4
○ Internet Assignment: Art Safari

Session 5: February 25, 2008

Discussion: Aesthetic response, Art History crash course
Assignments Given: Take-home midterm, Dan Pink Reading/Viewing Log, Articles.

○ Reading Log 7
○ Article: Art For Our Sake

The Role of the Arts in Schools and Learning

Session 6: March 3, 2008

Discussion: The metaphor
Do Schools Kill Creativity? –Sir Ken Robinson
Assignments Given: Reading Log 5, IA: Children's Drawings, Article: History of Art Education

○ Daniel Pink Reading/Viewing Log
○ Articles: The Arts Make a Difference, Back to the Whole, the Role of Art in Schools

Session 7: March 10, 2008

Discussion: Artistic Development of Children
A brief history of art and art education in schools
Assignments Given: Museum Brochures, pp. 95-98, Article.

○ Take-home midterm
○ Reading Log 5
○ Internet Activity: Children's Drawings
○ Article: History of Art Education

No Class, Spring Break March 17, 2008

The Role of Art in Your Elementary Classroom

Session 8: March 24, 2008

Discussion:

Museum Fieldtrip

Assignments Given: IA: Crayola and IA: Art Websites

○ Coat

○ Museum Brochure

○ pp. 95-98

○ Article: Why Should Children Study Artworks?

Session 9: March 31, 2008

Discussion: How the arts contribute to student learning
Media and Techniques

Assignments Given: Reading Log 6, IA: Special Learners, Article: Teaching Artists with Autism, State book

○ Portfolio in unfinished state

○ Internet Assignment: Crayola

○ Internet Assignment: Art Websites

Session 10: April 7, 2008

Discussion: Art addresses the learning needs of all students, visuals and displays

Assignments Given: Articles: Lessons that integrate, Integrating Art.

○ Reading Log 6

○ Internet Assignment: Special Learners

○ Article: Teaching Artists with Autism

Session 11: April 14, 2008

Discussion: Lessons that integrate art and other subjects, critique state books

Assignments Given: Lesson Plan

○ State book

○ Lessons that Integrate

○ Integrating Art

Session 12: April 21, 2008

No Class Meeting. Please email me a rough draft of your lesson plan by midnight on April 21st.

Assignments Given: Articles: Art Education and School Law, Art Teacher as Censor

○ Lesson Plan Rough Draft

Session 13: April 28, 2008

Discussion: Policy

Teams present integrated lessons

○ Lesson Plan

○ Articles: Art Education and School Law; Art Teacher as Censor

Session 14: May 5, 2008

Presentation of reworked metaphors

○ Portfolio

○ Re-worked metaphor

Session 15: FINAL – Date TBA