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 the elementary classroom. Topics to be explored include: art vocabulary; the four components of Discipline-Based Art Education (art history, art criticism; aesthetics, and production); children’s artistic development; art resources; media, materials, tools, and techniques; and how these prospective elementary teachers with the fundamentals for developing an interdisciplinary approach to linking art across the curriculum (e.g. math, science, language arts, Social studies).

Learning Outcome: At the conclusion of this class students will be able to:
1. Develop a deeper understanding of art
   • Know and use art vocabulary appropriately
   • Demonstrate and practice critical response to artwork
   • Examine and discuss a variety of artists and artwork and their contributions to society
   • Demonstrate a variety of aesthetic responses to art

2. Identify, describe, and analyze the role of art in schools and learning
   • Identify and discuss how children in preK-8 develop artistically
   • Discuss the historical role of art and art education in schools

3. 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
• Describe visuals/displays for the elementary classroom and/or school

4. Identify, describe, and analyze the role of other art forms in the elementary classroom (e.g. drama, dance, media arts)
   • Know and use the art vocabulary of dance and drama
   • Describe authentic applications for dance and drama as a potential teaching strategy
   • Demonstrate uses of drama and dance to further understandings across the content areas

Steps Toward Success:
1. Come to class on time ready to participate. Bring required work/materials.
2. Be physically and mentally present.
3. If something happens that prohibits you from doing only some of the assignments for a given class, DO THE READING. Classroom conversations and activities cannot be recreated.
4. Build your portfolio for the course throughout the semester. Don’t wait until the end.
5. Before handing in an assignment, re-read the assignment and score guide. Many points have been missed because students have forgotten to complete an aspect of the assignment.
6. Your work and interactions in this class should comply with ethical and professional standards. Show respect to your classmates and instructor by carefully considering our attire, language, and topics of conversation.

Adapted From Steps Toward Success
By Leslie Gates
**Required Text:**


**Required Materials and Supplies:**

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Markers (assorted watercolors)</td>
<td>Scissors</td>
</tr>
<tr>
<td>Colored pencils</td>
<td>White school glue and glue stick</td>
</tr>
<tr>
<td>One box crayons (16+)</td>
<td>One black fine point Sharpie</td>
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<tr>
<td>Water color set with brush</td>
<td>Tempera paint brush</td>
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<tr>
<td>Three ring binder</td>
<td>Tabbed dividers to organize work</td>
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<tr>
<td>Plastic sheet protectors</td>
<td>Container/bag/box for supplies</td>
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</tbody>
</table>

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Time Line</td>
<td>10%</td>
</tr>
<tr>
<td>Artist Investigation</td>
<td>10%</td>
</tr>
<tr>
<td>Art in Research/Data Project</td>
<td>20%</td>
</tr>
<tr>
<td>Art Integrated Lesson Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Final portfolio</td>
<td>30%</td>
</tr>
</tbody>
</table>

( Including in class art projects, reflections, and notes. )

**Grading Rubric:**
A  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 and show evidence of going ‘above and beyond’ the basic objectives/requirements. Active class participation and regular attendance must be evident.

B  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.

C  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 and are in complete and/or fulfill only the basic requirements. Class participation and attendance are irregular.

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.

Active Participation:
Active participation is essential to your success in this class. You are expected to come to each class prepared and ready to participate. Quality participation includes behaviors such as sharing critical inquiries and information, being actively involved in all discussions, assignments and projects, asking pertinent questions and offering relevant remarks, as well as engaging in constructive critiques and dialogues. You will be given many opportunities to engage in a variety of learning experiences both within and outside the scheduled meeting time. It goes without saying that you cannot participate if you do not attend and therefore you can understand how and why non – attendance will affect your grade.

More than 2 unexcused absences you will result in a review of Foundational Competencies.
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:
• The Code of Student Conduct (www.studentconduct.umd.edu)
• The Code of Academic Integrity (Honor Code: www.studenthonorcouncil.umd.edu)
• 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. We will then work with you and the disability support office to provide appropriate accommodations.
• University Campus Policy and Procedures on Sexual Harassment: (http://inform.umd.edu/campusinfo/departments?PRES/policies/vi120a.html)

The University Honor Pledge
The Student Honor Council proposed and the University Senate approved an Honor Pledge that reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sing the Pledge will be asked to confer with the instructor.

Course Evaluation
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland.
Please make a note now of the dates for Spring 2009 (Tuesday, April 28, through Wednesday, May 13) and the link at which you can access the submission system at that time (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 to the present via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it in future semesters by submitting all of your Spring 2009 evaluations once they are available. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.