DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDCI 406: Technology and Two Dimensional Art

Tues, Thurs  1 – 3:15   Benjamin Rm 1315
Thursdays 3:30 – 5   Berwyn Heights Elementary (Oct 13 – Nov 17)

Instructor: Margaret A. Walker
Office: 2219 Benjamin Building
Phone: 301-405-4477
Email for all communications EXCEPT large files: mwalker8@umd.edu
Email for Large Files only (images, etc): walkerarted@gmail.com

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 course will explore essential art concepts, and investigate how these concepts are taught in the K-12 classroom, through the use of various two-dimensional art processes (drawing, painting, printmaking, collage, etc). Furthermore, as digital media becomes increasingly prevalent in our society, the teaching of art in schools must be adapted to incorporate digital technology to enhance instruction and student engagement and, thus, learning without losing touch with the essential concepts of art, and the critical knowledge gained through material manipulation and the artistic process.

This course will prepare the prospective art teacher with the fundamentals to design and implement a multifaceted K-12 two dimensional art curriculum, incorporating current digital technology, for use in today’s diverse school settings.

An art teaching practicum in an area elementary school will give the students hands-on experience designing and implementing art lessons in a real-life setting. Assignments will emphasize research, writing, art processes, and learning outcomes. In addition, digital technology, multiculturalism, assessment and modifications for students with special needs will also be covered.

In order to incorporate Big Ideas into the art making curriculum, there will be an overarching theme of Sustainability to the work completed this semester. All assignments in class, as well as lessons designed to teach at the elementary school, will focus on different aspects of this theme. In order to reduce the amount of paper used in the course, all assignments will be available for download on our class site.

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

• Demonstrate understanding of two dimensional art (concepts, content areas, media, processes and techniques) in research, assignments and class work/projects (INTASC
• Adapt and Modify a variety of two dimensional art lessons, processes, techniques, media and strategies to accommodate all students, including those with special needs (INTASC 1, 2, 3, 4, 7; EC 1; CF Learners; NAEA 3, 5, 8, 9, 10)
• Develop a comprehensive digital portfolio of the art elements and principles of design for classroom use (INTASC 1; EC 7; CF subject matter, technology; NAEA 1)
• Demonstrate understanding of digital technology, and its effective use to enhance learning in the art classroom (INTASC 1-8; EC 1,5,7; CF Pedagogy, Technology; NAEA7,9,10,14)
• Collaboratively develop, teach, and reflect upon an art lesson incorporating a two dimensional art process that is appropriate for and will benefit students’ intellectual and social growth as well as their creative development and ability (INTASC 1-10; EC1,5; CF Pedagogy, Learners, Curriculum, Educational Assessment, Social and Cultural; NAEA 2-15)
• Engage in ideas and artmaking processes focused on a ‘Big Idea’ (Sustainability), and demonstrate the ability to design lessons for elementary students focused around this overarching theme (INTASC 1-10; EC 1-7; CF Pedagogy, Learners, Curriculum, Educational Assessment, Social and Cultural Context; NAEA 2 – 15)
• Demonstrate the ability to provide feedback about artwork to guide their own and their classmates’ further learning (INTASC 4,6; EC 4,7; CF Subject Matter; NAEA 1,9,13,17)

Course Expectations:

1. Come to each class on time with required work.
2. Read all required text and research assignments, and complete facilitation sheets for each.
3. Actively participate in all discussions, critiques, exercises, field experiences and studio work.
4. Research, write, and present required papers, lessons, etc.
5. Develop an ongoing portfolio, incorporating class notes, home assignments, etc.
6. Create portfolio of two dimensional processes, art components, and studio work.
7. Develop a reflection statement on the material and ideas discussed in the course.
8. Complete all assignments on time.
9. Use ethical/professional standards in all work/assignments
10. Follow ‘Courtesy Guidelines’- remove hat; turn off cell phone, pager and/or other electronic devices.

Course Requirements/Assignments:

Active Participation
Attendance and Participation in class are essential to your success. This course is designed to help you build a knowledge base for two dimensional art, to incorporate technology into your classroom, and to design and implement a lesson with elementary aged children, focused on a ‘Big Idea’. As such, you will be given opportunities to engage in a variety of learning experiences both within and outside of the scheduled meeting time. Participation requires students to be actively involved in all class discussions, insightful in their contributions, and
helpful in handing out materials and clean up. Attendance is essential for active participation, therefore unexcused absences, early departures and late arrivals will result in the lowering of your grade.

**Studio Assignments and Reflections**

Studio work related to two-dimensional art processes will be completed each week. Anything that is not completed in class should be finished at home and brought in the following class period. Each assignment will be reflected on in a class critique, in which participation is expected from all. ALL work, including initial sketches and brainstorming, should be photographed or scanned and placed onto your website/blog. Accompanying each artwork should be a one-paragraph reflection on the artwork (the concept, process and/or material).

(INTASC 1-9; EC 1,5,7; CF Subject Matter, Technology; NAEA 1,2,7,9,10,14)

**Critique Forms**

Critique forms will be filled out for various art pieces throughout the semester. These will be graded on your use of academic art language, as well as your ability to evaluate and reflect on your work and the work of others.

(INTASC 4,6; EC 4,7; CF Subject Matter; NAEA 1,9,13,17)

**Facilitation sheets for readings**

A facilitation sheet should be completed for each reading assigned, and handed in the class period for which the reading is due. The format for the facilitation sheet is:

1 page, single spaced, standard margins
Author, Title, pages
1/4 page - summary of the reading
1/2 page - your thoughts, reflections, questions about the reading
1 or 2 topics for class discussion

(INTASC 1-5; EC 4; CF Social and Cultural; NAEA 17)

**Outline for Elementary Art Unit**

Working in groups, students will design the outline for a 6-lesson art unit for either early (1st & 2nd) or later (3rd – 5th) elementary school students. This unit will have an overarching theme of Sustainability, and will utilize various two-dimensional art processes. Each student will develop ONE of the lesson ideas into a lesson plan to be taught at Berwyn Heights Elementary (see next Requirement).

(INTASC 1-10; EC1,5; CF Pedagogy, Learners, Curriculum, Educational Assessment, Social and Cultural; NAEA 2-15)

**Lesson Planning/Teaching/Visuals**

Once the unit plan is approved, each student will be designing and implementing a lesson plan, focusing on a particular element of art, and considering the art process and materials of your choosing. This lesson will include visuals, a one-page handout or worksheet, and a well designed lesson plan, using an art process that contributes to the concept chosen. You will work in pairs to teach these lessons, but each student will be a lead instructor/designer of one lesson. You will also create a power point to use when teaching the lesson in the future. These power points will
be shared with one another, and due toward the end of the semester.
(INTASC 1-10; EC1.5; CF Pedagogy, Learners, Curriculum, Educational Assessment, Social and Cultural; NAEA 2-15)

**Digital Art Elements and Principles of Design Portfolio**

The Portfolio should be divided into sections and will include the following for each of the art Elements and Principles of Design concepts:

- Two (2) age appropriate definitions of the art element or principle (one for elementary, one for secondary)
- Two (2) exemplary copies of art work with an explanation of why they were chosen (ex. Line: Mattise’s “The Purple Robe” – Lines can be repeated to create a pattern)
- A list of art materials and processes, with lesson ideas, that can be used to teach the element or principle listed

This portfolio should be created in Power Point, and burned onto a CD
(INTASC 1; EC 7; CF subject matter, technology; NAEA 1)

**Course ‘Portfolio’ Website**

The course portfolio is a record of all of the work completed during the course. Thus all notes, assignments, facilitation sheets, lesson plans and hand outs should be organized and placed onto this portfolio site. This should be seen as an accurate record of the daily goings-on in the 2-D class. It should be divided into pages, labeled as such:

- Syllabus/Course Outline
- Notes
- Reading Reflections
- Artwork, process sheets and reflections
- Unit Plan with lessons
- Resources
- Classmates Lesson Plans

The Portfolio will include:

- **Handouts** – all handouts, including articles, should be placed on this site (all will be digital)
- **Course work** – All work completed in and out of class (assignments, research, projects, etc) will be placed on this site
- **Artwork with Process description** – For each process we cover in class this semester, you must fill out a process description. This should follow the format discussed in class. You should complete a process sheet for each of the materials/processes covered in class.
- **All lessons designed by classmates** – when the classroom teaching is completed and students have had a chance to revise their lessons, these will be shared with one another. Each of these lessons (there will be 12 in all) should be in this portfolio. The lesson power points should also be included with the lessons, along with your art piece from the class lesson.
- **Unit and Lesson Reflections** - Along with your Unit and Lesson, you will write a reflection of your work after teaching it. A format for this will be provided in class.
- **Portfolio reflection statement** - You are to reflect upon the semester’s work and write a portfolio statement (2-3 pages, double spaced) describing what/how/why the readings, class work, assignments, teaching, projects, etc have increased your knowledge base,
skills and/or abilities in helping you prepare for teaching Two Dimensional art, and using digital media in your K – 12 classroom

- **Organization** – The organization of this portfolio will account for part of the overall portfolio grade
  (INTASC 1-10; EC1,5, 7; CF Pedagogy, Learners, Curriculum, Educational Assessment, Social and Cultural, Technology; NAEA 2-15)

**Required Readings:**

Text: **Rethinking Curriculum in Art** by Marilyn G. Stewart and Sydney R. Walker  Davis Publications, 2005

**Articles with due dates: (all articles will be available on the class site)**

Articles from **Choices for Sustainable Living** (Northwest Earth Institute, 2009)

9/6 “Definitions of Sustainability”/ “Why Bother” by Michael Pollen

9/13 “The common Life” by Scott Russell Sanders/ “The city after oil” by Richard Register

9/20 “Buy now, pay later” by Jess Worth/ “What does not buying look like?” by Anna White

9/27 “Understanding the social transformation process” by Christopher Uhl/ “The Great Turning” by Joanna Macy

**Required Materials:**

I. CD w/ elements and principles portfolio burned onto it

II.Text

III. Sketchbook (around 9x12)

IV. Various art materials

**Grading/Evaluation - The following items are required for successful completion of the course:**

<table>
<thead>
<tr>
<th>Items</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Field Experience</td>
<td>15</td>
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<tr>
<td>Class assignments/Critiques</td>
<td>25</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>10</td>
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<tr>
<td>Course blog or website</td>
<td>25</td>
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<tr>
<td>Elements and Principles Design Port.</td>
<td>10</td>
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<tr>
<td>Unit/Lesson Plan/visuals/Power point</td>
<td>15</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>
NOTE: No late work will be accepted

Absence – Please notify the instructor prior to an absence when possible. Please note that, due to the participatory nature of this course, more than 2 absences will result in a failing grade. As each class session is participatory, absences, late arrivals and early departures will affect your final Preparation and Participation grade. Points will be deducted as follows: unexcused absence - 3; late arrival/early departure -2

Grading Rubric:
A+ = 100-98 A final grade of A denotes excellent 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, relevancy, complete
A = 97-95
A- = 94-92
B+ = 91-90
complete
B = 89-87
Assignments are submitted on time, judged to be good in quality, relevancy, complete in content
B- = 86-84 and show some evidence of going beyond the basic requirements. Active class participation must be evident weekly.

C+ = 82-80
A final grade of C denotes basic mastery of the subject. It reflects completion of all assigned work and reflects a rudimentary understanding of the principles and concepts presented. Assignments are submitted on time, are complete in fulfill the basic requirements. Class participation is irregular
C = 79-77
content and
C- = 76-75

< 75 = Failed to fulfill course requirements

Attendance, Preparation and Participation:
These elements are essential to your success. You are expected to come to each class prepared and ready to participate. Quality participation includes behaviors such as sharing critical inquires and information, being actively involved in all discussions, assignments and projects, asking pertinent questions and offering relevant remarks, 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. Without full participation from every student, this class will not be a success. Therefore, each student is expected to attend regularly, fully prepared and ready to participate.

Guidelines for Written Work:

Lesson Plans: a lesson plan guide will be distributed for the structure of the lesson plan. Please be sure to follow this guide when designing your lesson.

Other work: All written work should be typed with standard margins and include annotated references using Publication Manual of the American Psychological Association (APA) style.

Assignments should be submitted with a heading that is clearly labeled with your name, date, class section number, course number and title of the assignment. Please submit all written work digitally on Blackboard in order to reduce our paper use.

Please handwrite and sign the University Honor Pledge on this page. Please DO NOT submit any work to be graded in a plastic sleeve! In addition, remember to reread and spell check ALL work before turning it in.

The Student Honor Council proposed and the University Senate approved an Honor Pledge. 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.” Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

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. Code of Academic Integrity (Honor Code, see below) (www.studenthonorcouncil.umd.edu)
3. University Campus Policy and Procedures on Sexual Harassment
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.

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**Tentative Course Outline – EDCI 406**

Content of class sessions are subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date and content</th>
<th>Tuesday</th>
<th>Date and content</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Sept 1</td>
<td>Big Ideas and Essential Questions</td>
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<td>Intro and Conceptual Work</td>
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<td>2</td>
<td>Sept 6</td>
<td>Juxtaposition - black &amp; white - Shape</td>
<td>Sept 8</td>
<td>black on white – found objects</td>
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<td>Due: Articles #1 &amp; #2</td>
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<td>3</td>
<td>Sept 13</td>
<td>Discussion of Sustainability: Mark Stewart, Sustainability Office</td>
<td>Sept 15</td>
<td>Critique</td>
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<td>Intro to Lesson Planning</td>
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<td>4</td>
<td>Sept 20</td>
<td>Lesson discussion</td>
<td>Sept 22</td>
<td>White on Black</td>
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<td>White on Black - Value</td>
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<td>Discussion of Studio Thinking</td>
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<td>Due: Articles #3 &amp; #4</td>
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<td>Lesson outline</td>
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<td>Start Foam prints – Line/texture</td>
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<td>5</td>
<td>Sept 27</td>
<td>reflection – artistic response to article</td>
<td>Sept 29</td>
<td>No Class</td>
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<td>Due: Articles #5 &amp; #6</td>
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<td>6</td>
<td>Oct 4</td>
<td>Finish Foam prints</td>
<td>Oct 6</td>
<td>First groups – lesson idea approved</td>
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<td>Meet briefly about lessons</td>
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<td>Reading discussion</td>
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<td>Due: Articles #7 &amp; #8</td>
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<td>Self-critique - print</td>
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<td>7</td>
<td>Oct 11</td>
<td>Water color/Crayon techniques - Line/Color/texture rubbings</td>
<td>Oct 13</td>
<td>1st groups teach B.H. lesson</td>
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<td>Colored Pencil techniques - line/color/texture</td>
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<td>Second groups – lesson idea approved</td>
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<td>1st groups lessons due</td>
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<td>Week</td>
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<td>Activities</td>
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<td>8</td>
<td>Oct 18</td>
<td>Tempera cakes and liquid Found Object Prints/Collage - Shape 2nd groups lessons due  <strong>Due: Reading from text #1 - pgs. 1 - 20</strong></td>
<td>Oct 20</td>
<td>2nd groups teach B.H. lesson 3rd groups – lesson idea approved</td>
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<td><strong>Lab at B.H. #1</strong></td>
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<td>Oct 25</td>
<td>Scratch art – lines, texture, space, value 3rd groups lessons due  <strong>Due: Reading from text #2 - Chapter 3</strong></td>
<td>Oct 27</td>
<td>3rd groups teach B.H. lesson 4th and 5th groups – lesson idea approved</td>
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<td><strong>Lab at B.H. #2</strong></td>
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<td>Nov 1</td>
<td>Linoleum Prints- lines, texture 4th and 5th groups lessons due  <strong>Due: Reading from text #3 - Chapter 5</strong></td>
<td>Nov 3</td>
<td>4th groups teach B.H. lesson</td>
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<td><strong>Lab at B.H. #3</strong></td>
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<td>Nov 8</td>
<td>No Class</td>
<td>Nov 10</td>
<td>5th groups teach B.H. lesson 6th groups – lesson idea approved</td>
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<td><strong>Lab at B.H. #4</strong></td>
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<td>Nov 15</td>
<td>Linoleum Prints 6th groups lessons due  <strong>Due: Reading from text #4 - Chapter 7</strong></td>
<td>Nov 17</td>
<td>6th groups teach B.H. lesson</td>
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<td><strong>Lab at B.H. #5</strong></td>
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<td>13</td>
<td>Nov 22</td>
<td>Linoleum</td>
<td>Nov 24</td>
<td>No Class Thanksgiving</td>
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<td>14</td>
<td>Nov 29</td>
<td>No Class</td>
<td>Dec 1</td>
<td>Final day linoleum Introduce Multi-media – artist</td>
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<td>Date</td>
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<td>Dec 6 Multi-media – artist trading cards</td>
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<tr>
<td>16</td>
<td>Dec 13 Everything Due (Online Portfolio, Elements and Principles CD)</td>
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