

EDUCATION 322
Techniques in Elementary School - ART
Spring 2021

Instructor: Zoë Browne, M.S. Ed.

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Office Hours: after synchronous class ends or by appointment

Wednesdays, 5:30 - 8:00 pm, ONLINE

Course Philosophy/Description

This course provides a discovery of the connections between visual art and a variety of disciplines. Students will explore art making media and develop the capacity to integrate visual arts into lesson planning and instruction at the elementary level. Through inquiry, analysis, and research, students will develop an appreciation of the benefits of art education.

Course Materials

Required Readings:

1. Day, M., & Hurwitz, A. (2012). *Children and their art: art education for elementary and middle schools*. Boston: Wadsworth Cengage Learning.
2. Additional readings distributed via Canvas

Necessary Supplies:

1. Pencil and eraser
2. 2 Empty Cereal Boxes
3. Scissors
4. Tape
5. Something to use as a paint palette (paper plate, cardboard, tin foil, plastic lid, magazine page -- whatever) and water cup
6. Webcam or smartphone -- ability to zoom, record videos

Course Learner Outcomes

Students will:

1. **Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms** by exploring the possibilities and limitations of a variety of art criticism activities.
2. Develop and increase confidence in teaching art integrated lessons
3. **Demonstrate an understanding of creative expression by producing or performing a creative work** while exploring the possibilities and limitations of art materials.
4. Investigate and assess the importance of integrating the arts in an elementary education setting.
5. Recognize the stages of graphic representation in grades K-6.
6. Become familiar with national arts and common core standards.
7. Apply the INTASC and Wisconsin Teacher Standards throughout the classroom setting.

InTASC -- Model Core Teaching Standards

This course will focus on the following InTASC Standards:

InTASC #8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC #7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, pedagogy, as well as knowledge of learners and the community context.

InTASC #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC #5 Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC #3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Format

We will meet weekly synchronously online to do smaller group activities, discussions, and clarifications.

You will be provided with 4 packets of art materials -- 2 packs for the first 4 weeks of class, and 2 packs for the last 4 weeks of class. Each packet has the supplies for two art projects/units -- you will be completing a total of 8 art project/units. Pick up for the first packets will be available beginning on Jan. 25th. Packets must be returned no later than 4 pm on Friday, Feb. 19th. I will replenish supplies over the weekend and your next packets will be ready for pick up on Feb. 22nd. Your second set of packets must be returned at the conclusion of our course. Video demonstrations for using the materials will be available on Canvas for your to complete the projects asynchronously.

Grading Scale

Percent	Grade
95 - 100	A
93 - 94	A-
91 - 92	B+
87 - 90	B
85 - 86	B-

83 - 84	C+
78 - 82	C
76 - 77	C-
68 - 75	D
Below 68	F

Students must receive a C- or better in all education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course

Points	Assignment
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2/week	<i>Professionalism - Synchronous Participation - Activities/Discussions</i>
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Your active participation is a crucial aspect of this course, and attendance is expected. If you do not regularly attend class it will be difficult for you to participate in class activities and discussions. Now is the time to exhibit your professional characteristics throughout your EMB experience. If you are unable to attend the synchronous part of class, please contact me in advance so we can make alternate arrangements for your completion of activities. In case of a last minute EMERGENCY, **text me @715-252-9465** and I will return your call/text. **(CLO #1, 2, 4)**

5/art project/unit	<i>Art Project Completion</i>
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You will not be graded on your art skills, but your earnest effort and participation is expected and your grade will reflect this. Do not submit incomplete work or work that does not pertain to the assignment. Two art projects/units (one packet of materials) will be due every other Friday by 11:59 pm (refer to: <https://docs.google.com/spreadsheets/d/1AUMsyArRWEKdeh4DmiuRX8BN5FNsekuh4c7F-2KQSYs/edit?usp=sharing> for the schedule). You will submit photos of completed projects to CANVAS. Materials must also be returned on that Friday at the latest to CPS so that I have time to replenish and sanitize materials. **(CLO #2, 3)**

2/each	<i>Art Integration Ideas by Due Date</i>
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You will develop ideas for how the media we have explored in each art project/unit could be used to integrate art into a different lesson. For each project/unit you will submit at least one idea. You will specify both content and art standards which the lesson would address. Submit each assignment to CANVAS by 11:59 pm on the Friday the materials are due (refer to <https://docs.google.com/spreadsheets/d/1AUMsyArRWEKdeh4DmiuRX8BN5FNsekuh4c7F-2KQSYs/edit?usp=sharing> for the schedule). **(CLO #2, 6)**

4/each	<i>Reflections/Notes on Reading Assignments by Due Date</i>
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You will have written reflection and notes assignments based on your assigned readings. Submit each assignment to CANVAS by 11:59 pm on the specified due date (day before the following class). **(CLO #4, 5)**

25	<i>Art Integrated Lesson Plan -- With Picture Study</i>
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Develop an art integrated lesson plan that includes picture study. The lesson plan must align with common core standards and developmentally appropriate activities for the elementary grade/subject you choose. You do not have to fully develop the resources for this lesson plan, except for including the image(s) you would be using for picture study. However, the more you fully develop the learning tools, the more likely/easy it will be for you to use the lesson in the future. This lesson plan can be used to help you apply for the Neale Scholarship. **(CLO #2, 6, 7)**

37 ***F2F vs. Online Lesson Plan with Developed Resources***

Develop an art integrated lesson plan. Develop the plan for both a face to face classroom setting and a virtual one. Think through how your lesson delivery, resources, classroom management, etc. will be similar or different in one environment vs. the other. Include all resources you will use to teach in both environments. Doing a demo? Film it and include a link. Uploading a youtube video? Include the link. Creating a worksheet? Include a link or file., etc., etc. **(CLO #2, 6, 7)**

20 ***Art Advocacy Zine***

Create a zine in support of art education and/or art integration. Front cover will be a title suitable to the content inside and your name, back cover will be a citation page in APA format. The other 6 pages will include imagery and statements in support of/facts/ideas about art education/art integration. I suggest taking careful notes on our readings to help with the creation of this zine/citation of sources. **(CLO #3, 4)**

0 ***Portfolio/Resource Organization***

Retain and organize all resources, examples, etc. in a manner that makes sense to you. By media, topic, assignment type, etc. Let your classwork work for you as you embark on your teaching career!

Attendance Policy

I expect you to attend every synchronous class meeting. However, sometimes unforeseen circumstances (serious illness, family emergencies, etc.) arise. To avoid losing participation points in an emergency text me at 715-252-9465, and I will return your call. When I return your call, please suggest how we should handle the absence. Lack of participation will result in loss of points.

Attendance requirements for the practicum experience at a local field site must be met. Students who meet the on-campus expectations for this class, yet exhibit excessive tardiness, unexcused absences, poor or unsatisfactory performance in their practicum field experience with respect to the inTASC/Wisconsin Teacher Standards will receive one of the following:

- A. A failing grade in the class with or without the option of repeating the entire experience,
- B. An incomplete grade earned in this class, the disqualification of student teaching the following semester and the requirement of successfully completing and additional practicum experience prior to student teaching. The field experiences office will coordinate this placement.

Exceptional Needs Policy

Americans with Disabilities Act

The ADA is a federal law requiring institutions to provide reasonable accommodations for students with disabilities. If you have a disability and want an accommodation, please register with the Disability Services and Assistive Technology Office and then contact me at the beginning of the course.

Late Work Policy

I expect you to complete your assignments on time. No assignments will be accepted later than two weeks after the conclusion of our last meeting without prior arrangements being made (Last date to turn in: **April 7**). Communication is key!!!

Similar to the attendance policy, exceptions will be made for emergency situations.

Integrity Policy

Policies are aligned with Chapter 14 of the UWSP Bill of Rights and Responsibilities regarding academic misconduct.

I expect you to act in a responsible and respectful manner at all times. This means coming to class prepared, actively participating, and completing your assignments on time, and with integrity (do not represent someone else's work as your own). If you are unable to meet these expectations, I expect you to communicate with me as soon as possible, and suggest a clear, fair plan to address the problem.

Covid 19:

Face Coverings:

- At UW-Stevens Point, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement will result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.