

EDUCATION 322
Techniques in Elementary School - ART
Spring 2022

Instructor: Zoë Browne, M.S. Ed.

Cell: 715-252-9465, Texts preferred

Email: zbrowne@uwsp.edu

Office: 437 CPS

Office Hours -- by appointment

Section 1: Mondays, 6:00 - 8:00 pm, CPS Rm 304 - Room will be open at 5:30

Section 2: Wednesdays, 6:00 - 8:00 pm, CPS Rm 304 - Room will be open at 5:30

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 in class or via Canvas

Necessary Supplies:

1. Pencil and eraser
2. Computer or device
3. Empty cereal box
4. Apron or work shirt (optional)

Major Course Goals and Learner Outcomes

Students will:

1. **Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms**
2. Develop and increase confidence in teaching art integrated lessons
3. **Demonstrate an understanding of creative expression by producing or performing a creative work**
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

The majority of this course will revolve around reading, reflection & discussion of topics related to art integration, as well as active participation in class in art activities and exploration of art materials and their possibilities related to teaching and learning.

Grading Scale

Percent	Grade	**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** **Students must receive 80% or higher on the Art Integrated Lesson Plan to pass the course**
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	

Points Assignment

2/week Attendance

Your active participation is a crucial aspect of this course, and attendance is expected. If you do not regularly attend class you will be unable to share in many activities and experiences taking place throughout the semester, resulting in possible failure. In case of an EMERGENCY, which will require you to be absent from class, **text me @715-252-9465** and I will return your call. **(CLO #1, 2, 4)**

5/week Professionalism/Participation

Active participation in class activities, and completion of in-class projects. You will not be graded on your art skills, but your earnest effort and participation is expected and your grade will reflect this. Now is the time to exhibit your professional characteristics throughout your EMB experience. Participation and class activities CANNOT be made up unless prior arrangements have been made and NO extra credit/supplementary work will be provided. Do not submit incomplete work or work that does not pertain to the assignment. **(CLO #2, 3)**

4/each Reflections/Notes on Reading Assignments by Due Date

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 (unless otherwise indicated). **(CLO #4, 5)**

2/each Art Integration Ideas by Due Date

Each week you will develop an idea for how the media we have explored in class could be used to integrate art into a lesson. You will specify both content and art standards which the lesson would address. Submit each assignment to CANVAS by 11:59 pm on the specified due date. **(CLO #2, 6)**

8 DARE Critique

After learning different critique strategies, you will complete a "DARE" critique of an artwork presented in class. Graded both on completion and proficiency in each part of the critique. Instruction given in class. **(CLO #1)**

41 Art Integrated Lesson Plan due Oct. 28

Fully develop an original art integrated lesson plan. The lesson plan must align with common core standards and developmentally appropriate activities for the elementary grade/subject you choose. **Include all the resources you would need to teach this lesson... using: videos, visuals, presentations, worksheets, handouts, rubrics, etc. Attach or link to them.** Think through how you will distribute and collect materials, transition from task to task, store artwork, etc. Develop this lesson to the point that I could ask you to teach it the next day.

Must earn 80% or higher on this assignment to pass the course.

(CLO #2, 6, 7)

5 **Check-Point 1 - Art Integrated Lesson Plan due prior to class #6**

3 **Check-Point 2 - Art Integrated Lesson Plan due prior to class #7**

Prior to completing your Art Integrated Lesson Plan you will submit two “Check-Points”. These check-points are designed to help you stay on track with completing your lesson plan on time, and provide you the opportunity to receive feedback prior to submitting your final lesson plan. Each check-point must be completed by the due date to receive any credit.

(CLO #2, 6, 7)

20 **Art Advocacy Zine due Oct. 28**

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. **This must be done in your own words -- any quotes must include citation, and any page with quotes must include your own take as well to receive full credit.** **(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 class meeting. However, sometimes unforeseen circumstances (serious illness, family emergencies, etc.) arise. To avoid losing 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 attendance, and therefore participation will result in a 7 point reduction each week.

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.

CLASS CALENDAR

	SEC 02 (Wednesdays 6 - 8 pm)	SEC 01 (Mondays 6 - 8pm)
Class 1	9/7	9/12
Class 2	9/14 - bring a cereal box	9/19 - bring a cereal box
Class 3	9/21	9/26
Class 4	9/28	10/3
Class 5	10/5	10/10
Class 6	10/12 - complete check-point 1 prior to class	10/17 - complete check-point 1 prior to class
Class 7	10/19 - complete check-point 2 prior to class	10/24 - complete check-point 2 prior to class
Class 8	<p>10/26 - OPTIONAL - time to work on zine or lesson plan, get feedback, etc</p> <p>ZINE & LESSON PLAN DUE 10/28</p>	<p>10/26 (wed) - OPTIONAL - time to work on zine or lesson plan, get feedback, etc</p> <p>ZINE & LESSON PLAN DUE 10/28</p>

Late Work Policy

I expect you to complete your assignments on time. **No assignments will be accepted later than two (school) weeks after the conclusion of our last meeting without prior arrangements being made (Last date to turn in: November 9th).** 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.

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 need accommodation, please register with the Disability Services and Assistive Technology Office and then contact me at the beginning of the course.