

**EDUCATION 322**  
**Techniques in Elementary School - ART**  
Spring 2024

**Instructor: Zoë Browne, M.S. Ed.**

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Office: 437 CPS

Office Hours -- by appointment

Section 1: Mondays, 6:00 - 7:50 pm, CPS Rm 304 - Room will be open at ~5:30

Section 2: Wednesdays, 6:00 - 7:50 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 Wisconsin Teaching Standards throughout the classroom setting

## **WISCONSIN TEACHING STANDARDS**

**Standard #1: Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

**Standard #2: Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

**Standard #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.

**Standard #4:** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

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

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

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

## 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** |
| 95 - 100 | A     |  |
| 93 - 94  | A-    |  |
| 91 - 92  | B+    |  |
| 87 - 90  | B     | **Students must receive 80% or higher on the Art Integrated Lesson Plan to pass the course**   |
| 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. If you are unable to attend class, you may arrange to zoom in via a classmate to earn your 2 pts for attendance. 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. If you have a pre-arranged absence, you may earn your 5 pts by completing and submitting the activities and art projects completed in class on that date. **(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 or concepts 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 3/15**

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/materials you would need to teach this lesson... Examples: 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 or that a sub could pick it up and teach it successfully.

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

- If you earn more than 80% on the lesson plan, you MAY NOT revise for improved credit.
- If you earn less than 80% on your first submission, you MUST revise and resubmit to pass the course. However, you will not receive higher than 80% credit. You will be allowed a maximum of 2 revisions to your lesson plan.
- You must use the lesson plan template provided on the Art Integrated Lesson Plan assignment page.
- You must complete steps 1, 2, and 3 on the lesson plan template, or I will issue you a zero for your lesson plan submission and provide you with no feedback before you attempt to revise.

(CLO #2, 6, 7)

## 10 **Check-Point for Art Integrated Lesson Plan due prior to class #5**

Prior to completing your Art Integrated Lesson Plan you will submit a Check-Point. This check-point is 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. **The check-point must be completed by the due date to receive any credit. If you submit late, you will not receive points, but I will still provide you with feedback.**

(CLO #2, 6, 7)

## 20 **Art Advocacy Zine due 3/15**

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)

## 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 Wisconsin Teaching 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 01 (Mondays 6 - 7:50 pm)  | SEC 02 (Wednesdays 6 - 7:50 pm)   |
|-----------|---|---|
| Class 1   | 1/29 - messy, do not wear clothes you will be very sad to stain   | 1/24 - messy, do not wear clothes you will be very sad to stain   |
| Class 2   | 2/5 - bring a cereal box  | 1/31 - bring a cereal box   |
| Class 3   | 2/12  | 2/7   |
| Class 4   | 2/19  | 2/14  |
| Class 5   | 2/26 - complete Check Point prior to class  | 2/21 - complete Check Point prior to class  |
| Class 6   | 3/4 -   | 2/28 -  |
| Class 7   | 3/11 -  | 3/6 -   |
| *Class 8* | -----> Optional to attend Wednesday 3/13 for time to work on zine or lesson plan, get feedback, etc.<br><br>ZINE & LESSON PLAN DUE FRIDAY, 3/15 | 3/13 - OPTIONAL - time to work on zine or lesson plan, get feedback, etc<br><br>ZINE & LESSON PLAN DUE FRIDAY, 3/15 |

## 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 on campus class week without prior arrangements being made (Last date to turn in: **Friday, April 5th**). Communication is key!!! No communication = no consideration.

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.