

EDUCATION 322
Techniques in Elementary School - ART
Spring 2020

Instructor: Zoë Browne, M.S. Ed.

Cell: 715-252-9465, Texts preferred

Email: zbrowne@uwsp.edu

Office Hours: CPS 437, after class or by appointment

Section 1: Tuesdays, 5:30 - 8:00 pm, CPS Rm 304

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. Empty cereal box
3. Apron or work shirt (optional)
4. Art supplies for lesson

Major Course Goals and Learner Outcomes

Students will:

1. Develop and increase confidence in teaching art integrated lessons.
2. Develop and demonstrate enthusiasm for teaching art.
3. Explore a variety of art media, art making and art criticism activities and their possibilities and limitations.
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. Plan, write and team-teach a thirty minute hands-on, art integrated lesson to classmates, including assessment rubric and classroom critique of the lesson.
7. Become familiar with national arts and common core standards.
8. 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 first 5-6 weeks of this course will revolve around reading & discussions 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. The remaining 2-3 weeks of the course will be reserved for peer to peer teaching and feedback.

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

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.

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 and NO extra credit/supplementary work will be provided. Do not submit incomplete work or work that does not pertain to the assignment.

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).

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.

25 Art Integrated Lesson Plan -- With Picture Study

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. This lesson plan can be used to help you apply for the Neale Scholarship.

35 Art Integrated Lesson Plan and Delivery-- Peer Teaching Group

In groups of four to five students develop a thirty-minute art lesson that is integrated into another content area. This lesson will be taught to the remainder of your classmates. The lesson must align with common core standards and developmentally appropriate activities for the elementary grade/subject you choose. Your group is responsible for bringing any/all materials I do not already have purchased for our class. You will need to prep materials and be ready to go on your teaching day. Your grade will be based on the preparation, written lesson

plan, co-teaching the lesson (each person does their part to plan/deliver the lesson together), and integration of the arts into the subject area.

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.

10 *Portfolio/Resource Organization*

Retain and organize all resources, examples, etc. inside your portfolio in a manner that makes sense to you. By media, topic, assignment type, etc. Include a table of contents so that it's easy for me to understand how you have organized your portfolio.

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. **Sign in each week on the clipboard.**

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. To receive full credit for your work you must turn your work in by the assigned due date. If an assignment is late, but turned in within 48 hours of the due date, it can receive up to 80% of the possible points. If an

assignment is late and turned in within one week of the due date, it can receive up to 60% of the possible points. After one week, I will not accept the assignment.

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.