

**EDUCATION 322**  
**TECHNIQUES IN ELEMENTARY SCHOOL - ART**

Instructor: Kristine M. Doering, M.S.Ed.

Cell: 715-650-7725 Yes, you can text me

Email: kdoering@uwsp.edu

Office Hours: Mondays and Tuesdays following class or by appointment in NFAC 126

Section 1: Mondays, 5:30 – 8:00 Rm NFAC 126

Section 2: Tuesdays, 5:30 – 8:00 Rm NFAC 126

**Course Philosophy**

Art in the elementary school setting is not just to put “Paint of Stuff”. The integration of the arts will help our students gain the competitive edge in this 21<sup>st</sup>-century global world through the creative process.

**Course Materials**

**Required Readings:**

1. *Children and Their Art*, Methods for the Elementary School from Text Rental
2. Wisconsin Task Force on Arts and Creativity in Education
3. Additional readings to be distributed in class

**Necessary Supplies:**

1. Scissors, UHU Glue Stic, pencil and eraser
2. Apron or work shirt (optional)
3. Art supplies for art lesson
4. Necessary portfolio materials
5. Binder for handouts

**Major Course Goals and Learner Outcomes**

**Students will:**

1. Investigate and assess the importance of integrating the arts in an elementary education setting.
2. Recognize the stages of graphic representation, including differentiation for students with special needs, in grades K – 6.
3. Develop classroom management strategies and best practices specific to the art and elementary classroom using the Danielson Model.
4. Using the elements and principals of design, students will explore art materials and processes for integration into the elementary common core.
5. Plan, write and **team-teach** a thirty-minute **hands-on**, integrated art lesson to classmates, including assessment rubric and classroom critique of lesson.

6. Interpret national and state standards, including the common core, while writing your integrated art lesson.
7. Apply the INTASC and Wisconsin Teacher Standards throughout the classroom setting.
8. Demonstrate knowledge of Google applications, such as Google Classroom.
9. Never stop learning by conducting Independent Research on an integrated art topic of their choice.

### **InTASC – Model Core Teaching Standards and Wisconsin Teacher Standards (WTS)**

This course will focus on the following InTASC and Wisconsin Teacher 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.

**WTS #4 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**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, and pedagogy, as well as knowledge of learners and the community context.

**WTS #7 Methodology:** The teacher plans and delivers instruction based upon knowledge of subject matter, students, and 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 teachers' and learner's decision making.

**WTS #8 Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**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.

**WTS #6 Inquiry, Collaboration:** The teacher uses knowledge of effective verbal, nonverbal and medial communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**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.

**Points            Assignment**

10                    *Professionalism, Participation and Attendance*

Your active participation is a crucial aspect of this course. If you do not regularly attend class or use the Google Applications, you will be unable to share in many activities and experiences that will take place during this semester. 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. In case of an emergency, which will require you to be absent from class text me @ 715-650-7725 and I will return you call. Lack of attendance and therefore, participation, will result in a **5 point reduction** in your participation grade. **Sign in** each week on the clipboard.

10                    *Independent Research of Choice*

Independent research is a way to direct our learning. Pick an integrated art topic pertaining to your profession that will open new doors for your students. Research numerous sources and share what you learned. Create a display (could make a presentation board) to share with the class on your learning. You will present your research on October 24 or 25, depending on your section.

10                    *Completed Homework Writing Assignments*

You will have written assignments based on your text and extra readings. These assignments must be typed unless specified. Each written response should include a heading of your name, date, section, and title.

30                    *Integrated Art Lesson Plan*

In groups of four, students will develop a twenty-minute art lesson that is integrated into another subject area that is more than “Paint on Stuff”. This lesson will be taught to your classmates. This lesson can be an extension to your unit plan for your other courses. Students need to write their lesson in Google docs and share it within their group and with me. Groups will be responsible for bringing in the necessary art supplies for the lesson. You will need to be set up and ready to go on the teaching day. You will earn 100% of your grade through preparation, written lesson plan, co-teaching the lesson (each person does their part and you teach in conjunction with each other), and integration of the arts into another subject area.

10                    *Self-Evaluation*

Write a narrative in Google docs about your experience making art on campus as well as working with children engaged in the art classroom and their homeroom. Use the following outline to organize your thoughts. Please do not type more than three pages.

Answer the following questions about your own work.

1. Have my views change about the importance of art in the elementary classroom?
2. What surprised me most about my art this semester?
3. My strongest work is \_\_\_\_\_?  
Use the elements of art and the principles of design to support your argument.
4. My weakest work is \_\_\_\_\_?  
Use the elements of art and the principles of design to support your argument.

What have you learned about children’s art and making your own art that you can incorporate into your own philosophy of teaching?

30 *Final Portfolio*

Using paste paper, construct a portfolio, minimum size 8 ½” x 11”, that contains your art projects. Each 2-D project (paste papers, journal, collage, Shrinky Dink mask, printmaking, peer projects) will be mounted (except journal) to fit into your portfolio. For each project (including 3-D projects) include written procedures, materials, vocabulary, artist and applications for integration into the elementary classroom. The portfolio may also include any handouts/resources that support your future teaching but should be organized.

**Grading Scale**

Points	Grade
100-95	A
94-93	A-
92-91	B+
90-87	B
86-85	B-
84-83	C+
82-78	C
77-76	C-
75-68	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. \*

<b>Important Due Dates for Assignments</b>		<b>InTASC/WTS Applicability</b>
Career:	10 Professionalism, Participation and Attendance	3,9,10
October 24/25:	10 Independent Research of Choice	4,5,6,7,8,10
Weekly:	10 Completed Homework Writing Assignments	4,8

October 10/4: 30 Integrated Art Lesson Plan	3,4,5,6,7,8,10
November 22: 10 Self-Evaluation	6,8
November 22: 30 Final Portfolio	5,6,8

### **Attendance Policy**

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that unexpected emergencies arise. The best way to avoid losing points in an emergency is to text me at 715-650-7725 and I will return your call before your absence, please identify yourself in the text. When I return your call please specifically suggest how you think we should handle the absence. Lack of attendance and therefore, participation, will result in a **5 point reduction** in your participation grade. **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 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 an additional practicum experience prior to student teaching. The field experiences office will coordinate this placement.

### **Exceptional Needs Policy**

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Examples would be a death in the family, chronic illness or a car accident.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational 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. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest accommodation(s) you are requesting.

### **Late Work Policy**

I expect you to complete all your assignments on time. An assignment completed on time can receive 100% of the possible points. An assignment completed no more than 48 hours late can receive no more than 80% of the possible points. An assignment completed no more than 1 week late can receive no more than 60% of the possible points. After 1 week, I usually refuse to accept a late assignment.

### **Integrity Policy**

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

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc.), I expect you to communicate with me and anyone else affected (your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my student to plagiarize others' work; rather you can be confident that not one is plagiarizing your work. (Kym Buchanan, Associate Dean, CPS)