

EDUCATION 322
TECHNIQUES IN ELEMENTARY SCHOOL - ART

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Office Hours: CPS 449 - by appointment or after class
Section 1: Mondays, 5:30 – 8:00 p.m. Rm CPS 304
Section 2: Tuesdays, 5:30 – 8:00 p.m. Rm CPS 304

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 21st-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. Additional readings to be distributed in class

Necessary Supplies:

1. Scissors, pencil and eraser
2. Empty cereal box
3. Apron or work shirt (optional)
4. Art supplies for art lesson
5. Necessary portfolio materials
6. 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 design lesson to classmates, including assessment rubric and classroom critique of lesson.

6. Interpret national and state art standards, including the common core, while writing your integrated art design lesson.
7. Apply the INTASC and Wisconsin Teacher Standards throughout the classroom setting.
8. Demonstrate knowledge of Google applications, such as Google Classroom.

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 Classroom, you will be unable to share in many activities and experiences that will take place during this semester, resulting in possible failure. 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 your 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.

20 *Completed Homework Writing Assignments by Due Date*

You will have written assignments based on your text and extra readings. Submit each written response in Google Classroom unless otherwise specified.

25 *Integrated Art Design Lesson Plan*

In groups of four - five, students will develop a thirty-minute art lesson that is integrated into another content` 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 will submit their lesson as a group in Google Classroom. 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 one-page narrative about why creativity is important to incorporate into the classroom setting. How will you bring creativity into your classroom? Turn into Google Classroom – this is the only place I will accept your work.

10 *Integration of Art into the Curriculum*

Create a list of the mediums we used during class – paste paper collage, journals, Shrinky Dink plastic, printmaking, and weaving. For each medium using complete sentences, write one application for integration into another subject in the curriculum. Address how the integration of the medium addresses creativity. List one art standard and one disciplinary standard that the integration addresses. Turned into Google Classroom by the due date – this is the only place I will accept your work.

Using paste paper, construct a journal as your portfolio that contains your art projects. To receive full points your journal construction, the cover should be a collage such as a landscape or a scene from a favorite story, tightly sewn and decorated with beads. On the first right hand page of your journal write your name and section number. Mount written procedures for the journal on page 2 & 3. Mount each 2-D project (create a paste paper collage sample, Shrinky Dink mask, printmaking, weaving and optional peer projects) on the right side page of the journal. On the left side of the page next to each project, mount their written procedures, materials, vocabulary and artist for making the project.

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. *

Important Due Dates for Assignments

InTASC/WTS Applicability

Career:	10 Professionalism, Participation and Attendance	3,9,10
Weekly:	20 Completed Homework Writing Assignments	4,8
February 5/6:	25 Integrated Art Lesson Plan	3,4,5,6,7,8,10
March 12/13:	10 Self-Evaluation	6,8
March 12/13:	10 Integration of Art into the Curriculum	4,7, 8
March 12/13:	25 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 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)