

ART 163.2 Art Education and Child Development

Moravian College
Spring 2010
Wednesdays 6:30pm-9:00pm
Room ART 007

Instructor: Kristin Baxter, Ed.D.
Office location: Art Building Office 2
Office hours: (please call or email first, to confirm that I will indeed be in my office)
Thursdays 1-4pm; Wednesdays 5:30-6:30pm;
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"A child will draw and paint from what he [*or she*] is."
(Lowenfeld & Brittain, 1987, p. 30)

Course Description: This course investigates the impact of art on cognitive, social, physical, emotional, and linguistic development of typical and atypical children. Societal influences, school and community norms, peer group expectations, age, economic status, race and gender will be considered. Projects focus on developing diverse strategies for K-12 visual arts curricula.

Required Texts:

Lowenfeld, V. & Brittain, W.L. (1987). *Creative and mental growth*. 8th ed. New York: MacMillan.

Xeroxed copies of articles and chapters will be given out in class, or available for download at www.kristinbaxter.com, click on ART 163.2 on the navigation bar.

Goals of the course:

Students will be able to:

- Understand the artistic, social, and cognitive development of all children and adolescents, including children learning the English language and those with disabilities.
- Synthesize theoretical understandings of the artistic development of children and practical experiences observing children making art in a service-learning component of the course.
- Understand that the goal of art education is not only the acquisition of knowledge and skills, but to nurture children and adolescents to put knowledge and skills into practice through the creation of works of art that are vehicles for peace and social justice through nurturing each student's identity, value, and worth.
- Analyze art (both fine art and children's art) and its intention and critically evaluate works of art using vocabulary germane to the discipline.

Requirements:

1. Class Participation (10%)

Students are expected to actively participate in class. This means:

- you come to class every week, on time and prepared, having completed all assignments
- you volunteer thoughtful responses on a regular basis; you share your own insights and perspectives
- you offer support and feedback to your fellow classmates regarding their work
- you try to do MORE than what is expected of you, such as attending special events as indicated on the syllabus and/or announced in class

This demonstrates more active learning than simply being in class, taking notes, and looking attentive, which is much more passive learning. It is within the instructor's purview to apply qualitative judgment in determining this portion of your grade.

2. Leading Class Discussions (20%)

You will sign up to lead **three class discussions** based on the assigned readings. You can work with a partner. For each of these three class discussions, prepare a 1-page critical reflection of the assigned readings, and bring enough copies for the class. Summarize the readings. Then explore the following: How might the readings affect how you teach art in the future? How might the readings influence your philosophy of teaching? What are you interested in knowing more about?

Using your readings as a guide:

- You must use and define academic terminology/vocabulary related to art education, art production, and/or child development throughout each of your writing assignments.
- You must also use and define common terms associated with English Language Learners and students with disabilities.

3. Participation in Student Scholarship and Creative Arts Day (10%) Tuesday, April 13, 2010

Message from Professor Michelle Schmidt, coordinator of the Day:

It is with great pleasure that I announce the date for the 5th Annual Student Scholarship and Creative Arts Day. On **Tuesday, April 13, 2010**, we will continue our tradition of celebrating Moravian students' work—honors work, independent research projects, classroom research projects, musical performances, artistic displays, community-based research, SOAR projects, and anything else that students and their advisors deem appropriate for this day of celebration and recognition of scholarship and the creative arts.

For students who are new to SSCAD, the day consists of a full schedule of oral presentations and performances, along with two poster sessions held in the PPHAC Atrium. The day usually runs from approximately 9am to 5pm. In the past we have had upwards of 75 students share their work that day, and many students, faculty, and staff have come out to see, listen, and experience those works. It is a day of

community and sharing that speaks to who we are here at Moravian College.

Students, I encourage you to begin thinking about projects that you might be working on that would be appropriate for this event. Faculty, I encourage you to make this a part of your classes wherever possible.

The due date for proposals will be March 15th, so that students can be notified of their inclusion in the program by approximately March 29th. Projects need not be completed by the proposal date, but short abstracts describing the project will be expected. **A formal Call for Proposals will be sent out in January.**

Service-Learning Component of the Course:

4. Three observations at the YMCA (minimum) (20%)

While at the YMCA, you will assist me with set-up and clean-up. You will also assist the students as needed. You will keep a field notebook that documents your observations. You will also take photographs of the students working, their artwork, and/or the room. Take notes about dialogue in the room – both the class dialogue, and also note what the students talk about on their own. Your observations should also include the diverse ways students learn, and the challenges and successes of teaching students who are learning the English language and/or those with disabilities. During our class following your observations, you will present your thoughts and observations to the class in an informal class discussion.

5. Mid Term Presentation (20%)

Due March 3

Compile your observations at the YMCA into a **visual presentation**. You may work with a partner. You must integrate the knowledge you have gained from class readings and discussions to provide insight into your observations. This could be a PowerPoint presentation or slide show or other visual presentation.

- You must turn in a 1-page written reflection that explores how your observations at the YMCA relate to the assigned readings and/or discussions in class.
- You must use and define academic terminology/vocabulary related to art education, art production, and/or child development throughout each of your writing assignments. Refer to assigned readings for these terms/vocabulary.
- You must also use and define common terms associated with English Language Learners and students with disabilities. Refer to assigned readings for these terms/vocabulary.
- You must turn in your PowerPoint and/or photos on a CD

6. Final Presentation (20%)

Due May 5

5-6 page paper & presentation: Connecting Students' Development to Art-Making Activities.

- See last page of syllabus
- I can read drafts of your work at any time during the semester, if you need assistance.

(Optional – but great resume builder!!!)

The work that is created by the students in the YMCA program will be part of an exhibition in the HUB. It will be installed on (approximately) May 24 (give or take a day or two). An opening reception is planned for May 25. The show would be on view until June 6th (perhaps longer). I am looking for student volunteers to help organize this show.

Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes.

For classes that meet once a week (half-unit studio courses, seminars, evening art history courses): After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

Grading

I do not "give" grades. Students "earn" them.

Students earn their grades by following the instructions for each assignment and fulfilling each requirement for the assignment. See specific descriptions in the syllabus.

Writing assignments should be organized and free of grammatical and typographical errors. They should be written in a formal, professional tone and style. Avoid slang and first person pronouns.

Presentations should be polished. You should rehearse your presentations before coming to class. Arrive early to class to set up any technological equipment and make sure it works.

All assignments needs to show evidence that you are applying the knowledge gained from the readings and class discussion in the development of your own ideas.

You must use academic terminology related to the art discipline and teaching diverse learners in writing assignments, classroom discussion, and presentations.

Each assignment will be given a numerical grade; each carries a specific "weight" for your final grade:

Late work:

Assignments will receive a 10-point deduction for each day that the assignment is late.

1. Class Participation 10%
2. Leading Class Discussions 20%
3. Three days at the YMCA 20%
4. Participation in Scholarship Day 10%
5. Mid Term Presentation 20%
6. Final Presentation 20%

A: Excellent, outstanding achievement and mastery of skills

B: Good. Average attainment. Need some minor improvements in certain areas

C: Adequate understanding of essentials. Fulfills assignment but lacking in content, effort, and/or skill.

D: Does not fulfill assignment and exhibits little skill, effort, and thought.

F: Failure, no credit

I: Incomplete

Wednesdays, 6:30-9:00pm

Jan 20

Introductions and Review Syllabus

Exchange phone numbers, postal/email addresses

Sign up for three afternoons at the YMCA (you will then discuss your observations to the class during our class meetings)

Sign up to lead group discussion of readings

Jan 27

Readings due:

Creative and Mental Growth Chapter 1, The Importance of Art for Education

Discussion leader:

Feb 3

Readings due:

Creative and Mental Growth Chapter 2, Understanding Growth and Development

Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85(10), 786-791.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

Feb 10

Readings due:

Creative and Mental Growth Chapter 3, The Development of Creativity

Furniss, G. (2009). Art lessons for a young artist with Asperger Syndrome. *Art Education* (62)3, 18-23.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

Feb 17

**Bring in 2 ideas for Scholarship Day

Readings due:

Creative and Mental Growth Chapter 4, The Development of Aesthetic Awareness

Furniss, G. (2008). Celebrating the artmaking of children with autism. *Art Education* (61)5, 8-12.

Eubanks, P. (2002). [Students who don't speak English](#). *Art Education*, 55(2), 40-45.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

Feb 24

**Bring in your draft of your proposals for Scholarship Day. Bring enough copies for everyone in the class.

Readings due:

Creative and Mental Growth Chapter 5, Art in the Elementary School

Creative and Mental Growth Chapter 6, The Beginnings of Self-expression

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

March 3

Mid Term Presentations

Complete Mid-term Course Evaluations

March 10

Spring Break

Monday March 15

Proposals for Scholarship Day are due! (Required)

March 17

Readings due:

Creative and Mental Growth Chapter 7, First Representational Attempts

Creative and Mental Growth Chapter 8, The Achievement of a Form Concept

Furniss, G. (May/June 2006). Teaching art to children with autism. *School Arts*.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

(optional) Thursday, March 18

Faculty Art Show Reception

Times TBA (late afternoon)

(optional) Tuesday, March 23

4:00pm, HUB

"Reel" Leadership: Dinner, Movie and discussion (moderated by me!)

Film: TBA

March 24

Readings due:

Creative and Mental Growth Chapter 9, The Dawning Realism

Shoemaker, M.K. (1998). "Art is a wonderful place to be": ESL students as museum learners. *Art Education*, 51(2), 40-45.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

(optional) March 25, 11:45am, Synder Room, HUB

I'm giving a presentation on my dissertation research, the value of family snapshots to art education. Bring your lunch, if you'd like.

(optional) Friday, March 27

New York City Museum Trip

Whitney Biennial

See Jan Ciganick in the Art Office, if you want to go

March 31

Readings due:

Creative and Mental Growth Chapter 10, Art in the Secondary School

Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism. *School Arts*. p.6.

Keifer-Boyd, K. & Kraft, L.M. (2003). Inclusion policy in practice. *Art Education*, 56(6), 46-53.

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

April 7 (tentative)

Allentown Art Museum, 3:00-5:00pm

Details will follow

(optional) Sunday, April 11

Trip to the Philadelphia Museum of Art

(Required) Tuesday, April 13

Student Scholarship Day

April 14

No Class; NAEA conference in Baltimore

April 21

Creative and Mental Growth Chapter 11, The Age of Reasoning

Creative and Mental Growth Chapter 12, The Period of Decision

Discussion leader:

Presentation of your observations at the YMCA; Bring photos and your field notes

April 28

Conclusions

May 5

Final Presentations

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy

Moravian College expects students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built. See p. 47 in the Moravian College 2008-2010 Catalog. Also see the Student Handbook online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Syllabus is subject to change

Please note that this syllabus is subject to change, due to the needs of the students and to meet requirements of the art department and/or college. It is imperative that students attend class, seek out and stay apprised of changes or modifications of this syllabus.

Final Paper & Presentation:
Connecting Students' Development to Art-Making Activities
Due May 5; 5-6 pages

Each student will sign up for one of these developmental stages:

Scribbling Stage, Ages 2-4 years

Preschematic Stage, Ages 4-7 years

Schematic Stage, Ages 7-9

Dawning Realism or The Gang Age, Ages 9-12 years

Pseudo-Naturalistic Stage, The Stage of Reasoning, Ages 11-14

High School students

Then write and present a 4-5 page paper that includes the following:

- Use 5 (minimum) appropriate terminology/vocabulary words **in boldface** related to art
- Use 5 (minimum) appropriate terminology/vocabulary words **in boldface** related to ELL's
- References to the assigned readings

Background of the children:

Describe the social, cognitive, mental stage of typically developing children in this stage including ELL's, as well as students who have autism. Use and define vocabulary associated with ELL's.

Features of artwork created by children at this stage:

Describe three characteristics of children's art at this stage; refer to 3 photographs (or images from the Web) of children's works of art as examples. (You will present these images during your final presentation to the class on May 5th.)

Art activity that can support this stage:

Describe one example of an art activity that can support this developmental stage. (ex. Since middle school students have a keen interest in social relationships and technology, what type of art projects would support and challenge these interests?)

Give three sample questions you might ask to stimulate the motivational dialogue for the art activity. What questions would ask to get kids excited? What questions would ask to stimulate their ideas for their own work of art?

Accommodations and Adaptations for Diverse Learners:

Describe three challenges faced by English Language Learners and how these challenges might be alleviated in the art room. Use and define vocabulary associated with ELL's.

How will the art activity be adapted for ELL's or students with disabilities?