

## **EDUC 215.2 Art in the Elementary School**

Moravian College

Spring 2010, March 16 – April 27, 2010

Tuesday & Thursday 7:50am-10:05am

Art Building Room 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;  
or by appointment  
Office phone: 610.861.1463  
Email: kbaxter@moravian.edu  
Website: www.kristinbaxter.com

### **Course Description:**

Designed to present a meaningful technical and philosophical understanding of elementary children and their art. Includes lectures and studio experience in the history of art and art education, creative and mental development of children, basic materials of creative expression, and understanding of various teaching methodologies. Prerequisites: Education 150 and 155, QPA of 2.70.

### **Required Texts:**

Xeroxed chapters and articles will be distributed in class.

Links to the following documents can be accessed at:

[www.kristinbaxter.com](http://www.kristinbaxter.com)

Click on "English Language Learners" on the navigation bar on the left:

Pennsylvania's PreK-12 English Language Proficiency Standards (ELPS)

Pennsylvania's Academic Standards for the Arts and Humanities

### **Suggested texts:**

Anderson, T. & Milbrandt, M.K. (2002). *Art for life: Authentic instruction in art*. New York: McGraw Hill.

Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school*. Belmont, CA: Thomson Higher Education.

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

Wigg, P., Wankelman, W., & Hasselschwert, J. (2000). *A Handbook of Arts and Crafts*. McGraw Hill.

**Required materials:****Goals of the course:**

Students will be able to:

- Consider that a goal of art education is not only the acquisition of knowledge and skills, but is a vehicle for world peace and social justice through the nurturing each student's identity, value, and worth.
- Develop interdisciplinary lessons for students in grades K-5 that support and challenge students' cognitive, social, and artistic development and meets and exceeds National and State Academic Standards for art education.
- Understand and apply theories and terminology of learning and teaching strategies for all learners, including those with special needs and those who are learning the English language, in curriculum design and instructional practices.
- Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline. (Visual literacy)
- Demonstrate the context of art in history and society, showing relationships between the visual arts and literature, philosophy, music, history, religion, and other disciplines. (Interdisciplinary learning)

## **Course Requirements:**

### **1. Class Participation**

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

- You sign up to come in early 1 morning to help set up.
- At the end of every class meeting, you clean up your work area, as well as help clean up common work areas.
- You come to class on time and prepared, having read assigned readings, having completed any written assignments, and having studio work completed and ready for critique on due dates.
- You volunteer thoughtful responses on a regular basis, you share your own insights and perspectives on readings and written assignments and you offer support and feedback to your fellow classmates regarding their work.
- You attend special guest lectures and art department 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. Eight (8) Studio activities & critiques:**

- 1 piece (minimum) of handmade paper
- 1 square for group handmade paper "quilt"
- paper transformation
- paper "creature"
- essay about your creature
- painting transformation
- painting about your creature
- 1 completed handmade book

Participation in critiques of all work, throughout the semester.

You will complete a self-evaluation of each studio activity, which I will consider when I am evaluating your work, as well.

**3. Critiques of assigned readings.** Do not just summarize the readings. Instead, describe how the chapter or article could influence the development of interdisciplinary lessons. How would the assigned readings influence your own teaching practice? Use, define and **boldface** specialized art, ELL, and/or Special Education terminology or vocabulary.

**4. DUE APRIL 22 List of definitions.** You may work with a partner. As you complete the assigned readings, compile a list and definitions of 15 specialized terms or vocabulary words associated with:

- Art Education/Studio Production
- English Language Learners
- Special Education

At the end of the semester, you will turn in this list and definitions. Minimum of 5 terms for each area; 15 in total. Use these terms in writing assignments and in class critiques.

### **5. Final Presentation**

**DUE APRIL 22 Final Project: 2 interdisciplinary lessons.** I will Xerox them and bring in a packet for the class, with all of the lessons, so you can see what your classmates have done.

Your lessons must include:

- 2 different interdisciplinary lessons that would support and extend the studio activities completed in this class. (Lessons could be any combination; based on Language Arts; Math; Science; Social Studies; Music; Theatre; History; etc.)
- Use the lesson plan format that is followed in your elementary education courses. See page 51 in the Student Teacher Handbook for formats.
- Lessons must identify and define at least 3 terms from art/ELL/Special Ed list (At least 9 all together).
- Photographs of your completed studio work must accompany each lesson
- Include a list of Pennsylvania's PreK-12 English Language Proficiency Standards (ELPS) that each lesson supports.
- Include a list of Pennsylvania's PreK-12 English Language Proficiency Standards (ELPS) that each lesson supports
- You will present your lessons to the class, on the last day of classes.

**Attendance:**

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

For classes that meet twice a week (most full-unit studio courses, most day art history classes): **After the second unexcused absence, final grade will be dropped by one full letter. After the fourth 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:**

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

**1. Class Participation 10%****2. Eight (8) Studio activities & critiques (5% each) 40% total**

You will complete a self-evaluation of each studio activity, which I will consider when I am evaluating your work, as well.

**3. Four (4) Critiques of assigned readings (5% each) 20% total****4. DUE APRIL 22 List of definitions 10%****5. DUE APRIL 22 Final Presentation 20%**

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.

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/vocabulary related to art education/production, English Language Learners and Special Education in writing assignments, classroom discussion, and presentations.

**Late work:**

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

**Your studio experiences will be graded based on the following:**

- Completeness of ideas; completed work of art; evidence that you carried your ideas through to completion
- Participation in group critique and dialogue about your work
- Use of materials in original ways; evidence of experimentation with materials and/or ideas
- Ability to discuss connections between your studio work and art activities that you plan for K-5 students and other disciplines in the Elementary School classroom
- Your works of art might do one or more of the following:
  - Communicate personal and social meaning
  - Be about our relationships within a global community
  - Engage in (are not isolated from) the everyday concerns of society
  - Be about something beyond itself
  - Tell a story; tell us something about human experience
  - Help you (the artist/maker) understand something about yourself and others and thereby contribute to personal growth, social progress, and a sense of global community
  - Focus on things that count in your life, as personal and social expressions
  - Attempt to solve a problem – problems that are significant beyond the classroom.

## **Tuesday March 16**

Welcome & Introductions

Review syllabus

Get contact information from one other classmate

## **Thursday March 18**

**Readings Due: Chapter 1:** Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school*. Belmont, CA: Thomson Higher Education.

**Due:** 1 page critique of assigned reading. How might this chapter influence the development of interdisciplinary lessons? Use 2 terms/vocabulary words; **boldface** and define them.

Paper transformations & critique

Complete self-evaluation

## **(optional) Thursday, March 18**

Faculty Art Show Reception

6:30pm Payne Art Gallery

## **Tuesday March 23**

### **Readings due:**

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

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

**Due:** 1 page critique of assigned reading. How might you adapt lessons for ELL's? Use 2 terms/vocabulary words; **boldface** and define them.

- Paper transformations: Create a Creature that represents: "An Obstacle to reaching my goals" or "A Fear About My Future"
- Critique
- Interdisciplinary extension: Free-write about your creature & share with the group.

Where does this character live? What does it eat? What is its most prominent feature? Why does it have this feature? What other creatures does it interact with? What do they do? What is your creature's personality?

Students then share their essays with the group, and we pick out the most descriptive words or phrases from the essays.

## **(optional) Tuesday, March 23**

4:00pm, HUB

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

Film: Billy Elliot



### **Thursday March 25**

**Due:** Completed free-write essays & share with the group

Paint Transformations: Paintings based on the descriptive words in your free-write

### **(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) March 25, 5pm, Payne Art Gallery**

Informational Meeting about starting a student chapter of the National Art Education Association (NAEA)

Refreshments will be served

### **(optional) March 25, 7pm**

Visiting Artist Lecture: Chris Doyle, multimedia artist  
Prosser Auditorium

### **(optional) Friday, March 26**

New York City Museum Trip

You can see the Whitney Biennial, among other museums.

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

### **Tuesday March 30**

Complete Paintings & Critique

Complete self-evaluation of creature and painting

**Readings due: Chapter 3**, Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school*. Belmont, CA: Thomson Higher Education.

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

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

**Due:** 2-page critique assigned readings. How might this chapter influence the development of interdisciplinary lessons? How will you adapt lessons for students with autism? Use 2 terms/vocabulary words; **boldface** and define them.

**April 1**

7am early set up  
Paper making

Early Set-Up Helpers:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**April 6**

7am early set up  
Complete Mid-term evaluations  
Paper making

Early Set-Up Helpers:

- 7.
- 8.
- 9.
- 10.

**April 8**

Complete papermaking & Assemble paper "quilt"  
Papermaking critique

Early Set-Up Helpers:

- 11.
- 12.
- 13.
- 14.

**(optional) April 11**

Trip to the Philadelphia Museum of Art  
Picasso show  
See Jan Ciganick in the Art Office, if you want to go.

**April 13**

Complete self-evaluations of paper making activities  
"Catch-up" day for any studio work

Readings due:

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17,41.

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

**Due:** 1-page critique assigned readings. How might this chapter influence the development of interdisciplinary lessons? How will you adapt lessons for students with special needs? Use 2 terms/vocabulary words; **boldface** and define them.

**(optional) April 13**

Scholarship Day at North Campus

**April 15**

No class  
NAEA conference

**April 20**

Bookmaking Workshop: Traveling Museum; Gypsy Wagon  
PaperBag Books; Looking Log; Zip Lock Bags

Write and Illustrate a Book Based on the theme:

"A Place that Feels Like Home" or

"A Goal I accomplished with a group" (family, friends, class, team, etc)

**April 22**

Bookmaking Workshop & Critique  
Complete self-evaluation of books

**Due: Final Project: 2 interdisciplinary lessons.** I will Xerox them and bring in a packet for the class, with all of the lessons, so you can see what your classmates have done.

**Due: List of 15 terms and definitions**

**April 27**

Final Presentations of 2 lessons  
(optional) 4-6pm; Scholarship Day for South Campus

**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.

Children's Books about Transformations:

Banyai, I. (1995). *Zoom*. New York: Puffin.

Banyai, I. (1995). *Re-Zoom*. New York: Penguin.

Banyai, I. (2005). *The other side*. San Francisco: Chronicle.

Fox, M. (1983). *Possum magic*. New York: Voyager Books.

Langlois, F. (1996). *The extraordinary gift*. New York: Abbeville Kids.

Pfister, M. (2002). *Just the way you are*. New York: North-South Books.

Rosenthal, A.K. (2009). *Duck! Rabbit!* San Francisco: Chronicle.

Seeger, L.V. (2007). *First the egg*. New York: Roaring Book Press.

Smith, L. (2002). *Mrs. Biddlebox: Her bad day and what she did about it*. New York: Harcourt.

Vainio, P. (1997). *The dream house*. New York: North-South Books.

Ward, H. (2001). *The tin forest*. New York: Dutton Children's Books.

Name:  
Studio Activity:  
Date:

Self-Evaluation of Studio Activity

**Your studio experiences will be graded based on the following areas. Please comment on how successful you were in each of these areas. Use the back of this sheet, if you need to:**

- Completeness of ideas; completed work of art; evidence that you carried your ideas through to completion
  
- Participation in group critique and dialogue about your work
  
- Use of materials in original ways; evidence of experimentation with materials and/or ideas
  
- Ability to discuss connections between your studio work and art activities that you plan for K-5 students and other disciplines in the Elementary School classroom
  
- Your works of art might do one or more of the following:
  - Communicate personal and social meaning
  
  - Be about our relationships within a global community
  
  - Engage in (are not isolated from) the everyday concerns of society
  
  - Be about something beyond itself
  
  - Tell a story; tell us something about human experience
  
  - Help you (the artist/maker) understand something about yourself and others and thereby contribute to personal growth, social progress, and a sense of global community
  
  - Focus on things that count in your life, as personal and social expressions
  
  - Attempt to solve a problem – problems that are significant beyond the classroom.

**Grade:**