

EDUC 266 Processes & Structures

Moravian College Fall 2013

Mondays 1:10-3:45pm

Room 7 Art Building

Instructor:	Kristin Baxter, Ed.D., Assistant Professor of Art
Office location:	Art Building, South Campus, Office 2 (Level "L")
Office hours:	Wednesdays 1:00-5:00pm, call or email first to confirm
Office phone:	Art Dept: 610.861.1680
Email:	kbaxter@moravian.edu

Course Description

In this course, students investigate the possibilities and limitations of materials in the shaping of ideas for studio art practices. Students also apply theories of children's and adolescent's artistic development to written lesson plans that support artmaking for the purpose of peace and social justice. Prerequisites: Education 160 and 130, Art 163.2, QPA of 2.70. Fall. One 3-hour period.

Through experimentation with materials and skill building in paper, paint, text, collage, and artists' books, students investigate the possibilities and limitations of materials in the shaping of ideas for works of art. At the same time, students learn to compose those materials in purposeful and meaningful ways to effectively communicate their ideas. Students study the origin of ideas, creativity, and the imagination in their quest of understanding the artistic process more fully. With this new understanding and building upon prior knowledge of the artistic development of children and adolescents, students in this course write an art lesson based on the exploration of processes and structures. Lesson plans exceed National Standards and Pennsylvania Academic Standards and apply differentiated instructional strategies so that all learners can succeed.

Required Texts (to be purchased)

- Anderson, T. & Milbrandt, M.K. (2005). *Art for life: Authentic instruction in art*. New York: McGraw Hill.
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio Thinking: The Real Benefits of a Visual Arts Education*. New York: Teachers College Press.
- Wakley, D. (2013). *Art Journal Freedom: How to Journal Creatively with Color and Composition*. Blue Ash, Ohio: North Lights Books.
- Sketchbook or an old book that you don't need and don't mind transforming/destroying

Required Texts (to be downloaded from Blackboard)

- Art Education Lesson Plan format
- Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.
- J. Paul Getty Museum. (2011). *Principles of Design & Elements of Art*.
- Kennedy Center: Arts Edge: Using the Arts to Support English Language Learners
- Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)
- Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.
- PA English Language Proficiency Standards, Glossary, p. 101-102

Course Goals

Students will be able to

1. Understand that creativity flourishes in a supportive studio environment that encourages risk-taking, problem-solving, and problem-seeking.
2. Understand the origin of creative ideas in human development, cognition and art-making.

Art Department Goal: Arts Appreciation

3. Understand the fundamentals of *strong composition* in works of art and apply those concepts to their own artwork; describe, critique, interpret, and evaluate *composition* in the artwork of others.

Art Department Goal: Visual Literacy

Art Department Initiative 2: Students will gain the knowledge of the formal and material elements of painting and drawing.

4. Understand how to write an art lesson plan based on explorations of processes and structures that exceeds National and Pennsylvania State Academic Standards and identifies strategies for teaching students with diverse needs, such as English Language Learners.

Pennsylvania Department of Education (PDE) Chapter 354 General Standards and Specific Program Goals:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2>

Knowing the Content

I.C. Aesthetics including: aesthetic dimension of experience, theories of art aesthetics, purposes and meaning of art, influences of the arts and humanities on shaping our heritage, philosophy of art

I.D. Criticism of works in the arts and humanities including: analyzing and synthesizing, interpreting, classifying and forming a critical response, evaluating using concepts of critical response

Performance

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon: art education subject matter, students and the community, Pennsylvania Academic Standards, content analysis with specific objectives, instructional methods, including materials and activities, results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from simple reproductions, and graphic demonstrations, to "essay-style" homework, class exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student's understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

Course Requirements See separate assignment sheet for project guidelines and grading rubrics	Percentage of Final Grade	Approximate number of hours to plan on spending per week on this requirement, outside of class time
Class Participation	10%	
Mid-Term Review of Artist's book & written critique	15%	4-5 hours per week on Artist's Book, assigned readings, museum trips, workshops, lectures
Final Artist's book & written critique	25%	
Facilitate 3, in-class art-making sessions, in Artist's Book	15%	2-3 hours per week planning and preparing
Mid-Term Draft of Lesson	10%	
Final Lesson Plan	25%	3-4 hours per week on drafts and revisions

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 10-12 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework outside of class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework outside of class time

Grading

Each assignment has a detailed, corresponding "Assignment Sheet" that describes the requirements and grading rubric for each project. It is the student's responsibility to read each assignment sheet and grading rubric. All grades are posted on Blackboard. It is the student's responsibility to check grades regularly. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

CLASS PARTICIPATION: This grade can go up or down at any point during the semester. Check Blackboard regularly.

94-100%

- takes notes in class; fully engages in class discussions
- always submits well-prepared graded *and un-graded* assignments on time
- understands the syllabus; records appointments into your calendar or daily planner; very organized

80-86%

- sometimes takes notes in class; some initiative in class discussions, but has room for improvement
- usually submits most assignments on time; work needs to be more fully developed; needs to take more time to prepare
- understands the syllabus; records appointments into your calendar or daily planner; pretty organized, but good effort

70-76%

- inconsistently takes notes in class and inconsistently participates in discussion
- submits assignments late, or they lack focus, or effort at revisions; ungraded assignments not turned in
- hasn't read syllabus; somewhat disorganized; sometimes asks questions that have already been answered

60-64%

- does not take notes in class; no participation in class discussion; falls asleep; often leaves the room; on phone
- submits assignments incomplete, late, or never; they lack seriousness; work prepared at the last minute, sloppy
- hasn't read syllabus; disorganized; asks questions which have already been answered repeatedly

ATTENDANCE

For classes that meet once a week, 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.

For classes that meet twice a week, 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.

For classes that meet three times a week, after the third unexcused absence, final grade will be dropped by one full letter. After the fifth 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

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.

Course outline and schedule

Date	Readings Due	Assignments Due & Topics/Activities in class
Aug 26 1:10pm		Review syllabus, assignments & PAEA Conference Discussion: What's the difference between a lesson, unit, sequence & curriculum? What is an "Artist's Book"?
Sept 2	No Class: Labor Day	
Sept 9 1:10pm	-Lesson plan format - <i>Art for life</i> , pp. 1-19 & 169-170 - <i>Studio Thinking</i> , pp. 1-12	Bring in 2-3 ideas for lesson topics Bring in at least 5 possible themes for your Artist's Book
Sept 16 1:10pm	- <i>Studio Thinking</i> , pp. 15-30 - <i>Art Journal Freedom</i> , pp. 6-49	Sign up to facilitate art-making in our artist's books:
Sept 23 1:10pm	- <i>Art for life</i> , pp. 23-63. - <i>Art Journal Freedom</i> , pp. 50-77	Sign up to facilitate art-making in our artist's books:
Thur Sept 26 6:30-8pm		Reception in Payne Art Gallery for Student Art Exhibition, 6:30-8pm. Curated by Kelsey King. Refreshments served.
Sept 30 11:45am		Visit to Payne Art Gallery, when Kelsey King will discuss the current exhibition: " <i>Forging Our Future: K-12 Student Art Exhibition</i> " in association with the annual conference of PAEA
Sept 30 1:10pm	- <i>Helping Young Hispanic Learners</i> - <i>Brain-Based Research and ELL's</i> - <i>Students with learn disabilities</i> - <i>PA English Language Proficiency Standards, Glossary</i> , p. 101-102 - <i>Using the Arts to Support ELL's</i>	Due: Ungraded: Group discussion and review in class: <ul style="list-style-type: none"> • Bring copies of your lesson plan, enough for class • Artist's Book & written critique
Oct 7 1:10pm		Due: GRADED: Draft of Lesson Plan Artist's Book (30 pages min.) & Written Critique Prepare Room 7
Wed Oct 9 4:00-7:00pm	Payne Art Gallery Pizza served!	4:00pm: Kelsey King's presentation about Student Art Exhibition 5:30: Caitlyn Heil & Colleen Hait's presentation about art camp
Oct 14	No class: Fall Break	
Sat Oct 19 4:30-9:30pm		PAEA Reception Payne Art Gallery, 4:30-9:30pm
Oct 21 6:30-9:30pm	Printmaking Workshop	6:30-9:30pm, Room 7
Thur Oct 24 11:45am Reeves		Professor Diane Radycki's lecture on Paula Modersohn-Becker, The First Modern Woman Artist. Meet in Reeves Library.
Oct 28 1:10pm	- <i>Art Journal Freedom</i> , pp. 78-101	Sign up to facilitate art-making in our artist's books:
Fri Nov 1 8am-6pm		Optional trip to Museum of Modern Art and Metropolitan Museum of Art
Nov 4 1:10pm	<i>Art Journal Freedom</i> , pp. 102-124	Sign up to facilitate art-making in our artist's books:
Sun Nov 10 8am-6pm		Optional trip to Barnes Foundation & Philadelphia Museum of Art
Nov 11 1:10pm	- <i>Art for life</i> , pp. 139-153 - <i>Studio Thinking</i> , pp. 33-57	Due: Ungraded: Group discussion and review in class: <ul style="list-style-type: none"> • Bring copies of your lesson plan, enough for class • Artist's Book & written critique
Nov 18 1:10pm	- <i>Art for life</i> , pp. 64-78 - <i>Studio Thinking</i> , pp. 58-96	Group Discussion of assigned readings Work on Artist Books
Nov 25	No class: Thanksgiving	
Dec 2 1:10pm	<i>Studio Thinking</i> , pp. 97-111	Due: Artist's Books (60 pages min.); 5 photos & written critique; Final Lesson Plan. Upload to Blackboard

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at:
<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Art Department Mission Statement

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the ground-work for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

Moravian College Student Chapter of the National Art Education Association (NAEA)

All students are encouraged to attend bi-weekly meetings of the Student Chapter of NAEA. Meetings are usually every-other Wednesday in the Root Cellar at 5pm. Join us to help plan art education workshops, conferences, fundraisers, art camp for kids, and professional development opportunities. Students will network with other art educators from across the state and country and meet other art education students in colleges and universities. Take a leadership role and gain valuable experience for your future career.

FALL TERM (2013)

Classes Begin	August 26	Monday
Labor Day - no classes, offices closed	September 2	Monday
Final Day for Course Changes	September 3	Tuesday
Rosh Hashanah – classes held	September 5	Thursday
Yom Kippur - classes held	September 14	Saturday
Sukkot - classes held	September 18	Wednesday
Family Day	September 21	Saturday
Mid-Term	October 4	Friday
Homecoming	October 5	Saturday
Fall Recess Begins	October 12	Saturday, noon
Eidul Adha	October 15	Tuesday
Fall Recess Ends	October 16	Wednesday, 7:30 a.m.
Registration for Spring Term	October-November	
Last Day for Withdrawal with W	November 1	Friday
Islamic New Year*	November 4	Monday
Thanksgiving Recess Begins	November 23	Saturday, noon
Thanksgiving Recess Ends	December 2	Monday, 7:30 a.m.
Vespers	Dec. 6-8, 13-15	Friday-Sunday
Classes End	December 6	Friday, 4:15 pm
Reading Days	December 7-8	Saturday-Sunday
Final Examinations	Dec. 9-14	Monday-Saturday



**Pennsylvania Art Education Association
Annual Conference**
Forging a Strong Future: Reflect, Refine, Reignite
October 18-20, 2013
Best Western Plus Lehigh Valley Hotel &
Conference Center, Bethlehem, PA



Conference Co-Chairs: Kristin Baxter & Heather Fountain

Register online:

www.paeaconference.org

Moravian College faculty, students, and alumni will be presenting!

- **Kirsli Spinks and Kris Kotch:** Using Process Books to Achieve Creative Results for Project-Based Assignments
- **Kristin Baxter, Caitlyn Heil, Colleen Hait:** Pre-Service Educators Use Technology to Teach Observational Drawing
- **Kristin Baxter, Kelsey King:** Using Technology to Curate the 2013 PAEA Student Art Exhibition
- **Hailey Brown:**
 - How to Survive your First Year in the Art Classroom
 - Interview and Resume Building: The Basics

More than 100 presentations, keynote lectures, workshops and events will be offered, including:

- Using Pinterest, twitter, apps, gaming and other technology in art lessons
- Advocacy and building relationships with your political legislators
- Creating a professional portfolio, resume, and cover letter; e-portfolios
- Teaching art to children with disabilities
- Linking lesson objectives and assessment
- Museum Education & Art History in K-12 art education
- Photography in the K-8 artroom
- STEM to STEAM initiatives
- Keynote lectures by
 - Neda Ulaby reporter for National Public Radio, covering arts, cultural trends and digital media.
 - Dr. F. Robert Sabol, National Art Education Association President
 - David Darts, Chair of the Department of Art and Art Professions and Director of the NYU Steinhardt MA in Studio Art Program in Berlin, Germany

Hands-On and Interactive Workshops include:

- Jewelry Design
- iMotion and iMovie animations
- Nichos: Latin American clay shadow boxes
- Felting
- Tech Café
- Fashion Show featuring wearables made by local high school students, using only recyclable materials
- Exhibition Hall with vendors featuring new art education products and services

Special Events:

- K-12 Student Art Exhibition, Payne Art Gallery
Curated by Moravian College art education student, Kelsey King
- Kemerer Museum of Decorative Arts: *Stitched Together: Samplers from Past and Present*
- Candlelight Walking Tour of Historic Bethlehem
- Tours of Central Moravian Church and the Moravian Museum

Art Education Resources

Links to all websites and selected readings are found on “Blackboard”

Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Academic Standards for the Arts and Humanities
- Language Proficiency Standards for English Language Learners PreK-12
- Code of Professional Practice and Conduct for Educators
- Chapter 354 General Standards and Specific Program Goals

Standards

National Common Core Standards

<http://www.corestandards.org/>

The National Coalition for Core Arts Standards (NCCAS)

<http://www.arteducators.org/research/nccas>

PA Common Core Standards

<http://www.pdesas.org/Standard/CommonCore>

Teaching ELL's Readings

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

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

Goldenberg, Claude. “Teaching English Language Learners What the Research Does—and Does Not—Say,” *American Educator*, Summer, 2008. <http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.

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

New York State Education Department Office of Bilingual Education and Foreign Languages Studies (2010). *Art as a tool for Teachers of English Language Learners*. Albany, NY: The University of the State of New York.

Pennsylvania Department of Education. ELPS Training: Powerpoint presentation that explains the importance of meeting the needs of ELL's

Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association.

Teaching ELL's Radio Program

NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education

http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html

Teaching English Language Learners: Websites

English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities

<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

Teachers of English to Speakers of Other Languages, TESOL

<http://www.tesol.org/>

National Association for Bilingual Education, NABE

<http://www.nabe.org/>

WIDA World-Class Instructional Design and Assessment

<http://www.wida.us/>

Many Things

<http://www.manythings.org/>

Colorín Colorado!

<http://www.colorincolorado.org/>

Center for Research on Education, Diversity, and Excellence Hawai'i Project (CREDE)

<http://manoa.hawaii.edu/coe/crede/>

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA)

www.ncela.gwu.edu

Activities for students who are ELLs (many different languages too!)

<http://a4esl.org/>

All English Language Learners articles

<http://www.readingrockets.org/article/c61/>

Kennedy Center: Arts Edge: Using the Arts to Support English Language Learners

<http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/supporting-ell-with-the-arts.aspx>

Everyday ELL: Teaching Tips and Materials Supporting English Language Learners

<http://www.everydayell.com/>

TESOL International Association: English Language Proficiency Standards PreK-12

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

Teaching Students with Diverse Needs

Students with Visual Impairments

Art Beyond Sight: Museum Education Initiative

<http://www.artbeyondsight.org/>

Teaching Braille to Young Children

<http://www.pathstoliteracy.org/teaching-braille-young-children>

Students with learning and developmental disabilities

Gerber, B.L. & Guay, D.M. (Eds.). (2006) *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Henley, D. R. (1992). *Exceptional Children: Exceptional Art: Teaching Art to Special Needs*. Davis Publications.

Larkin, M. (2002). Using scaffolded instruction to optimize learning. *ERIC Digest. Disabilities and Gifted Education*, Arlington, VA.

Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)

Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.

UDL, National Universal Design for Learning Task Force. The facts for educators. Retrieved from: udl4maryland.webs.com/UDLEducatorsFactSheet.pdf

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

The Kennedy Center: VSA: The International Organization on Arts and Disability

<http://www.kennedy-center.org/education/vsa/>

The Arc

Largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families

<http://www.thearc.org/>

"I'm an artist" movie

I'm an Artist tells the story of the often hidden children of our times-students with learning disabilities. In this heartwarming documentary young adults with Down syndrome, autism, and behavior issues collaborate with a dedicated teacher to create artwork for their first professional gallery exhibition. As the students draw, color, and paint we witness how these children, who often struggle in life every day, gain confidence and self-acceptance through artistic expression. <http://www.imanartistmovie.com/>

Teaching Art to Children on the Autism Spectrum

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

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

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*.

Kluth, P. & Schwarz, P. (2008). *Just give him the whale: Twenty ways to use fascinations, areas of expertise, and strengths to support students with autism*. Baltimore: Paul H. Brookes.