

# EDUC 163 Art Education and Child Development

Moravian College Spring 2014

Room 7 Art Building, South Campus

Tuesdays, 1:10-3:40pm; 1/13/2014-5/2/2014

**Instructor:** Kristin Baxter, Ed.D., Assistant Professor of Art  
**Office location:** Art Building, South Campus, Office 2 (Level "L")  
**Office hours:** Tues 11:30-12:30 & Thurs, 11:30am-2:30pm call or email first to confirm  
**Office phone:** Art Dept: 610.861.1680; be aware that messages received after 4:30pm will not be delivered until next day  
**Email:** kbaxter@moravian.edu

## Course Description

This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts. This class meets requirements for the Pennsylvania Department of Education, including teaching instructional strategies for making *Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners*. (M6)

**Bring textbooks/ articles to class each day**

## Required Textbooks

Day, M. & Hurwitz, A. (2012). *Children and their art: Art education for elementary and middle schools*. (9<sup>th</sup> ed.) Boston: Wadsworth, Cengage Learning.  
Fountain, H. (2013). *Differentiated Instruction in Art*. Worcester, MA: Davis.

## Required Articles (on Blackboard)

Andrus, L. (2006). Art education, art therapy and therapeutic teaching: Definitions, distinctions, and common ground. (pages 177-188) In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.  
Diket, R.M. (2003). The Arts Contribution to Adolescent Learning. *Kappa Delta Pi Record*, 39(4), 173-177.  
Eubanks, P. (2002). Students who don't speak English. *Art Education*, 55(2), 40-45.  
Hesser, J.F. (2009). Personal perspectives on Constructivism in a High School Art Class. *Art Education*, 62(4), 41-47.  
Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85(10), 786-791.

## Required Radio Episodes (website links are on Blackboard)

Radio Program: NPR: *This American Life: Middle School*, From October 28, 2011  
Radio Program: NPR: *Understanding The Mysterious Teenage Brain*, From September 20, 2011  
Radio Program: WNYC: Radio Lab, "Lost and Found" Season 9, Episode 2

## Course Goals

Students will be able to

1. Understand the artistic, social, and cognitive development of children and adolescents with diverse needs.
2. Critically evaluate theories of and adolescents' development in a variety of educational contexts.
3. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.  
**(Art Department Goal: Visual Literacy)**
4. Understand how art shapes and reflects cultural, national and personal identity.  
**(Art Department Goal: Cultural Values)**
5. Develop an appreciation of the visual arts and the creative process in the fine arts.  
**(Art Department Goal: Arts Appreciation)**

## Course Requirements

Extensions for due dates are not given. Late assignments receive a grade of "0."

<b>Course Goals</b>	<b>Course Requirements</b> See separate "Assignment Sheet" for project guidelines and grading rubrics	<b>Percentage of Final Grade</b>	<b>Approximate number of hours to plan on spending <i>per week</i> on this requirement, outside of class time</b>	<b>PDE General Standards and Specific Program Guidelines: Art Candidate Competencies</b>
1,2,3,4,5	Class Participation	15%		III.B.
1,3,5	7 Quizzes or written critique of readings	7 x 5% each =35%	5 hours	III.A.
1,2,3,4,5	Library Orientation	5%		III.A.
1,4,5	Group Presentation/Art Activity, Written Mini Lesson Plan & Exhibit in Reeves Library	25%	2-3 hours	I.A.B.C.D. II.A.B.C.D.E. III.B.
2,3,4	3 written responses to Payne Gallery exhibitions & Presentation to class.	20%	1 hour	I.B.C.D. III.A.

## CLASS PARTICIPATION

This grade will be posted on Blackboard at Mid-Term. You can improve (or damage) that grade by your participation for the rest of the semester. Your final Class Participation grade will be posted on the last day of class.

-5 points for each time you are on your **phone** or have **ear buds** in your ears

### 90-100%

- always and actively participates in class discussions of readings and critiques of artwork; asks meaningful questions
- never on phone or gadgets during class, and no earbuds in ears. (ever.)
- always submits work on time, or even early
- actively engages in and take the class seriously by adhering to requirements on all assignment sheets
- stays on task during studio time; helps others
- shows up for class and appointments with the professor on time and well prepared
- appears attentive and listening in class; positive attitude
- attends optional events, receptions, and workshops outside of classtime
- goes above and beyond requirements and expectations

### 80-89%

- often participates in class discussion, but still inconsistently prepared for class
- appears somewhat interested in class
- needs to become more focused and serious about work
- needs to show more follow-through with studio assignments

### 70-79%

- rarely contributes to class discussion
- has potential for doing work, is capable, but doesn't produce work
- doesn't show up for scheduled appointments with professor or shows up unprepared
- comes to class unprepared; disorganized; lots of excuses for not getting work done

### 69% - and below:

- does not contribute to class discussions
- falls asleep in class
- does not turn in work
- doesn't show up for appointments; negative attitude

## EXPECTED NUMBER OF HOURS TO SPEND ON COURSEWORK, OUTSIDE OF CLASS TIME

Students are expected to spend 8-10 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 including class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time

## 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: **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

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.

## 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 and follow the assignment sheets and understand the grading rubrics. Ask the professor any questions about these Assignment Sheets. We will go over them in detail during class. All grades are posted on Blackboard. It is the student’s responsibility to check grades regularly.

**NOTE: The “Final Grade” column on Blackboard does NOT factor in your grade based on attendance.** See attendance policy in this syllabus for how your attendance affects your final grade.

### **NOTE ABOUT MEETING DEADLINES FOR ASSIGNMENTS:**

Extensions for due dates are not given. Late assignments receive a grade of “0.”

**It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.** That means the professor can apply **her own discretion** at whether or not a grade **for an assignment or final grade** will be rounded up or down, depending the student’s qualitative work, such as taking initiative and leadership roles in class, meeting deadlines, seeing projects through to completion (not switching ideas), never using phones or ear buds during class, making meaningful contributions to class discussions, seeking out help from the professor when needed, and/or helping classmates during field trips and attending special events. These are contributions to class that cannot be quantified with a percentage. Going above and beyond what is expected will ensure that all grades are “rounded up.”

Standard numeric grading scale:

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

Course Outline and Schedule, Tuesdays, 1:10-3:40

**Bring textbooks/ articles to class each day**

Day	Topic of class discussion	Readings and Assignments Due
Jan 14	Review syllabus & assignments Review assigned readings TED Talk: Sir Ken Robinson on Creativity	
Reception Thurs Jan 16 6:30-8pm	<i>E.A.T. Experiments in Art and Technology</i> , Payne Gallery	Visit this exhibition between Jan 16-Feb 24 <sup>th</sup> & complete written assignment.
Jan 21	-Manipulative Stage Pre-k-K -What is "Differentiated Instruction?" -Research Paper Assignment Sheet	<b>Open-book/note quiz on assigned readings:</b> -Hurwitz & Day: "Origins & Rationales for Art Education" pp. 3-23 "Children's Artistic Development" pp.39-46 & pp. 99-101 -Fountain, Chapter 1, pp. 8-27
(Optional) Saturday, Jan 25 11am-2pm	WinterFest, help make pantin-puppets and shadow puppets	Extra Credit (+5 points on "Group Presentation/Art Activity" Grade)
Jan 28	Library Orientation: Ideas for art lessons for children and adolescents	MEET IN REEVES LIBRARY
Feb 4	-Symbol Making Stage Gr 1-4 -Where did Differentiated Instruction come from?	Due: Bring in your notes and ideas from Library Orientation  <b>Open-book/note quiz on assigned readings:</b> -Hurwitz & Day: "Art Education in Contemporary Classrooms" pp.25-37 "Children's Artistic Development" pp.46-54 "Sculpture & Ceramics" pp. 126-135 -Fountain, Chapter 2, pp.28-47
Feb 11	Your group will sign up for a timeslot with Dr. Baxter to discuss your plans for the art activity you will teach to the class	Due: Bring written ideas for art activity that you will teach the class
Feb 18	Preadolescent Stage Gr 5-8 -Why teach using Differentiated Instruction?  In class discussion of Ted Talk: Sarah-Jayne Blakemore: <i>The mysterious workings of the adolescent brain</i>	<b>Open-book/note quiz on assigned readings:</b> -Hurwitz & Day: "Children's Artistic Development" pp.54-63 "Preadolescent Stage (Grades 4-6)" pp. 102-113 -Fountain, Chapter 3, pp. 48-65 -Listen to NPR: <i>The Mysterious Teenage Brain</i> -Listen to NPR: <i>This American Life: Middle School</i>  Group presentation/ art activity _____  Group presentation/ art activity _____
Feb 25	-Secondary Art Education -One Teacher, Many Roles	<b>Due: Response to <i>E.A.T. Experiments in Art and Technology</i> exhibition in Payne Gallery</b> <b>Open-book/note quiz on assigned readings:</b> -Diket, The Arts Contribution to Adolescent Learning -Hesser, Constructivism in a High School Art Class -Smith, Research into Adolescent Art Education -Fountain, Chapter 4, pp. 66-83  Group presentation/ art activity _____
Week of March 3	SPRING BREAK	SPRING BREAK

March 11	Teaching art to ELL's  In class discussion of Ted Talk: Patricia Ryan: Don't insist on English!	<b>Open-book/note quiz on assigned readings:</b> -Eubanks, Students who don't speak English -Miller & Endo. Understanding and meeting the needs of ESL students -Listen to Radio Lab Episode on "Lost & Found" How is language a way of thinking and understanding our relationship to the world?  Group presentation/ art activity _____  Group presentation/ art activity _____
(Optional) Fri, March 14, 9am-noon, Rm 7	Plan and facilitate art activities for middle school kids from Nitschmann Middle School	Extra Credit (+5 points on "Group Presentation/Art Activity" Grade)
(Optional) Sat, March 15 1-5pm	Hands-On Glassblowing Workshop at the Banana Factory (Space is limited and advance registration is required.)	
March 18 Art Therapy	Guest Speaker: Jody Matthews: Art Therapy	<b>No quiz today, but I will collect your notes from assigned readings:</b> In your notes, list at least 2 questions about the reading that you would like to ask the presenter.  <i>-Andrus, Art education, art therapy and therapeutic teaching: Definitions, distinctions, and common ground</i>
March 25	Curate a "mini exhibition" in Reeves Library	MEET IN REEVES LIBRARY
April 1	Visit to Faculty Biennial Show, Payne Art Gallery	Faculty members will be invited to speak to the class about their work.
April 8	Teaching art to children with disabilities Getting Started with Differentiated Instruction  In class, watch the film, <i>I am an Artist</i> , followed by discussion	<b>Due: Response to Faculty Biennial in Payne Art Gallery</b>  <b>Open-note quiz on assigned readings:</b> - Hurwitz & Day, Ch 4:Children with disabilities, p.65-79 -Fountain, Chapter 5, pp.84-114
(Tentative) Week of April 15	Scholarship Day. Scholarship Day Presentations on North Campus. Details are forthcoming.	
April 22	Visit to Senior Thesis Exhibition, Payne Art Gallery	Seniors in the art department who have work in this show will be invited to speak to our class.
April 29	Final Presentations	Present your all three responses related to the Payne Gallery Exhibitions (E.A.T; Faculty Biennial; and Senior Show) include photographs from the exhibitions in your presentation. Explain how you think artistic development extends through adulthood.  Students are responsible to pick up their artwork from the library by the last day of class or else it will be discarded.

## **SYLLABUS IS SUBJECT TO CHANGE**

Students will receive an updated copy of the syllabus, in writing, if any changes to the schedule need to be made. Every effort will be made to closely follow schedule on the syllabus. 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 Associate Dean for Academic Affairs.



### **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. 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.

### **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.

### **ART DEPARTMENT PHILOSOPHY**

Contemporary visual culture includes real-time and interactive media, mass communications, and art. To develop a critical intelligence, students must learn how to question.

Making art is based on experimentation and revision. Asking how, why, when, and by whom images are made should be integral to the liberal arts enterprise. The process of discovery and adaptation used in art-making could contribute profoundly to all disciplines. The informed contemporary liberal arts student cannot, without understanding the history of representation, make decisions about the meaning and value of their persistent attraction to static and moving images.

## Art Education Resources

### Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Chapter 354 General Standards and Specific Program Goals
- Code of Professional Practice and Conduct for Educators

### Standards

#### Pennsylvania Academic Standards for the Arts and Humanities

<http://www.pdesas.org/standard/views>

#### Language Proficiency Standards for English Language Learners PreK-12

[http://www.portal.state.pa.us/portal/server.pt/community/measurements,\\_standards\\_\\_\\_policies/7531/elps\\_for\\_ells](http://www.portal.state.pa.us/portal/server.pt/community/measurements,_standards___policies/7531/elps_for_ells)

#### 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>

#### National Art Education Association Standards for Art Teacher Preparation

<http://www.arteducators.org/research/naea-standards>

### Teaching ELL's: Articles, Books, other Readings

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *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.

Hoover, J.J. & Patton, J. R. (March 2005). Differentiating Curriculum and Instruction for English-Language Learners with Special Needs. *Interventional in School and Clinic* 40(4), 231-235.

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](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](http://www.ncela.gwu.edu)

**Activities for students who are ELLs**

<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

Fountain, H. (2013). *Differentiated Instruction in Art*. Worcester, MA: Davis.

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](http://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.

## **Artistic Development of Children & Adolescents**

- Amorino, J. (2009). The Artistic Impetus Model: A Resource for Reawakening Artistic Expression in Adolescents. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 50(3), 214-231.
- Burton, J. (1996). *Art teaching and learning*. Unpublished manuscript, Art and Art Education Program, Teachers College, Columbia University, New York, New York.
- Diket, R.M. (2003). The Arts Contribution to Adolescent Learning. *Kappa Delta Pi Record*, 39(4), 173-177.
- Erikson, J.M. (1985). Vital senses: Sources of lifelong learning. *Journal of Education*, 167(3), 85-96.
- Golomb, C. (2011). *The Creation of Imaginary Worlds: The Role of Art, Magic and Dreams in Child Development*. Kingsley.
- Hesser, J.F. (2009). Personal perspectives on Constructivism in a High School Art Class. *Art Education*, 62(4), 41-47.
- Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school*. Belmont, CA: Thomson Higher
- Kay, P. (1998). *Things Get Hectic: Teens Write About the Violence That Surrounds Them*. Touchstone.
- Lowenfeld, V. & Brittain, W.L. (1987). *Creative and mental growth*. 8<sup>th</sup> ed. New York: MacMillan.
- Roland, C. (2006). *Young in art: A developmental look at child art*. Retrieved from [www.artjunction.org/young\\_in\\_art.pdf](http://www.artjunction.org/young_in_art.pdf)
- Smith, J. (2000). Research into Adolescent Art Education: An Ill-Explored Territory? *Australian Art Education*, 23(2), 16-22.
- Watkins, J. (n.d.). *Artistic Development in Children*. Retrieved from [www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/.../part\\_p2-19.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/.../part_p2-19.pdf)
- Werner, H. (1963). *Developmental processes*. New York: International Universities Press.

## Websites with Archives of Children's Artwork

**Artsonia: The World's Largest Kids' Art Museum**

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

**Global Children's Art Gallery**

<http://www.naturalchild.org/gallery/>

**Illinois State University International Collection of Child Art, Milner Library**

<http://library.illinoisstate.edu/icca/>

**University of Vermont Libraries**

**Center for Digital Initiatives: Prospect Archive of Children's Work**

<http://cdi.uvm.edu/collections/getCollection.xql?pid=prospect&title=Prospect%20Archive%20of%20Children%27s%20Work>

## Art Lesson Ideas

Bailer, K. (2006). *I am clay: The power of natural clay in early childhood*. DVD. Great Barrington, MA.

LaPlantz, S. (1998). *Cover To Cover: Creative Techniques For Making Beautiful Books, Journals & Albums*. Sterling.

Lord, L. (1996). *Collage and construction in school*. New York: Bank Street College of Education.

Hasselschwert, J. & Wigg, P. R. (2001). *A handbook of arts and crafts*. (10<sup>th</sup> ed.) New York: McGraw Hill.

Ose, M. (2010). *Daily warm ups in art history*. J. Weston Walch.

Walch. (2006) *Daily warm ups: Art level 1*. J. Weston Walch

Web Resources:

Crayola <http://www.crayola.com/for-educators.aspx>

## **PDE General Standards and Specific Program Guidelines: Art Candidate Competencies**

[http://www.portal.state.pa.us/portal/server.pt/community/institutional\\_program\\_approval/8817](http://www.portal.state.pa.us/portal/server.pt/community/institutional_program_approval/8817)

### **I. Knowing the Content**

The professional education program provides evidence that Art Education certification candidates complete a program the same as the academic content courses and required electives of a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of the arts and competence in teaching K-12 grade students two- and three-dimensional art, art history, criticism and aesthetics including:

I.A. Concentrated study in at least one studio area and instructional procedures in at least one area of spatial, graphics and media art including:

- drawing, painting, and sculpting,
- 2-dimensional and 3-dimensional design,
- ceramics, jewelry and metals,
- photography, printmaking, or computer art

I.B. Art history including:

- history of western and non-western art,
- concentration in a specific art history area,
- the role of the arts in human development,
- major themes, styles, artists/artworks and theories of artistic expression and development

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

### **II. Performances**

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Art Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among students,
- instill in all students a belief that they can succeed in art education,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning

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

### **III. 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

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students