

EDUC 213.2 Creative Expression (the Arts)

Moravian College Spring 2014
Thursdays 8:30-11:30am (Jan 13-Feb 28, 2014)
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: 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

In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into homes and families. National standards will also be addressed. (Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement.) Prerequisites: QPA of 2.70, Education 100.2, or 160.

REQUIRED TEXTS (all available on Blackboard)

Pinterest For Teachers <http://www.pinterest.com/teachers/>

Lesson Plan format for this course

Burton, D. (2004). Exhibiting student art. *Art Education*, 57(6), 41-46.

Burton, D. (2010). Web-based student art galleries. *Art Education*, 63(1), 47-52.

DeLong, R., McCracken, J.B., & Willett, E. (2007). How do shadows move in space? In *Crayola Dream-Makers: Building fun and creativity into standards-based learning: Science K-6*. (pp. 22-25) Easton, PA: Crayola.

DeLong, R., McCracken, J.B., & Willett, E. (2007). Changing Seasons Quadarama. In *Crayola Dream-Makers: Building fun and creativity into standards-based learning: Science K-6*. (pp. 62-65) Easton, PA: Crayola.

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

Fisher, D. (2011). *What's the Big Idea? How to develop arts-related lessons*. Missouri Alliance for Arts Education. Retrieved from www.moaae.org/What_x27_s%20the%20Big%20Idea.doc

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

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

Hutton, T. L. (2008). *Three Tiers of Vocabulary and Education*. No.182 Retrieved from http://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf

McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.

PA ELL Proficiency Standards, Glossary,p.101-102

Roland, C. (2006). *Young in art: A developmental look at child art*. Retrieved from www.artjunction.org/young_in_art.pdf

Rossing, J. P. (2012). Mobile technology and liberal education. *Liberal Education*, (Winter 2012), 68-72.

Sandell, R. (March 2011). *Seeing a bigger picture: The visual arts*. *Principal Leadership*, 48-54.

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

Walker, S. (2004). Big Ideas: Understanding the artmaking process: Reflective practice. *Art Education* 57(3), 6-12.

Watkins, J. (n.d.). *Artistic Development in Children*. Retrieved from www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/.../part_p2-19.pdf

Wesetervelt, E. *To Make Science Real, Kids Want More Fun*, NPR News, December 17, 2013.

<http://www.npr.org/2013/12/17/251675532/to-make-science-real-kids-want-more-fun-and-fewer-facts?sc=17&f=1001>

GOALS OF THE COURSE

Students will

1. create an interdisciplinary art lesson for one grade level (pre-K-4) that:
 - supports and challenges children’s cognitive, academic, social, and artistic development
 - exceeds National and State Academic Standards for art education
 - identifies strategies for teaching children with diverse needs such as ELL’s and children with disabilities

Art Department Outcome 3. Interdisciplinary Learning

2. understand the development of creativity and the sources of ideas for art-making and expand their creative thinking skills.

Art Department Outcome 4. Arts Appreciation

Art Department Initiative 1. The practice of realizing the conceptual through the pictorial.

3. hone critical thinking and observation skills and understand the value of aesthetic education and apply those skills to teaching children in early child education settings.

Art Department Outcome 1. Visual Literacy

Art Department Initiative 3. The critical analysis of art and its intention.

COURSE REQUIREMENTS

Course Goals	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	PDE Grades PreK-4 Program Specific Guidelines Candidate Competencies
1,2	Class Participation, including discussion & written/filmed critiques of assigned readings	15%	2 hours per week completing assigned readings & written critiques	I.A.4.; I.B.2.; I.C.6.; I.D.1.2.; I.E.3.; I.F.2.; I.I.8.; II.A.1.C.i.iv; II.A.B.c.xii.; III.C.; IV.C.5.; V.P.Q.R.S.T.
2	Four Studio projects + Library Exhibit: 1. Color and Line Webs 2. Exquisite Corpse 3. Quadarama 4. Solar System Mobile & Pastel drawing 5. Curate a “mini exhibition” in Reeves	10% per project x 5 projects = 50%	Studio projects will be completed during class time	II.C.3.a.; II.D.7.b.i.ii.; E.2.a.b.c.d.e.; F.2.14.; G.3.
1,3	Draft of written lesson plan, completing assigned readings	10%	4-5 hours per week on drafts and preparing final lesson	I.A.4.; I.B.2.; I.C.6.; I.D.1.2.; I.E.3.; I.F.2.; I.H.; I.I.8.; II.A.1.C.i.iv; II.A.B.c.xii.; III.C.; IV.C.5.; V.P.Q.R.S.T.
1,3	Final, revised written lesson plan	10%		I.A.4.; I.B.2.; I.C.6.; I.D.1.2.; I.E.3.; I.F.2.; I.H.; I.I.8.; II.A.1.C.i.iv; II.A.B.c.xii.; III.C.; IV.C.5.; V.P.Q.R.S.T.
1,3	Teaching an interdisciplinary art lesson to the class	15%	2 hours per week planning and preparing to teach lesson	I.A.4.; I.B.2.; I.C.6.; I.D.1.2.; I.E.3.; I.F.2.; I.G.6.; I.H.; I.I.8.; II.A.1.C.i.iv; II.A.B.c.xii.; III.C.; IV.C.5.; V.P.Q.R.S.T.

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

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, 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 late and/or 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

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

Week 1: Jan 16

Review:

Syllabus and Grading Policies

Blackboard Resources & Setting up Google Docs "Shared" Folders

Assignment Sheet for Interdisciplinary Art Lesson based on "Pinterest for Teachers"

Lesson Plan Format

View Short Film: "I forgot my phone"

View TED Talks by Sir Ken Robinson

Paper Transformations

Week 2: Jan 23

Due: Informal presentation of the projects you are finding on "Pinterest for Teachers"; Be prepared to show us possible projects that you will teach the class.

Due: 1-2 page written (or filmed) critique of assigned readings (this can be a spoken commentary, a written outline and/or bullet points, etc. the format is up to you) with questions for discussion. "Share" on Google Docs with the professor by 8am today, so you are prepared for class.

Readings Due:

Lesson Plan Format for this class

Fisher, *What's the Big Idea? How to develop arts-related lessons*

Sandell, *Seeing a bigger picture: The visual arts*

Studio Projects:

Adjective/Collaborative Color & Line Webs & Critique

Saturday, Jan 25, 11am-2pm (Optional)

+5 points extra credit on final grade for participating

WinterFest in the HUB

Moravian College Art Education students will be facilitating a drop-in workshop for other students, faculty, families and kids in the HUB during "WinterFest." We'll make "Shadow Puppets" and "Pantin-like string puppets"

Week 3: Jan 30

Due: Bring a paper copy of your lesson plan, following the format given out in class; Or bring your laptops and "Share" your lesson with the other students in the class and the professor. Today we will be giving feedback to one another on your written lesson plans.

Due: 1-2 page written (or filmed) critique of assigned readings (this can be a spoken commentary, a written outline and/or bullet points, etc. the format is up to you) with questions for discussion. "Share" on Google Docs with the professor by 8am today, so you are prepared for class.

Readings Due:

Hutton, *Three Tiers of Vocabulary and Education*

Roland, *Young in art: A developmental look at child art*

Walker, *Big Ideas: Understanding the artmaking process: Reflective practice.*

Watkins, *Artistic Development in Children*

Studio Project:

Adjective and Noun Exquisite Corpses & Critique

Week 4: Feb 6

Due: "Share" your lesson on Google Docs with the professor by 8am. This will be graded.

Due: 1-2 page written (or filmed) critique of assigned readings (this can be a spoken commentary, a written outline and/or bullet points, etc. the format is up to you) with questions for discussion. "Share" on Google Docs with the professor by 8am today, so you are prepared for class.

Readings Due:

DeLong, R., McCracken, J.B., & Willett, E. *How do shadows move in space?*

Garcia, *Helping Young Hispanic Learners*

Eubanks, *Students Who Don't Speak English*

PA ELL Proficiency Standards, Glossary, p.101-102

Wesetervelt, *To Make Science Real, Kids Want More Fun*

Studio Projects:

How do shadows move in space? Mobile composed of solar system & oil pastel shadow motion drawings & Critique

Week 5: Feb 13

Due: 1-2 page written (or filmed) critique of assigned readings (this can be a spoken commentary, a written outline and/or bullet points, etc. the format is up to you) with questions for discussion. "Share" on Google Docs with the professor by 8am today, so you are prepared for class.

Readings Due:

DeLong, R., McCracken, J.B., & Willett, *Changing Seasons Quadarama*

Furniss, *Practical considerations for teaching artists with autism*

Vize, *Making art activities work for students with special needs*

McCollister, *Developing criteria rubrics in the art classroom*

Rossing, *Mobile technology and liberal education*

Studio Project:

Changing Seasons "Quadarama" & Critique

Week 6: Feb 20: Meet in Reeves Library

Due: 1-2 page written (or filmed) critique of assigned readings (this can be a spoken commentary, a written outline and/or bullet points, etc. the format is up to you) with questions for discussion. "Share" on Google Docs with the professor by 8am today, so you are prepared for class.

Readings Due:

Burton, D. *Exhibiting student art*

Burton, D. *Web-based student art galleries*

Curate our "mini exhibition" in Reeves. Bring your artwork and labels to display next to your artwork.

Pick up your artwork from Reeves by the end of April, or else it will be discarded.

Week 7: Feb 27

Due: Final, revised lesson plan "Shared" with the professor by 8am today.

Due: Students teach art lessons based on Pinterest or other website/app

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 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.

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: Selected Bibliography

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: 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

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
<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.

Art for the Elementary Classroom: Interdisciplinary Art Education

- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **After School Programs** K-6*. Easton, PA: Crayola.
- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Early Childhood: Cherishing Young Children's Creativity: Infants through 5 years***. Easton, PA: Crayola.
- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Language Arts** K-6*. Easton, PA: Crayola.
- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Mathematics** K-6*. Easton, PA: Crayola.
- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Science** K-6*. Easton, PA: Crayola.
- DeLong, R., McCracken, J.B., & Willett, E. (2007). *Crayola Dream-Makers: Building fun and creativity into standards-based learning: **Social Studies** K-6*. Easton, PA: Crayola.
- Lynch, P. (2007). Making meaning many ways: An exploratory look at integrating the arts with classroom curriculum. *Art Education*, 60 (4), 33-38.
- Philadelphia Museum of Art. *Looking to Write, Writing to Look*. Retrieved 8/14/13
http://www.philamuseum.org/booklets/12_70_160_1.html

EDUC 213.2
PDE Grades PreK-4 Program Specific Guidelines
Candidate Competencies

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>

I. Development, Cognition, and Learning

Candidates will be able to:

A. Curriculum - Develop, implement, assess and modify curriculum and lessons as evidence by their ability to:

4. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control

B. Social – Apply principles in social competence, social withdrawal, and social role by their ability to:

2. Identify the multiple interacting influences on children’s development and learning

C. Pre-K-4 education foundation, theory, and policy

6. Implement lessons based on students’ stages of cognitive development, use of senses for exploration and understanding of the world, and development of age appropriate problem solving and critical thinking skills

D. Child development theory – Effectively apply the principles and theories of child development, including:

1. Developmentally appropriate practices
2. Constructivism

E. Early childhood theory - Implement lessons based on early childhood education foundations, theory and policy, including:

3. Social, economic and cultural diversity, and implications for learning

F. PA Early Learning Standards – Demonstrate proficiency with PA early childhood learning standards, which is the framework that guides young children’s learning and how these approaches influence curriculum in positive ways.

2. Develop and implement meaningful, challenging curriculum that support’s young children’s ability and motivation to solve problems and think well.

G. Classroom Environment – Demonstrate understanding of the way in which classroom environments influence children’s learning including:

6. The connection between classroom materials, learning standards, and instruction.

H. Behavior - Demonstrate knowledge of how to observe children and record behavior in a variety of settings in order to understand the meaning and degree of variation and exceptionality among individuals.

I. Diversity – Plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies including:

8. Implementation of accommodations and modifications for diverse learners, including the use of assistive technology, materials adaptations, prompting strategies, environmental arrangements, and visual supports

II. Subject Matter Pedagogy Content

Candidates will be able to:

A. Language Development:

1. Develop, implement, assess and modify curriculum and lessons as evidences by their ability to:

c. Develop spoken language skills in the following areas:

iii. Use an increasingly complex and varied spoken vocabulary

iv. Ask and answer relevant questions.

B. Early Literacy Foundations:

4. Reading-Writing Connections:

c. Provide strategies for delivering content:

xii. Write using well-developed content appropriate for the topic

C. Early Math Foundations:

3. Geometry – develop, implement, asses and modify curriculum and lessons as evidenced by their ability to teach students how to:

a. recognize, name, build, draw, compare and sort two-dimensional shapes.

D. Science:

7. Science and Inquiry:

b. Provide experiences that enable children to:

i. Raise questions about objects and events around them

ii. Explore materials, objects, and events by acting upon them and noticing what happens.

E. Social Studies:

2. Principles – demonstrate implementation of the five overarching principles for social students instruction:

a.b.c.d.e. Social studies teaching and learning are powerful when they are meaningful; integrated; values-based; challenging by expecting students to strive to accomplish the instructional goals, both as individuals and as group members; and active.

F. Arts and Humanities:

2. Create and perform in all art forms (*specifically the visual arts for EDUC 213.2*)

14. Know how to communicate an informed individual opinion about the meaning of works in the arts

G. Motor development and health – Articulate priorities for high quality, meaningful physical activity and physical education experiences that help children:

3. Try new movement activities and skills

III. Assessment

Candidates will be able to:

C. Effectively use systematic observations, documentation and other effective assessment strategies

IV. Family and Community Collaboration Partnerships

Candidates must apply their understanding of children and families diversity to:

C. Candidates must know and understand strategies to partner with families including:

5. Providing families with meaningful opportunities to be involved throughout their child's education

V. Professionalism

Candidates must understand the value of and strategies for creating a community of learners. They will be able to:

P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with Pennsylvania's learning standards;

Q. Use appropriate interactions between teacher and students and among students;

R. Apply developmentally appropriate motivational strategies;

S. Use a range of assessments of classroom environments;

T. Link classroom materials to standards.