

# EDUC 163/ 543 Art Education and Child Development

Moravian College  
Spring 2015  
HILL 209  
MW 1:10-2:20pm

**Instructor:** Kristin Baxter, Ed.D., Assistant Professor of Art  
**Office location:** Art Building, South Campus, Office 2 (Level "L")  
**Office hours:** Mondays 9am-1:00pm, call or email in advance to confirm  
Google Hangouts can also be arranged  
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## 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)

## 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 Google Classroom)

Diket, R.M. (2003). The Arts Contribution to Adolescent Learning. *Kappa Delta Pi Record*, 39(4), 173-177.

Hesser, J.F. (2009). Personal perspectives on Constructivism in a High School Art Class. *Art Education*, 62(4), 41-47.

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

## Required Ted Talks (on Google Classroom)

Patricia Ryan: *Don't insist on English!*

Sarah-Jayne Blakemore: *The mysterious workings of the adolescent brain*

The Creative Spark Series of 6 Ted Talks:

Janet Echelman: *Taking Imagination Seriously*

Tim Brown: *Tales of Creativity and Play*

Amy Tan: *Where does creativity hide?*

Ken Robinson: *How schools kill creativity*

Isaac Mizrahi: *Fashion and Creativity*

Julie Burstein: 4 Lessons in Creativity

## Listen to NPR Radio Programs (on Google Classroom)

*Understanding Mysterious Teenage Brain*, September 20, 2011

*This American Life: Middle School*, October 28, 2011

*Why Adolescence Is a Minefield that Affects Our Whole Lives*, September 24, 2014

*Adolescence Is Like Driving a Sports Car with Bad Brakes*, November 30, 2014

Radio Lab Episode: *Lost & Found*, Season 9, Episode 2

A complete list of **further reading in Art Education methods, classroom management, strategies for teaching diverse learners**, such as ELL's and children with IEP's and 504 plans, is posted on Google Classroom.

## **Course Goals**

Students will

1. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline  
**(Art Department Outcome #1 Visual Literacy)**

by participating in class discussions, writing summaries of assigned readings, Ted Talks, and radio programs and making a presentation using key, art-related terminology.

2. Develop an appreciation of the visual arts and the creative process in the fine arts, as stated in the Moravian College Learning-In-Common M6 rubric **(Art Department Outcome #4 Arts Appreciation)**

by developing a creative final project where students demonstrate an understanding of the importance of visual art experiences for children and adolescents and how art education supports child development.

3. Introduce a critical framework for thinking and looking at images with increased attention to emerging media and new technologies **(Art Department Initiative #7)**

by using various social media and education technologies in class such as Blackboard, Google Classroom, Pinterest, You Tube; watching Ted Talks; and listening to radio programs online.

## Course Requirements

See separate Assignment Sheets for details about each project and grading rubrics.

Due Dates	Course Goals	Assignments	Percentage of grade “weight” toward final grade	Approximate number of hours per week spent on this project, outside of class	PDE General Standards and Specific Program Guidelines: Art Candidate Competencies
ongoing	1	<b>Class Participation</b>	15%	In class	III.B. Integrity
Sign Up	1,2	<b>Lead one class discussion and activity</b> related to assigned reading	10%	2-3 hours in total	II.B. Planning of instruction
Feb 2	3	Find pins on Pinterest related to the artistic development of children and lessons you find interesting. Post your link on Google Classroom.	5%	1 hour in total	II.C. Selecting a variety of instructional strategies utilizing technologies
Feb 2	3	Sign up for Blackboard	5%		II.C. Selecting a variety of instructional strategies utilizing technologies
Feb 2	3	Sign up for Google Classroom	5%		II.C. Selecting a variety of instructional strategies utilizing technologies
Feb 16 or Feb 18	1,2	<b>Creative Presentation:</b> Draft of chapters 1-2; Ted Talks 1-2. One-on-one discussions with Dr. Baxter regarding your progress. Sign up in advance.	10%	In class	II.B. Planning of instruction  II.D. Modifying instructional materials to meet the needs of diverse learners
March 4	1,2	Creative Presentations, chapters 1-5, Blakemore Ted Talk, Radio programs, Creative Spark Ted Talks 1-3	15%	4 hours per week	II.B. Planning of instruction  II.D. Modifying instructional materials to meet the needs of diverse learners
April 15 or April 20	1,2	Complete draft of all 12 chapters in your creative presentation. One-on-one discussions with Dr. Baxter regarding the progress of your creative presentation. Sign up in advance.	10%	In class	II.B. Planning of instruction  II.D. Modifying instructional materials to meet the needs of diverse learners
April 29	1,2	Final, revised creative presentation, with all 12 chapters.	25%	4 hours per week	II.B. Planning of instruction  II.D. Modifying instructional materials to meet the needs of diverse learners

### **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

### **Class Participation**

This grade will be posted on Blackboard throughout the semester. This grade can fluctuate throughout the semester depending on your contributions to our class. Check Blackboard regularly and ask me if you have any questions about how your grade is determined. Your final Class Participation grade will be posted on the last day of class. This is the one that will count toward your final grade for the course.

-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.)
- shows up for class and appointments with the professor on time and well prepared
- gets a good night's sleep (never yawns)
- appears attentive and not bored (never glancing at your phone)
- can stay in the classroom for the entire class period
- attends optional events, receptions, and workshops outside of classtime
- goes above and beyond requirements and expectations

#### 80-89%

- needs to take more initiative in class
- often participates in class discussion, but still inconsistently prepared for class
- appears somewhat interested in class (the occasional yawn or glance at the phone)
- leaves the room during class
- needs to become more focused and serious about work
- needs to show more follow-through with studio assignments
- on your phone or gadget at times; using earbuds during class

#### 70-79%

- rarely contributes to class discussion; inconsistent with participating in discussions
- 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
- on your phone or gadget excessively; using earbuds during class
- often yawning, glancing at your phone, leaving the room

#### 69% - and below:

- never contributes to class discussions
- falls asleep in class
- does not turn in work
- doesn't show up for appointments; negative attitude
- on your phone or gadget excessively; using earbuds during class
- often yawning, glancing at your phone, leaving the room

## **Art Department Attendance Policy**

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.

I will take attendance every day. You are welcome, at any time, to ask me how many absences you have throughout the semester. (This is not posted on Blackboard or Google Classroom.) However, I will not remind you about this. The student is responsible for understanding this attendance policy and keeping track of his/her own absences.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. 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.

**If a project is due on a day that you have an EXCUSED absence**, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

**If a project is due on a day that you have an UNEXCUSED absence** and that project is not submitted to the professor on that due date, the project receives a grade of "0." Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, Google Classroom, or having another student deliver a hard copy to me by the due date. Late assignments receive a grade of "0."

### **Do not wait until the last minute to complete your work**

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments. Late work is not accepted and earns a grade of "0."

## Grading

- All grades are posted on Blackboard from the very beginning of the course. Do not wait until the end of the semester to question why you earned the grade you did. The further we get into the semester, the less chance you have to improve your grades.
- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- Late work is not accepted and earns a grade of “0.”
- There is no “extra credit” offered in this class.
- All grades count. I do not “drop” lowest grade.
- It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

## Assignment Sheets

Each assignment /course requirement 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. Each assignment is worth up to 20 points. You are graded on four areas for each assignment, each worth up to five points. Late work is not accepted and earns a grade of “0.”

See each specific assignment sheets for detailed rubric.

20 points (100%)

19 (95%)

18 (90%)

17 (85%)

15-16 (80%)

13-14 (75%)

11-12 (70%)

9-10 (65%)

4-8 (59%)

3 and below (0%)

## Grades on Blackboard

Late work is not accepted and earns a grade of “0.”

All grades are posted on Blackboard. Blackboard does not keep track of attendance. The professor will return assignments and grades to you throughout the semester, but it is the student’s responsibility to check grades regularly so you know how you are doing in class.

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. Read the syllabus regarding how your absences will lower your final grade. The “Final Grade” on Blackboard is determined by the grades for your projects and Class Participation only. I will factor in any absences from that grade on Blackboard.

## Standard numeric grading scale for Final Grades

Late work is not accepted and earns a grade of “0.”

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 Schedule

Subject to change

Day	Topic of today's class	Assignments/Readings Due
Mon Jan 19	Introductions & Review Syllabus	
Wed Jan 21	Review Assignment Sheets Sign up for leading discussions	
Mon Jan 26 Wed Jan 28	Tutorials on using Google Classroom, Pinterest for Teachers	
Mon Feb 2	Discussion: <ul style="list-style-type: none"> <li>- Pinterest. Post your link on Google Classroom</li> <li>- Blackboard</li> <li>- Google Classroom</li> </ul>	Due: Sign up for Blackboard Sign up for Google Classroom  Due: Find pins on Pinterest related to the artistic development of children and lessons you find interesting. What are some simple activities you can do with our class during your discussions/presentations? Post your link on Google Classroom.
Wed Feb 4	Discussion and activity leaders:	Watch Ted Talk: The Creative Spark 1: Janet Echelman: Taking Imagination Seriously
Mon Feb 9  Manipulative Stage Pre-k-K	Discussion and activity leaders:	Read: Hurwitz & Day: "Origins & Rationales for Art Education" pp. 3-23 "Children's Artistic Development" pp.39-46 & pp. 99-101
Wed Feb 11  What is "Differentiated Instruction?"	Discussion and activity leaders:	Read: Fountain, Chapter 1, pp. 8-27  Watch Ted Talk: The Creative Spark 2: Tim Brown: Tales of Creativity and Play
Mon Feb 16 & Wed Feb 18	One-on-one discussions with Dr. Baxter regarding the progress of your creative presentation Sign up for a timeslot in advance	Due: Drafts of chapters 1-2; Ted Talks 1-2. One-on-one discussions with Dr. Baxter regarding the progress of your creative presentation. Sign up in advance.
Mon Feb 23  Symbol Making Stage Gr 1-4	Discussion and activity leaders:	Read: Hurwitz & Day: "Art Education in Contemporary Classrooms" pp.25-37 "Children's Artistic Development" pp.46-54 "Sculpture & Ceramics" pp. 126-135

Wed Feb 25  Where did Differentiated Instruction come from?	Discussion and activity leaders:	Read: Fountain, Chapter 2, pp.28-47  Watch Ted Talk: The Creative Spark 3: Amy Tan: Where does creativity hide?
Optional Wed Feb 25 4:00pm	Visiting Artist Lecture and Hands-On Workshop Location TBA	
Mon March 2  Middle Level Art Education	Discussion and activity leaders:	View the Ted Talk: Sarah-Jayne Blakemore: <i>The mysterious workings of the adolescent brain</i>  Read: Hurwitz & Day: “Children’s Artistic Development” pp.54-63 “Preadolescent Stage (Grades 4-6)” pp. 102-113  Listen to NPR Radio Programs: <i>The Mysterious Teenage Brain &amp; This American Life: Middle School</i>
Wed March 4	Students will share their work-in-progress with the class.	DUE: Creative Presentations, chapters 1-5, Blakemore Ted Talk, Radio programs, Creative Spark Ted Talks 1-3
March 9-15	Spring Break	Spring Break
Mon March 16	Review Grades of Creative Presentations/ Feedback for making revisions	
Wed March 18  Secondary Art Education	Discussion and activity leaders:	Read: Diket, The Arts Contribution to Adolescent Learning Hesser, Constructivism in a High School Art Class  Listen to NPR Radio Programs: <i>Why Adolescence Is a Minefield that Affects Our Whole Lives</i> <i>Adolescence Is Like Driving a Sports Car with Bad Brakes</i>
Mon March 23  Why use DI?	Discussion and activity leaders:	Read: Fountain, Chapter 3, pp. 48-65  Watch Ted Talk: The Creative Spark 4: Ken Robinson: How schools kill creativity
Wed March 25	No class. NAEA conference	
Mon March 30  Teaching art to ELL’s	Discussion and activity leaders:	Watch Ted Talk: Patricia Ryan: Don't insist on English!  Read: Henry, Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners.  Listen to Radio Lab Episode: “Lost & Found” How is language a way of thinking and understanding our relationship to the world?

Wed April 1	Special Activity Workshop: Details TBA	
Mon April 6  Teaching Art to Children with Disabilities	Discussion and activity leaders:	Read: Hurwitz & Day, Ch 4: Children with disabilities, p.65-79 Fountain, Chapter 5, pp.84-114
Wed April 8  Curriculum	Discussion and activity leaders:	Read: Fountain, Chapter 6, pp. 115-146  Watch Ted Talk: The Creative Spark 5: Isaac Mizrahi: Fashion and Creativity
Optional Sunday April 12 3:00-5:00pm  Details will follow	“Soul Collage” Workshop by Jody Matthews, practicing art therapist from Bethlehem Room 7 Space is limited sign up in advance	“Originated by Seena Frost, SoulCollage® is a process for accessing your intuition and creating an incredible deck of cards with deep personal meaning that will help you with life's questions and transitions.” <a href="http://www.soulcollage.com/">http://www.soulcollage.com/</a>
Mon April 13  Differentiated Lesson Samples	Discussion and activity leaders:	Read: Fountain, Chapter 7, p. 147-174  Watch Ted Talk: The Creative Spark 6: Julie Burstein: 4 Lessons in Creativity
Wed April 15 And Mon April 20	One-on-one meetings with Dr. Baxter to discuss progress of creative presentations. Sign up in advance.	Due: Complete draft of all 12 chapters.
Wed 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.
Mon April 27	Time in class to finalize creative presentations	
Wed April 29	Share your final creative presentations with the class	Due: Final, revised creative presentation, with all 12 chapters.

### **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 Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

### **Academic Honesty**

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2011-2012](#).

### **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 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.

**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