

EDUC 213.2 Creative Expression: The Arts

Moravian College
Spring 2015
Room 7 Art Building, South Campus & PPHAC 112 Lab
Mondays 6:30-9:30pm
1/19/2015 -3/6/2015

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

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: GPA of 2.70, Education 100.2, or 160. Fall and spring.

Required Texts (Available on Google Classroom; paper copies of selected readings will be handed out in class)

American Library Association (2012). *Building a home library*, Ages 0-3; Ages 4-7; Ages 8-11. Chicago.

Amorino, J. (2008). An occurrence at Glen Rock: Classroom educators learn more about teaching and learning from the arts. *Phi Delta Kappan* 90(3), 190-195.

Erikson, J.M. (1985). Vital senses: Sources of lifelong learning. *Journal of Education*, 167(3), 85-96.

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

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.

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

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

Roland, C. (2006). *Young in art: A developmental look at child art*.

Smith, N. (1993). Painting set-ups (pp. 113-121) in *Experience and art: Teaching children to paint*. New York: Teachers College Press.

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

Required Videos/Radio Programs (links are available on Google Classroom)

The Creative Spark: Series of 6 Ted Talks

http://www.ted.com/playlists/11/the_creative_spark

“Radio Times” 9/11/14 Teaching Creativity; Guests: Gerard J. Puccio, Fredricka Reisman, Jack V. Matson

<http://why.org/cms/radiotimes/2014/09/11/teaching-creativity/#sthash.X31017bj>

“Radio Times” 9/17/14 Making Good Teachers; Guests: Pam Grossman, Peshe Kuriloff and Meredith Mehra

<http://why.org/cms/radiotimes/2014/09/17/making-good-teachers/#sthash.2Su6jJke>

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 using art-specific vocabulary when writing an interdisciplinary art-based lessons that meet Pennsylvania State Academic Standards in the Visual Arts and employs strategies for teaching students with diverse needs, such as those who are learning the English language and student with disabilities.

2. Demonstrate the context of art in history and society, showing relationships between the visual arts and literature, philosophy, music, history, religion, and other disciplines (**Art Department Outcome #3 Interdisciplinary Learning**)

by completing studio art projects and developing interdisciplinary art-based lessons for children that support their cognitive, social and artistic development and encourage constructive play, sensory exploration, and metaphorical thinking through the development of ideas for works of art that have personal and global meaning.

3. Develop a critical framework for thinking and looking at images with increased attention to emerging media and new technologies (**Art Department Initiative #5**)

by using education technology to understand art-making, teaching and learning, such as Ted Ed Lesson planning, Pinterest for teachers, Google Classroom, and Blackboard.

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 Grades PreK-4 Program Specific Guidelines Candidate Competencies PDE Chapter 354 General Standards and Specific Program Goals
1/26 2/2 2/9 2/16 2/23 3/2	1,2,3	Upload to Google Classroom. 6 written responses (1-2 written pages each week) to the question, “ <i>How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?</i> ”	25%	2-3 hours per week	I.D. Child developmental theory I.F. PA Learning Standards I.I. Diversity
1/26	3	Share your “Pinterest for Teachers” boards & YouTube video ideas	5%	1 hour total	I.A. Curriculum I.G. Classroom Environment
1/26	3	Sign up for Blackboard by 1/26. Check back throughout the semester to review your grades.	5%		
1/26	3	Sign up for Google Classroom by 1/26 for links to assigned readings and videos.	5%		
See schedule	2	4 art projects: Paper creature, written story, painting, collage	5% each x 4= 20%	Completed in class	F.2. Create in visual art forms F.14. Meanings of works of art
2/9	1,2,3	Presentation of your draft of your Ted Ed Lesson; for feedback on your progress	15%	2-3 hours per week	I.D. Child developmental theory I.F. PA Learning Standards I.I. Diversity II. A.1.iii. Vocabulary III. Assessment
2/16	2	Bring in a real (not digital, not one on your phone or kindle) children’s picture book related to the theme “transformations”	5%	1 hour total	II.B. Early Literacy
3/2	1,2,3	Presentation of final Ted Ed Lesson, with revisions	20%	2-3 hours per week	I.D. Child developmental theory I.F. PA Learning Standards I.I. Diversity II. A.1.iii. Vocabulary III. Assessment

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 half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time.

ART DEPARTMENT ATTENDANCE POLICY

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.

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

- 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 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

Date	Readings & Assignments Due	In-class projects
<p>Jan 19</p> <p>Room 7</p>	<p>Review Syllabus</p> <p>Review Google Classroom</p> <p>Ted Ed Lesson tutorial: Create an interdisciplinary lesson (art and another subject area) based on a YouTube video</p> <p>Pinterest for Teachers tutorial</p>	
<p>Jan 26</p> <p>Room 7</p>	<p>Due: Share 3 possible You Tube videos that you might use for your Ted Ed Lesson</p> <p>Due: Share your Pinterest boards with at least 5 lesson ideas for your interdisciplinary art lesson. Make connections between the art project you select and the readings assigned today. This will take some time. Don't rush through preparing for this!</p> <p>Due: Sign up for Blackboard</p> <p>Due: Sign up for Google Classroom</p> <p>Due: Upload to Google Classroom. 1-page response to the question: <i>"How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?"</i></p> <p>Amorino, J. (2008). An Occurrence at Glen Rock Classroom Educators Learn More About Teaching and Learning from the Arts. <i>Phi Delta Kappan</i> 90(3), 190-195.</p> <p>Erikson, J.M. (1985). Vital senses: Sources of lifelong learning. <i>Journal of Education</i>, 167(3), 85-96.</p> <p>Watch weekly Ted Talk: The Creative Spark 1: Janet Echelman: Taking Imagination Seriously</p>	<p>Discussion of assigned readings</p> <p>Creatures & Stories</p>
<p>Feb 2</p> <p>Computer Lab</p> <p>PPHAC 112</p>	<p>In class: We will browse the SAS/PDE website, to help you write your lesson. Link is on Google Classroom.</p> <p>Due: Upload to Google Classroom. 1-page response to the question: <i>"How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?"</i></p> <p>Due: Roland, C. (2006). <i>Young in art: A developmental look at child art.</i></p> <p>Due: Watch weekly Ted Talk: The Creative Spark 2: Tim Brown: Tales of Creativity and Play</p> <p>Due: Listen to NPR Radio Programs: "Radio Times" 9/11/14 Teaching Creativity; Guests: Gerard J. Puccio, Fredricka Reisman, Jack V. Matson</p> <p>"Radio Times" 9/17/14 Making Good Teachers; Guests: Pam Grossman, Peshe Kuriloff and Meredith Mehra</p>	<p>Discussion of assigned readings</p> <p>Begin to build your Ted Ed Lesson using ideas from Pinterest and your notes from assigned readings.</p>

<p>Feb 9 Room 7</p>	<p>Due: Presentations of your TedEd Lesson in progress Due: Upload to Google Classroom. 1-page response to the question: <i>“How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?”</i></p> <p>Furniss, G. (2009). Art lessons for a young artist with Asperger syndrome. <i>Art Education</i>, 62(3), 18-23.</p> <p>Furniss, G. (2008). Celebrating the artmaking of children with Autism. <i>Art Education</i>, 61(5), 8-12.</p> <p>Smith, N. (1993). Painting set-ups (pp. 113-121) in <i>Experience and art: Teaching children to paint</i>. New York: Teachers College Press.</p> <p>Watch weekly Ted Talk: The Creative Spark 3: Amy Tan: Where does creativity hide?</p>	<p>Discussion of assigned readings</p> <p>Paintings</p>
<p>Feb 16 Room 7</p>	<p>Due: Upload to Google Classroom. 1-page response to the question: “How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?”</p> <p>Due: Bring in at least one real (not digital, not one on your phone or kindle) children’s picture book related to the theme “transformations.” Each student will read it aloud and we’ll talk about the theme of “transformation”</p> <p>Read: American Library Association (2012). <i>Building a home library</i>, Ages 0-3; Ages 4-7; Ages 8-11. Chicago.</p> <p>Read: Lord, L. (1996). <i>Collage and construction in school</i>. New York: Bank Street College of Education. Collage, pp. 5-27 Construction, pp. 38-53</p> <p>Watch weekly Ted Talk: The Creative Spark 4: Ken Robinson: How schools kill creativity</p>	<p>Discussion of assigned readings</p> <p>Collage or Construction</p>
<p>Feb 23 Computer Lab PPHAC 112</p>	<p>Due: Upload to Google Classroom. 1-page response to the question: “How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?”</p> <p>Eubanks, P. (2002). Students who don't speak English. <i>Art Education</i>, 55(2), 40-45.</p> <p>Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. <i>Phi Delta Kappa</i>, 85(10), 786-791.</p> <p>Vize, A. (2005). Making art activities work for students with special needs. <i>Art and Activities</i>, 138(4), 17,41.</p> <p>Watch weekly Ted Talk: The Creative Spark 5: Isaac Mizrahi: Fashion and Creativity</p>	<p>Discussion of assigned readings</p> <p>Continue to work on Ted Ed lesson</p>

Optional Wed Feb 25th	4:00pm Visiting Artist Presentation and 6:30pm Hands-on Workshop Details TBA	
March 2 Room 7	<p>Due: Upload to Google Classroom. 1-page response to the question: <i>“How can this article/radio program/Ted Talk help me design an art lesson that supports artistic development and creativity and uses differentiated instructional strategies?”</i></p> <p>Watch weekly Ted Talk: The Creative Spark 6: Julie Burstein: 4 Lessons in Creativity</p> <p>Due: Final Presentations of your TedEd Lesson. We will complete each student’s lesson together as a class.</p> <p>Bring snacks and drinks to share, if you’d like.</p>	<p>Discussion of assigned Ted Talk</p> <p>Final Presentations</p>

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.

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, assess 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 studies 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.