EDUC 213.2 Creative Expression: The Arts

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Moravian College Fall 2015
MW 7:30-8:40am
8/31/2015 - 10/18/15
Room 7 Art Building & HILL 309 South Campus

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"The goal is to eradicate those kinds of art projects that can't help but lead to visually and conceptually uniform outcomes, and replace them with art experiences you design in which the essential artistic thinking and doing is placed in the minds and hands of the artists themselves, your students."

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-Mary Hafeli

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Instructor:	Kristin Baxter, Ed.D., Associate Professor of Art
Office location:	Art Building, South Campus, Office 2 (Floor L)
Studio location:	Art Building, South Campus, Room 103 (Floor 1)
Office/Studio hours:	MW 9:00-10:00am & Fridays 9:30-11:30am
	Look for me in my office or studio during those hours
Office phone:	Art Dept: 610.861.1680
Email:	kbaxter@moravian.edu
My (work-in-progress) website:	http://baxterk8.wix.com/steammaker
Art Department on FB:	https://www.facebook.com/MoravianCollegeArtDepartment

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.

Required Readings - Links are on Blackboard

Coleman, M. B., & Cramer, E. S. (2015). Creating Meaningful Art Experiences with Assistive Technology for Students with Physical, Visual, Severe, and Multiple Disabilities. *Art Education*, *68*(2), 6-13.

Eubanks, P. (2002). Students who don't speak English: How art specialists adapt curriculum for ESOL students. *Art Education, 55*(2), 40-45.

Hafeli, M. (2015). Rethinking the role of materials in studio practice. In *Exploring Studio Materials: Teaching Creative Art Making to Children.* (pp. 3-21). New York: Oxford.

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 lesson that meets PA Academic Standards in the Visual Arts and employs strategies for teaching students with diverse needs, such as those 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 creating studio art projects and interdisciplinary art-based lessons.*

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 such as online lesson creators such as PBS Learning Media, Ted Ed Lessons, Museum of Fine Arts (MFA) Educators and Pinterest for teachers.*

Class Expectations
Art Materials
- Conserve art materials. Use them wisely.
  - Use scrap paper first when possible. Don't use a new sheet of paper as scrap paper.
  - Use up paints in an almost-empty container first, before opening a new bottle.
  - Take less of everything than you think you'll need. You can always go back for more.

- Wash paint palettes, brushes, water containers; wipe tables; return supplies to the supply table. Clean up after yourself.

- Wipe up the sink area; mop up floor near sink if there's lots of water!

Technology in class
- Some of our classtime will be in the mac lab, or you might be using your own laptop or iPad if you have one. There will be other times when you may **not** use your gadgets, such as when someone is simply addressing the class, giving a presentation, or during the art-making parts of class.

- When we are making artwork or when someone is giving a presentation, put away all of your gadgets, *unless the presenters ask you to use them.*

- During presentations and discussions, be mindful, present, and respectful to the presenter. Take notes. Look at the presenter. Ask questions. Don't yawn or check the time or check your texts.

- And don't wear earbuds… even if you're not listening to anything.

  - Don't even have them dangling from your ears. Just put them away.

- If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

Being present
- Read the class schedule and complete the assignments due each day. Be prepared.

- Get a good night's sleep (avoid those alligator yawns in the middle of class).

- Be acutely aware of when you are asked to use technology and when you need to be attentive to the human souls in the room.

- Show up for class and appointments on time and be well prepared.

Bathroom breaks
- Stay in the classroom for the entire class period. Send your texts, use the bathroom, check who's posted pictures of their breakfast on instagram BEFORE you get here. (If you absolutely need to use the bathroom during class, just go. You don't need to ask me.)

Food and Drink
- Drinks are fine. But don't eat during class, except on those days when we plan on eating together. Food and drinks aren't permitted in the computer labs.

Course Requirements

Course Goals	PDE 354 Goals	Assignment	Percentage of Final Grade	Approximate number of hours per week spent on this project, outside of class
		Sign up for Blackboard by 9/7	5%	
1,2,3	I.D. I.F. I.I.	Completed 3 Google Forms related to assigned readings	10% each = 30%	2-3 hours per week
2	F.2. F.14.	4 art projects	25%	Completed in class
1,2,3	I.D. I.F. I.I. II. A.1.iii. III.	Draft of online lesson	15%	1-2 hours in total
1,2,3	I.D. I.F. I.I II. A.1.iii. III.	Final online lesson, with revisions	25%	2-3 hours per week

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time
Students are expected to spend 8-10 hours per week, 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 course. For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time.

Attendance & Grading

If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

For classes that meet twice a week, after the second unexcused absence, final grade will be dropped by one full letter. After the fourth unexcused absence, student will receive a failing final grade.

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. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

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.

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." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. 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, 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.

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 earns a "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 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.

On-going Grades on Blackboard
All grades are posted on Blackboard throughout the semester. I will return assignments and grades to you throughout the semester, but it is the student's responsibility to check grades on Blackboard regularly so you know how you are doing in class.

Final grades on Blackboard
The "Final Grade" column on Blackboard does NOT factor any drop in grades because of attendance. See above for how absences will lower your final grade. The "Final Grade" on Blackboard is determined by the grades for your projects only.

Late work earns a "0."

Standard numeric grading scale for Final Grades

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

"The starting point for the creative individual, through the engagement with artistic materials, is the development or discovery of a previously unrealized question."

-Diane F. Baker & Susan J. Baker

Course outline and schedule - Subject to change
Class is held in Room 7, unless otherwise noted

WEEK 1

Mon Aug 31 & Wed Sept 2
Welcome and Introductions
Tutorials: Google Drive, Forms and Docs
View short video about PBS Learning Media, and other online lesson creators
Paper Transformations

(Optional) Thursday, Sept 3rd
6:30-8 pm
Payne Gallery Reception – Tiger Strikes Asteroid (contemporary gallery)

WEEK 2

Mon Sept 7
You must sign up for Blackboard by midnight tonight. 5% of your final grade!
Paper Creatures

(Optional) Tuesday, Sept 8th
4:30 pm HUB Gallery Reception – Kris Kotsch "As the Crow Flies"

Wed Sept 9
- Due: Hafeli, *Rethinking the role of materials in studio practice*
- Due: Complete Google Form prior to class

WEEK 3;

Mon Sept 14
Collaborative Painting - Introduction

Wed Sept 16
- Due: Eubanks, *Students who don't speak English*
- Due: Coleman, M. B., & Cramer, E. S. *Creating Meaningful Art Experiences with Assistive Technology*
- Due: Complete Google Forms prior to class

WEEK 4
Complete paintings

Mon Sept 21 & Wed Sept 23
Meet in HILL 309
Use online lesson creator; select related art project

WEEK 5
Mon Sept 28
Meet in HILL 309
Peer Review Workshop
GRADED! Due at the end of class: Draft of your online lesson and separate word doc explaining the art project. Be sure to refer to assigned readings.

Wed Sept 30
In class, create the art project related to your online lesson, take photos

WEEK 6

Mon Oct 5 & Oct 7
In class, complete the art project related to your online lesson
Make edits to your separate word doc explaining the art project, include photos into your word doc; refer to assigned readings.

(Optional) Thursday October 8
6:30-8 pm
Payne Gallery Reception – Jules Buck Jones (installation sculptor)

WEEK 7

Mon Oct 12
No Class Fall Break

Wed Oct 14
DUE:
Final Presentations of all of your artwork from the semester
Final Presentation of online lesson and related art project; word doc explaining the art lesson

Bring breakfast treats if you'd like to share!

Syllabus is subject to change
We will follow this syllabus as closely as possible, but sometimes changes must be made for various reasons (the college closes because of inclement weather; a guest speaker cancels; a trip is canceled due to weather; students need more/less time on particular content, etc.). Students will receive a revised schedule (in print, on Blackboard, and emailed) if we must make changes to the syllabus. It is the student's responsibility to keep track of revised schedules.

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 2015-2016.

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.

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 withdrawl, 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.