

Point Loma Nazarene University
Department of Art and Design

ART 319 - VISUAL ARTS IN THE CLASSROOM SYLLABUS

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Course Description

Art 319 - Visual Arts in the Classroom I is designed to acquaint teacher education students with art education theories, curriculum applications, art media, and techniques appropriate for use in preschool and elementary school classrooms. The course is organized according to the California Visual and Performing Arts Framework and Visual Arts Standards, and seeks to provide background art experiences in each of the Five Components: I. Artistic Perception, II. Creative Expression, III. Art Heritage (including multicultural arts), IV. Art Criticism, and V. Connections, Relationships, and Applications.

The visual arts provide children with another way of knowing and perceiving the world around them. In Art 319 teacher education students will be introduced to broad understandings of the uniqueness of the visual arts and their contributions to child development, creativity, and human expression. Students will be able to experience what a life of Christian service will include as they practice-teach diverse students.

Student Learning Outcomes

Upon completion of Art 319 – Visual Arts in the Classroom I, students will be able to:

- Articulate the value of the visual arts in the K-12 schools.
- Write VAPA Standards-based art lessons that include art objectives, lead-in activities, evaluation methods, art resources, and integrative applications to other subject areas.
- Write curricula and create school art projects inspired by a variety of historically religious western and non-western art forms and traditions.

- Create art projects in a variety of media using art techniques for children in preschool, elementary, and early middle school classroom settings.
- Identify a range of available arts-related community resources for the elementary classroom.
- Teach sequential art lessons to elementary school children developed in their Art 319 integrative art curricula.

References and Assessment

Textbook

Hobbs, Jack A. and Rush, Jean C., *Teaching Children Art*. Prentice-Hall, Inc.: New Jersey.

Other Articles and Periodical References will be provided for you and do not require purchase.

Art Materials

Creating child art requires a variety of materials. Your lab fee contributes to classroom refills on glue, paint supplies, brushes, and a variety of art materials found in the KFA 101 art cupboards. In addition to these supplies, you will need to purchase the following items. **You may purchase the Art 319 ART BOX available in the University Bookstore.**

If you would like to purchase the supplies on your own:

(1) 3-Ring Binder
Crayons (basic colors)
Scissors
Pencil
Scotch Tape
Glue Stick
Ruler
White Glue (small bottle)
Eraser
Construction Paper (assorted colors
9"x12" or 12"x18") [good quality]
Watercolors - Prang or Crayola Brands
(student grade)
Markers - Fine and Wide tip
Poster Paint (Tempera) Red, Yellow, Blue, Black,
& White.

Class Attendance and Department

Attendance in class is considered vital for the optimum amount of creative exchange between all those involved in the art learning process. Therefore each unexcused absence will result in the loss of 3 points in the student's cumulative grade point total. Tardiness and leaving class early will also lower the final grade. Three times late to class equals an absence

All electronic devices must be turned off and stored away during the class period unless otherwise instructed (i.e. iPods, cell phones, computers, etc.)

The college classroom is a professional workplace. Classroom attire should not be distracting to your classmates. "Too short, too tight, too low, too exposed" does not belong in the classroom. Wear comfortable, washable clothing on art lab days. Shoes must be worn at all times.

Grading

Grades will be based on an eleven-point scale. Project grades will be evaluated on 1) Quality and Uniqueness of the design. 2) Craftsmanship. 3) Effort.

A	A-	B+	B	B-	C+	C
11	10	9	8	7	6	5
C-	D+	D	D-	F	CR	
4	3	2	1	0		

[A =11-10.6 /A- =10.0 -10.5]

LATE work will lose 3 points with each class meeting that follows the class period the assignment is due. This means if the assignment is not finished for the class period on the announced due date, the assignment will be considered late. When assignments with multiple credit are submitted late, the credit will be deducted proportionately.

Academic Accommodations: All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs & accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

If questions arise concerning the final course grade, students may ask by e-mail for a re-tabulation of their cumulative points. Final grades are almost never changed. Only if a mathematical error has been made, will the student be contacted to inform him or her of the change. Grades are based on class participation, attendance, written assignments, field experiences, and artwork.

University faculty members are hired for their expertise in the field and for their knowledge of industry standards. For these reasons, students should know and produce to the instructor's standards. The instructor's individual and course evaluations are final.

Several Course Assignments Carry Multiple Credit

- Design Language Presentation (2X credit)
- Cultural Art Lesson Plan (2x credit)
- Children's Book Lesson Plan (2x credit)
- Artist Theme Lesson (4X credit)

Community Partnerships: Course Field Experiences

- SBUSD/ Elementary Schools
- San Diego Museum of Art, Balboa Park
- Mingei International Museum, Balboa Park
- Potentially other San Diego Museum Visits

All students are REQUIRED to pass tuberculosis and fingerprinting tests before they can participate in their SBUSD teaching experiences.

Art 319 - ASSIGNMENTS

College assignments in art education courses such as Art 319 always seek to mix the teaching and theories of art education with their applications in hands-on art experiences. This course seeks to create art learning experiences which familiarize the education student with both the why's and how's of art learning.

Art Lesson Plans: Written for In-Class Art Activities (11pts each)

The five components of California's Visual and Performing Arts Framework and Visual Arts Standards will provide the structure for the semester. There may or may not be enough time to complete the projects during the class periods:

- I. Artistic Perception
- II. Creative Expression
- III. Art Heritage
- IV. Art Criticism
- V. Art Connections, Relationships, Applications

VAPA-based curriculum units will include art lessons or applications from each art component and the related standards. They will be sequential, built upon a selected skill or concept, and include a variety of art techniques and media. Students will be required to write lesson plans for each designated art project included in class. Use the art lesson plan provided.

In-class art lesson ideas will include the use of computer programs, Internet resources, and other audiovisuals (i.e. Smart phones, videos, etc.). Lessons

will include art traditions of culturally diverse populations and artists. Art lessons will be based on the art language, art media available in the schools, found materials, famous artists, historical and contemporary art works, art criticism, and so on.

TIPS for writing Basic Lesson Plans...

BE THOROUGH! *Fill-in art lesson plan sections during class time and add to them later. Watch what the instructor is doing as well as saying. There will always be a mix of subject matter covered, as well as the use of various teaching methods. Identify if audio-visual resources have been used. Write down book titles brought to class. Write down art project procedures as they are being presented. This will save you time and make the information as complete as possible. Type the final copy.*

Design Language Presentation (22 pts)

The *Design Language Presentation* serves as a picture file and teaching tool for your future classroom. Include definitions of the elements or principles on each title page. Magazines, photos, or Internet pictures can be used to illustrate the elements and principles of design. Students will also take personal photo(s) for each element and principle.

Students can use PowerPoint, KeyNote, Prezi, or any other digital presentation platform. Presentations should be emailed in PDF format for easy viewing by instructor.

Instructions form will be provided.

Cultural Art Lesson Plan (22pts)

Students will create a Cultural Art lesson based on a Non-Western Art form. Students will turn in a complete lesson plan (form provided), a student sample of the actual completed project, as well as present these items to the class (or small group).

Children's Book Lesson Plan (22pts)

Students will create a lesson plan based on a selected Children's book. Students will turn in a complete lesson plan (form provided), a student sample of the actual completed project, as well as present these items to the class (or small group) and read a portion of their selected book.

Artist Theme Lesson and 6-Hour Fieldwork Assignment (44pts)

Each student will be required to write and present a lesson plan about a Famous Artist and their accompanied Art Movement. The *Artist Theme Lesson* differs from in-class art lesson plans in that it also includes other disciplines from the elementary school curriculum. It asks students to think thematically across the school curricula and explore how the visual arts can be applied in other subject areas.

The Artist Theme Lesson must be typed using the format provided. The Artist Theme Lesson will be used to teach two art activities at a SBUSD partnership school.

The 6-hour Art 319 fieldwork requirement will be covered by these teaching days. (Students may need to be excused by the provost's office from another course, if there is insufficient time to reach the school site in time to teach their lessons.)

SBUSD/PLNU Visual Arts Partnership

Point Loma Nazarene University and South Bay Union School District, Imperial Beach, CA

In Fall 2004, PLNU liberal studies students taking Art 319 - Visual Arts in the Classroom joined teachers at West View Elementary School in Imperial Beach, CA, to teach art in a culturally and economically diverse school setting. Some PLNU students taught in teams and others taught alone -- but all benefited from the assistance and expertise of each classroom teacher. This began the long-term PLNU arts partnership with the South Bay Union School District. In 2010 this partnership moved to Emory Elementary School.

Teaching from the Art Theme Lesson:

The Visual Arts Standards-Based Artist Theme Lesson is an integrative art unit, which includes ways in which an art topic can be integrated across an elementary curriculum. The content of the theme lesson includes more information than can be presented in one or two class periods. This is intentional, because the Artist Theme Lesson assignment is intended to acquaint the student with integrative and longer-term curriculum planning.

Instructions for PLNU Students:

First, bring evidence to class before the first meeting with SBUSD teachers that you have passed the TB and fingerprinting tests. The final Artist Theme Lesson is due on the day of your first visit to the elementary school. You will need to bring two copies of your lesson with you – one for yourself and one for the classroom teacher. The teacher will assist you on how best to use the information you have researched. The planning meeting is provided for you to get to know the classroom teacher, discuss ways to present your lessons.

Extra Credit

In addition to art projects, Art 319 students may submit written assignments for 11pts extra credit each. For example:

Art Museum Scavenger Hunt - This additional survey will explore how the design elements and principles and art themes are found in paintings and sculptures.

Art Lesson Observation - Visit a public school elementary classroom where an art lesson is being taught. Observe the art teaching strategies, materials, skill levels, student participation, classroom management techniques, and so on.