

OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES

COURSE SYLLABUS
AED- 4220 TEACHING ART IN THE ELEMENTARY SCHOOL
TUESDAY, 5:30 P.M. - 8:50 P.M. PAWLEY HALL ROOM 158

1. COURSE: AED 4220 Teaching Art in the Elementary School: 4 credit hours.

2. CATALOGUE DESCRIPTION:

This course develops knowledge and skills for teaching art in elementary schools. Through lectures, readings, discussion, and field experience, students explore current trends in art education, visual literacy, and visual culture while constructing and practicing effective instruction and designing curricula in the visual arts using current instructional and assessment strategies. * This course is cross-listed with EST 502.

3. AUTHORIZED INSTRUCTOR:

Nancy C. Taylor
Office Hours: by appointment
Phone: 248.219.1444
Email: nctaylor@oakland.edu

4. PREREQUISITES: AED 301

5. LEARNING GOALS FOR CANDIDATE PERFORMANCE:

AED 302 is expected to help each student meet particular goals of the K-12 Art Education Certificate Program. Students will:

- Demonstrate appropriate teaching practices including effective communication, classroom and material management, and assessment strategies.
- Demonstrate an ability to adapt and use technologies to enhance student performance.
- Articulate and apply a personal philosophy based on research, best practices, experience and reflection.
- Effectively use state and national art education benchmarks and standards in designing and developing sequential curricula and planning developmentally appropriate units and lessons.
- Demonstrate respect and value for human diversity and the ability to work with others. Demonstrate the ability to create an environment that respects varying beliefs and personal expression about art and aesthetics.
- Connect cultural, social and historical references to the visual arts.

- Display confidence in their creative and aesthetic ability to transform experience, idea and feeling into art forms and projects.
- Demonstrate ability to create unit and lesson plans using age appropriate teaching strategies and materials
- Perform art lesson techniques and skills with fine craftsmanship
- Develop an understanding of state and local requirements and resources for ongoing professional development throughout their teaching career. Develop a commitment to professional growth through reflection and contributions to the profession.

6. REQUIRED TEXT:

Wood, Chip, (2007), *Yardsticks: Children in the Classroom Ages 4-14*, Center for Responsive Schools, Inc., ISBN-13: 978-1892989192

Smith, N., *Observation Drawing With Children: A Framework for Teachers*, First printing Edition, Teachers College Press, ISBN-13: 978-0807736913

SUGGESTED MATERIALS:

Highly Suggested: Hetland, L. & Winner, E. & Veenema, S., (2013), *Studio thinking 2*, Teachers College Press. ISBN-13: 978-0807754351

Clements, R. D., Wachowiak, F. (2009) *Emphasis art: A qualitative art program for elementary and middle schools* (9th ed.). Boston, MA: Allyn & Bacon, Inc.
ISBN 978-0-13-714582-9, (other editions of this book may be used).

Day, M., Hurwitz, A. (2011) *Children and their art: Art Education for the Elementary and Middle Schools* (9th ed.). Boston, MA: Wadsworth, Inc.
ISBN 978-0-495-91357-3

Lowenfeld, V. & Brittain, W.L. (1987). *Creative and mental growth*, (8th edition). Prentice Hall

Stewart, M., Walker, S. (2005) *Rethinking curriculum in art*. Worchester, Massachusetts, U.S.A.: Davis Publications

Bates, J.K., (2000) *Becoming an Art Teacher* (1st ed.). Cengage Learning, ISBN-13: 978-0534522391.

Kellogg, R. (1970). *Analyzing children's art*. Mayfield Publ. Co.

Johnson, A., (1992). *Art education: Elementary*. Reston, VA: National Art Education Association

7. COURSE TOPICS AND OBJECTIVES: see Course Outline.

8. COURSE REQUIREMENTS AND CLINICAL PRACTICE: In addition to class participation and homework assignments, students will participate in 30 hours of field placement in elementary art classrooms, as coordinated the Field Placement Office. Student will be responsible for providing his or her own transportation to the various field locations.

All pre-service teachers will be expected to actively participate in Michigan Art Education Association events including the annual state conference in the fall. Participation in the Oakland University student chapter of MAEA will be mandatory.

Consistent with a professional preparation program, all assignments are to be submitted in black ink on white paper, typed double-spaces in 12 point Times New Roman or Arial font. Teacher candidates are expected to use APA style of references, and conventional spelling and grammar.

9. INSTRUCTIONAL METHODS: Using a combination lecture/demonstration, studio format, field experiences, media presentation, review and analysis of teaching strategies, collaborative and cooperative learning; students will engage the art education experience as students and practitioners. Students will engage in reflective assessment, evaluating their own development and experience.

10. PERFORMANCE ASSESSMENT:

1. Teacher candidates are expected to submit assignments that conform to University policies governing academic dishonesty and misconduct. See the “Academic Conduct Policy” in the current *Catalog* or *Student Handbook*, for provisions regarding plagiarism and submitting assignments to only one class. Plagiarism is taken extremely seriously in the teacher preparation program, not just because of intellectual property issues but because as teachers, graduates will be expected to be ethical professionals.
2. The *Publication Manual of the American Psychological Association* (5th ed., 2001) contains the writing style used by the Department of Teacher Development and Educational Studies.
3. Attendance is mandatory and essential to success in AED 302. Each class is worth 10 attendance points. Points will be deducted for tardiness and partial attendance. Students who are absent more than twice may be administratively dropped from the course.
4. Assessment of each course requirement is based on quality, not quantity, of work. Evidence of quality that exceeds the instructor’s normal expectations of pre-service teachers must be apparent to receive the maximum score.

11. GRADING: Grading will be based on a four point system. Final grades will be based on an average of the following:

1. Class attendance and involvement with class activities	20%
2. Unit/ Lesson plans for K-5 (6) art	20%
3. Midterm paper/quiz	20%
4. Performance portfolio	20%
5. Final synthesis paper	20%

The grade reported to the Registrar is based on the following percentages of possible points:

A		B		C	
GRADE	%	GRADE	%	<u>GRADE</u>	<u>%</u>
4	99-100	3.5	89-90	2.9	77-78
3.9	97- 98	3.4	87-88	2.8	75-76
3.8	95- 96	3.3	85-86	2.7	74
3.7	93- 94	3.2	83-84	2.6	73
3.6	91- 92	3.1	81-82	2.5	72
		3	79-80	2.4	71
				2.3	70
				2.2	69
				2.1	68
				2	67

12. ACADEMIC HONESTY:

Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter to the Academic Conduct Committee as necessary. Anyone found guilty of cheating in this course may receive a course grade of 0.0 and may be dropped from the elementary education program in addition any penalty assigned by the Academic Conduct Committee. Please refer to pages 24 and 25 of the 2003-2005 Oakland University Graduate Catalog to read the full Academic Conduct Policy.

BIBLIOGRAPHY:

Duncan, C. (1993). *The aesthetics of power: Essays in critical art history*. Cambridge; New York: Cambridge University Press.

Eisner, E. (1988). What is discipline-based art education? In *The role of discipline-based art education in America's schools*, Getty Institute.

Gardner, H. (1994). Experimental research on artistic development. In *The arts and human development: A psychological study of the artistic process*. New York: BasicBooks.

Hart, L. (1991). Aesthetic pluralism and multicultural art education. *Studies in Art Education*, 32, 145 – 159.

Herberholz, D. & Herberholz, B. (2002) *Artworks for elementary teachers: Developing artistic and perceptual awareness*. Sacramento, CA: McGraw Hill.

Hume, H. D. (1998). *The art teacher's book of lists*. Parasmus, NJ: Prentice Hall.

- Koster, J. B. (2001). *Bringing art into the elementary classroom*. Stamford, CT: Wadsworth.
- Marche, T. (1998). Looking outward, looking in: Community in art education. *Art Education*, 51, 6-13.
- Siegesmund, R. (1998). Why do we teach art today? Conceptions of art education and their justification. *Studies in Art Education*, 39, 197 – 214.
- Spradley, J. & McCurdy, D. (1988). Cultural scenes. In *The cultural experience: Ethnography in a complex society*. Prospect Heights, IL: Waveland Press.
- Stokrocki, M. (1998). An introduction to aesthetics: A strategy for helping students determine what is a work of art. *NAEA Advisory*, Spring 1998.
- Sullivan, G. (1993). Art-based art education: Learning that is meaningful, authentic, critical and pluralist. *Studies in Art Education*, 35, 5 – 21.
- Wasson, R. (1990). Teaching art in the multicultural classroom: Six position statements. *Studies in Art Education*, 31, 234 – 246.