

EED 3220: EDUCATING CHILDREN IN ART

Fall 2018

Monday 1:00 – 3:30

Room 158 Pawley Hall

Catalogue description: The purpose of this course is to provide students with an understanding of the importance of the visual arts in the development and education of children. Students will develop skills and understanding of discipline based art education, children's artistic development, higher level thinking skills including design and studio thinking, and materials and processes in educating children about the visual arts. The understanding of the importance of integrating the arts throughout the curriculum will be an important aspect of the course.

Instructor: Coordinator of Art Education: Linda Tyson, Ph.D.

Tyson@oakland.edu

Office: 485 F phone 370-3197

Office hours by appointment

Prerequisites: none

Required text(s) and/or Reading: Herberholz, Donald and Herberholz, Barbara , Artworks for Elementary Teachers, Ninth Edition, McGraw Hill Publishers

Heberholz, Donald and Herberholz, Barbara, Art Starts, A Supplement for Implementing the Concepts in Artworks for Elementary Teachers, McGraw Hill Publishers **DO NOT PURCHASE, IT WILL BE POSTED ON MOODLE**

Unit and Program Performance Goals Addressed in course:

Students will:

1. Demonstrate an appreciation for the role of discipline based art education in the total education of children.
2. Identify stages of children's artistic development and environmental and educational influences on this development
3. Demonstrate an appreciation for the visual arts and an understanding of the roles of the creator, art historian, art critic, and aesthetician.
4. Evidence through presentation the ability to design an art lesson that fosters children's artistic growth, visual language, development, and knowledge of art.
5. Learn how to obtain, organize, manage, and use art materials and processes safely and effectively with elementary age children in the classroom.
6. Describe methods for accommodating and evaluating individual differences in children including multicultural, talent, and disability.
7. Evidence confidence in their creative and aesthetic ability to transform experience, idea, and feeling into art form.

8. Display ease with the use of materials and processes necessary for a quality elementary art education included in making, looking at, talking, and writing about art. Understand the implications of technology on the arts.

1. Course Topics or Knowledge Base:

1. Discipline Based Art Education: understanding the visual arts from the perspective of the creator, historian, critic and aesthetician. Why and how the visual arts should be taught to children. Teaching for cognitive and aesthetic development in art. What constitutes authentic art learning experience for children versus recreation with art materials. What is process based art versus product based art.
2. Psychological foundations of children's art capacities: developmental stages, cognitive abilities, motor development, emotional responses, cultural and environmental factors, visual language development, artistic talent, and disabilities.
3. What is art? Who makes it and why does it look like it does? Artistic language, vision, style, and movement. Learning to understand what you see and feel when you look at art. Learning about art and its' role in contemporary society.
4. Teaching children about art. Learning goals and teaching methods. Designing effective art lessons, units, and sequential curricula in art education. Using the Understanding by Design (Wiggins & McTighe) model for integrated arts projects. Student motivation and classroom management. Understanding state standards, benchmarks, the new NCAS's and Grade Level Content Expectations in the arts. Assessment in the arts. Utilizing Visual Thinking Strategies (VTS) in learning to look at discuss works of art. TAB or Teaching for artistic behavior, studio Habits of Mind and Design Thinking will be explored as alternative methodologies to DBAE.
5. Organizing time, space, and materials for artistic activity. Creating a classroom environment and teaching aids which enhance aesthetic development. Finding and selecting age and ability appropriate resources for the art curriculum. Safety procedures for children using tools and materials. Displaying student work. Technology applications for the art room and Internet resources.
6. Student diversity. Adaptations for handicapped students. Developing sensitivity to multicultural and gender issues. Identifying and supporting talent. Recognizing learning problems. Using the art lesson to support cognitive growth and creative problem solving.

7. Identifying your own taste and visual style. Learning to see and create visual form and language through the art experience. Developing studio skills for use in teaching.

Course requirements and Clinical Practice:

In addition to class participation and homework assignments, students will observe one (or more) pre-school or elementary child participating in an art activity and assess the learning and aesthetic performance. Students will also visit one art gallery or art fair and participate in a MANDATORY trip to the Detroit Institute of Arts (DIA).

Instructional Methods: Using a combination lecture/discussion/studio format, students will engage the art experience as artists and teachers by creating and looking at art, developing and presenting art lessons, and observing and analyzing children's artistic behavior. Students will also engage in reflective assessment, evaluating their own aesthetic growth. They will visit at least **one gallery** and **a major art museum** learning about the resources available to educators that will enhance their professional practice. Handouts and some assignments will be posted online through Moodle.

Performance Assessment:

1. The Publication Manual of the American Psychological Association (6th ed., 2009) contains the writing style used by the Department of Teacher Development and Educational Studies. All written assignments should be written in APA style.
2. Attendance is mandatory and essential to success in EED 3220. 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. We model good attendance and promptness in the teaching profession.
3. 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.
5. Students will develop a performance portfolio that will include examples of their artwork, examples and analyses of children's artwork, art lesson plans for an elementary art classroom, written assignments, a completed sketchbook, verification of their visit to the museum and one written exam based on the class text and handouts, and their trip to the museum. One DBAE presentation will count as the final exam.

Students will be posting responses to questions on Moodle. Each week, the Instructor will post a question from the reading, and the students will post their response by 6:00 pm the night before the next class.

Professional expectations:

Students are responsible for participating in all field experience requirements. A half day, required class visit to a major art museum (DIA preferably) will be scheduled on a weekend. The museum visit time will be counted within the required hours for class meeting time. Students will be responsible for providing their own transportation to and from the museum, the museum entry fee if you are not a resident of Oakland, Wayne or Macomb counties, and their lunch which can be purchased in the museum. Students are also responsible for identifying one elementary age child and observing them make their art. Students will be required to purchase/obtain some art materials for the class. This observation may be of a relative, friend, or student in a field site. Students will visit one art gallery and write a response to their experience.

Grading: Grading will be based on a four point system. Final grades will be based on an average of six grades: one for each of the following:

1. Class attendance, Moodle postings, involvement with the class activities	15%	150pts.
2. Aesthetic presentation of completed portfolio	15%	150pts.
3. Folder with 5 written assignments	15%	150pts.
4. Presentation and lesson plan for an art lesson	25%	250pts
5. Written midterm	15%	150pts
6. Written final DBAE with class presentation	15%	150pts.

As of Fall 2018, OU will be using a "letter grade" scale. There is no **"A+"**. In order to be recommended for a teaching certificate, candidates must pass student teaching with a B- or higher.

Oakland University Grading Scale

A	93 - 100%:	4.0
A-	90 - 92%	3.7
B+	87 - 89%	3.3
B	83 - 86%	3.0
B-	80 - 82%	2.7
C+	77 - 79%	2.3
C	73 - 76%	2.0
C-	70 - 72%	1.7
D+	67 - 69%	1.3
D	65 - 66%	1.0
F	Below 65%	0.0

Technology Back-up Plan

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

Technology Help

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
 - For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: <https://www.oakland.edu/stc/>).
 - For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: <https://www.oakland.edu/helpdesk/>).
- Additionally, classroom technology can be found in the ERL, where personnel are happy to assist you.

Respect Rules of [Netiquette](#)

- Respect your peers and their privacy.
- Use constructive criticism.
- Refrain from engaging in inflammatory comments.

Classroom and University Policies

Classroom Behavior

1. [Academic conduct policy](#). All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. Cheating. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, falsifying data or submitting data not based on the student’s own work on assignments or lab reports, or other forms of misconduct on exams. Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website.
 - b. Plagiarizing the work of others. Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another

person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

- c. Falsifying records or providing misinformation regarding one's credentials.
- d. Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. Behavioral Code of Conduct. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

- a. Integrity. See academic conduct policy points above.
- b. Community. Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
- c. Respect. Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
- d. Responsibility. Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

Religious Observances

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help

students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](https://www.oakland.edu/diversity/calendar/) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

Preferred Name Policy

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

Sexual Misconduct

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

Add/Drops

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

Faculty Feedback: OU Early Alert System

As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success.

Link to Faculty Feedback for students: <https://oakland.edu/studentsuccess/faculty-feedback/>

Emergency Preparedness

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and

“lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](#).

COURSE EVALUATIONS:

At the end of the semester, course evaluations can be completed confidentially by going to <https://www2.oakland.edu/secure/evals/student/> and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

Important dates are located at http://www.oakland.edu/important_dates

NOTE:

Career Services is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.

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