

TD 5220: INTEGRATING ARTS IN THE ELEMENTARY CLASSROOM
SUMMER I 2018
TUESDAY
5:30-8:45
May 8, 15, 22, 29

TD 5220: Meeting dates: May 8, 15, 22, 29 Room 158 Pawley Hall

1. **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(DBAE), children's artistic development, design and studio thinking, visual thinking strategies (VTS) and materials and processes in educating children about the visual arts. **Understanding integrating the arts throughout the curriculum will be a focus of the course.**
2. **Instructor:** Coordinator of Art and Design Education: Linda Tyson, Ph.D.
Tyson@oakland.edu
Office: 485 F phone 370-3197
Office hours by appointment

Prerequisites: none

3. **Required text(s) and/or Reading: Herberholz, Donald and Herberholz, Barbara , Artworks for Elementary Teachers, Ninth Edition, McGraw Hill Publishers ** I WILL POST THE CHAPTERS THAT ARE REQUIRED****
4. **COURSE OBJECTIVES:**
Students will:
 1. Demonstrate an appreciation for the role of discipline based art education in the total education of children. Demonstrate an appreciation for the visual arts and an understanding of the roles of the creator, art historian, art critic, and aesthetician.
 2. Identify stages of children's artistic development and environmental and educational influences on this development
 3. Evidence through presentation the ability to design an art lesson that fosters children's artistic growth, visual language, development, knowledge of art while being integrated into other disciplines.
 4. Learn how to obtain, organize, manage, and use art materials and processes safely and effectively with elementary age children in the classroom.
 5. Describe methods for accommodating and evaluating individual differences in children including multicultural, talent, and disability.
 6. Evidence confidence in their creative and aesthetic ability to transform experience, idea, and feeling into art form.

7. 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.
8. Evidence understanding of both art infusion and art integration and their place in the curriculum.

5. **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.

9. **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 that integrate across the curriculum. They will visit 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. CHECK YOUR MOODLE DAILY.

10. **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 TD 5220. Each class is worth 10 attendance points. Points will be deducted for tardiness and partial attendance. 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.
4. Students will develop a performance portfolio that will include examples of their artwork written assignments, verification of their visit to the museum and one DBAE lesson plan integrates into all subject areas.

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.

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

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| 1. Class attendance, Moodle postings, involvement with the class activities | 20% | 100pts. |
| 2. Aesthetic presentation of portfolio, written assignments
And forum postings | 20% | 100pts. |
| 3. Group Presentation of integrated art lesson plan | 20% | 100pts. |

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| 4. Research paper | 20% | 100pts. |
| 5. Written final DBAE and meeting with Dr. Tyson | 20% | 100pts. |

*****To receive a 4.0, you will have to have perfect attendance recorded.**

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

A		B		C	
Grade	%	Grade	%	Grade	%
4.0	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
		3.0	79-80	2.4	71
				2.3	70
				2.2	69
				2.1	68
				2.0	67

12. Professional expectations:

Students are responsible for participating in all field experience requirements. A class visit to a major art museum (DIA preferably) will be scheduled to fit your schedule. 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

Academic Honesty:

Truth and Honesty: All assignments are expected to be the individual student's original work and writing or reference appropriately (e.g., lessons from school or cooperating teacher not presented as your own work). Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2018-2019 Oakland University Undergraduate Catalog to read the full *Academic Conduct Policy* listed under *Other Academic Policies* online at http://catalog.oakland.edu/content.php?catoid=29&navoid=2996#Other_Academic_Policies

13. 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.

14. Bibliography:

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COURSE OUTLINE

TD 5220

CLASS 1

- Overview of the class and syllabus
- Discipline based art education (DBAE) - theoretical foundations and methods. Teaching art and designing plans: the perspective of the artist, art historian, aesthetician, and art critic. The role of art education in the total curriculum: teaching for cognitive, creative, and aesthetic development.
- Review of UbD
- Elements and Principles of Art and Design
- Arts integration and arts infusion
- EISNER – TEN LESSONS THE ART TEACH
- Studio activity

CLASS 2

- Design Thinking
- Studio Thinking
- STEAM initiatives
- Literacy and art – interpreting visual text
- Artistic Development Stages
- Studio Activities

CLASS 3

- Visual Thinking Strategies (VTS)
- Visible Thinking
- Criticism and Aesthetics
- Art History
- Studio Activities

CLASS 4

- Class presentations of integrated lessons

Reading will be assigned weekly. Articles and book chapters will be uploaded each week.