

ARE 4314 Art Education for Elementary Schools

Lecture: All Sections Tuesday 5:10-6:00 pm, FAB 105

Semester AND Year: TBD **Credit Hours:** 3

Lab Sections: Tuesday section 9681 lab; 3:00-4:55 pm; Thursday section 7194 lab 5:10-7:05 pm, Norman 10.

Lecture Instructor/Course Coordinator: Dr. Michelle Tillander; Office: Norman 12D; Phone: 392-9977; E-mail: mtilland@ufl.edu; Office Hours: Tuesday 4:00-5:00PM or by appointment.

Lab Instructors: TBD; Office; Norman 12C; E-mail TBD@ufl.edu; TBD; Office; Norman 12B; E-mail: TBD@ufl.edu

COURSE DESCRIPTION: This course is intended to assist the preparing classroom teacher in developing a basic knowledge of art and of art teaching at the elementary level.

PURPOSE OF THE COURSE: ARE 4314 is designed to engage pre-service elementary teachers in critical examination of: a) the nature of art and art teaching; b) skills and understandings related to the production and appreciation of art; c) pedagogical strategies appropriate for elementary learners; and d) development, selection, evaluation, and utilization of art teaching resources.

COURSE OBJECTIVES: In this course, preparing classroom teachers will learn about:

- their personal beliefs and values that influence how they view art and art teaching;
- art tools, materials, and resources appropriate for elementary classroom use;
- strategies for promoting student's critical and creative thinking skills through art instruction;
- ways to effectively integrate art content and skills with other subject areas in the school curriculum;
- contemporary art educational theory and its practical applications in the elementary school classroom;
- the historical and social context of art in the school curriculum, and its importance for student learning;
- child development in art and how to plan art lessons for different developmental levels;
- techniques and processes that will build student confidence with artistic expression.

METHODS: Instructional strategies in this course include lectures, discussions, research, and studio activities. Small group and individual projects may be assigned. To aid student learning, resources such as multimedia, reproductions, art materials, field trips, web sites, professional journals, and texts may be utilized, at the discretion of the individual instructor. Outside work will be required to complete some assignments.

COURSE STRUCTURE: This course consists of two components, (1) Lecture, and (2) Lab. Students enrolled in all sections of this course will attend a weekly one-hour lecture and a two-hour lab. Lecture topics will cover the history of art education, contemporary art education theory and practice, child development in art, art lesson planning, integrating art in the school curriculum, and other topics determined by the lecture instructor. Students will also be assigned to a lab section, consisting of 20-25 students. Although specific lab activities may vary as determined by each lab instructor, the primary focus will be on various art media experiences (e.g., drawing, painting, printmaking, book-making, and so on) and critical analysis activities appropriate for elementary school children.

EVALUATION AND GRADING: Grades will be calculated according to the following percentages, with the understanding that the lab instructor will determine the grade for some assignments as well as calculate the final grade for the class:

20%	Lecture Exams/Projects (Midterm and Final)
50 %	Lab Projects, Activities & Written Papers
20%	Final Independent Project
10%	Attendance and Participation
100%	

ATTENDANCE POLICY: Excessive absences or tardiness will impact a student's final grade. **More than three (3) absences for the lecture/lab combined will lower a student's final grade 6 points.** Three tardies count as one absence. Students are expected to (1) arrive to class on time; (2) be prepared to participate in all class activities; (3) make appropriate use of time given in lab class to complete the course assignments; and (4) turn in all assignments on time. Failure to do so will have an impact on a student's final grade.

Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. Anyone with

more than three unexcused absences will lose 5% of their semester grade for each further unexcused absence. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused with prior arrangements. Please contact me prior to class, or as soon as possible, if circumstances prevent attendance as make-up of missed class work is required within 2 weeks of absence. The university recognizes the right of the individual professor to make attendance mandatory. Please see university regulations for excused absences. See UF Attendance Policy. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

GRADE SCALE: UF grading policy website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa> The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at <https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx> See the table below that reflects +/- grades.

Grade	UF Point Range	Percentage
Grade = A	4.00	95-100
Grade = A-	3.67	92-94
Grade = B+	3.33	88-91
Grade = B	3.00	85-87
Grade = B-	2.67	80-84
Grade = C+	2.33	77-79
Grade = C	2.00	74-76
Grade = C-	1.67	70-73
Grade = D+	1.33	67-69
Grade = D	1.00	63-66
Grade = D-	0.67	60-62
E, I, NG, S-U, WF	0.00	0-59

Please communicate with your instructor about any anticipated absences, and plan to complete missed work in a timely manner. Arrangements to make up missed work will be made in special circumstances including religious holidays, school-sponsored trips, and documented medical illnesses. The decision to excuse an absence is left to the discretion of the lab instructor.

CLASS DECORUM: Turn off your cell phone, text messenger, or other electronic device before class begins. When working with tools and materials in the lab, please clean up after yourself (this includes properly washing out brushes, wiping down your table space when necessary, disposing of scraps, and so on). Lastly, student projects must be removed in a timely manner after they are returned. Projects left in the classroom at the end of the semester will be promptly disposed of.

ACADEMIC HONESTY POLICY: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <http://www.dso.ufl.edu/judicial/academic.php>

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full **APA/MLA** citation to be used in your work. APA Style | Electronic References <http://owl.english.purdue.edu/owl/resource/560/01/> MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/>

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <http://www.dso.ufl.edu/drc/>

COUNSELING SERVICES: The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: <http://www.counsel.ufl.edu> The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the

semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

ARE 4314 FALL 2010 TENTATIVE LECTURE GUIDE

LECTURE 1: INTEGRATING ART INTO THE SCHOOL CURRICULUM

Big Ideas

- In schools where curriculum integration is encouraged, themes, thinking processes, and learning skills can be used to connect the subject areas lending itself to a wide range of possible curricular connections.
- Integrating art with other subject areas must be done in away that maintains the unique qualities of art as a learning experience.

Essential Questions

- ✓ What are some ways that art can be effectively integrated in the school curriculum?
 - ✓ What are the potential benefits, liabilities, and challenges of integrating art with other subjects in school
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LECTURE 2: SOURCE FOR ART MAKING AND LEARNING

Big Ideas

- Artists get ideas for their works from many sources.
- Artists often study and research a topic before creating a work of art.
- The artworks students study in the classroom can provide starting points for their own art making.

Essential Questions

- ✓ Where and how do artists get ideas for their artwork?
 - ✓ What ideas and sources can we use to inspire students' own art making in the classroom?
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LECTURE 3: THE NATURE OF ART

Big Ideas

- Art comes in many forms and is made for many purposes.
- Art reflects time periods and cultures in which it was made.
- Contemporary artists are continually questioning and redefining the nature of art.
- The artist's intention and the unique perspectives that observers bring to the viewing experience shape the meaning of the work of art.

Essential Questions

- ✓ What is art? What can art be made of?
 - ✓ How has art and our ideas about art changed over the years?
 - ✓ What can we learn by studying works of art?
 - ✓ Why do people make art? What can art do?
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LECTURE 4: HOW CHILDREN DEVELOP IN ART

Big Ideas

- Children enjoy creating and using materials as a way of visually recording their interests, experiences, observations, and feelings.
- Children progress through stages in their artistic development, which are marked by certain distinguishing characteristics that show up repeatedly in their work.
- What children do naturally and what they are capable of doing artistically are different matters.

Essential Questions

- ✓ What are the characteristics of children's artwork at different stages of development?
 - ✓ What types of media and themes are appropriate for children at different developmental levels?
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LECTURE 5: INTRODUCING CHILDREN TO ARTISTS

Big Ideas

- Artists make many unique contributions to society.
- Artists think differently.
- Students should learn about artists from different cultural groups.

Essential Questions

- ✓ What do artists do?
 - ✓ What does it mean to think like an artist?
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LECTURE 6: LOOKING AT AND TALKING ABOUT ART WITH CHILDREN

Big Ideas

- In addition to facilitate making their own art, teachers should engage students in guided discussions about works of art made by others.
- Some questions and strategies are more effective in leading discussions than others.

Essential Questions

- ✓ How should teachers guide classroom discussion about works of art?
 - ✓ What types of questions are most effective in guiding students' thinking and responses to works of art?
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LECTURE 7: PHILOSOPHIES OF ART EDUCATION

Big Ideas

- Our belief systems influence what we say and do as teachers in the classroom.
- Beliefs about the value and role of art education have changed many times over the years.

Essential Questions

- ✓ How have beliefs about the purpose of art education in schools changed over the years?
 - ✓ How do these beliefs translate into classroom practice?
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LECTURE 8: ART EDUCATION IN TODAY'S SCHOOLS

Big Ideas

- Contemporary art education theory and standards emphasize developing student knowledge and skills in art.
- A quality elementary art program provides children with opportunities to make art, to respond to it, to relate it to a broader context, and to value its contribution to society.
- A quality elementary art program fosters respect for the contributions of different groups to world culture.

Essential Questions

- ✓ What is the status and nature of art education in today's elementary schools?
 - ✓ How should we teach art to children today?
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LECTURE 9: PLANNING ART LESSONS

Big Ideas

- Children should acquire an understanding of art as a means of learning about themselves and the world around them
- Art lessons should provide children with an opportunity to create art as well as to respond to art and understand the visual efforts of artists.

Essential Questions

- ✓ What are the components of an art lesson? What makes a "good" art lesson?
 - ✓ What are appropriate themes and topics for art lessons in the elementary classroom?
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LECTURE 10: METHODS FOR TEACHING ART

Big Ideas

- Teachers should employ a variety of methods to teach art.
- Art, like any subject, can be poorly taught.

Essential Questions

- ✓ What are some different ways to teach art in the classroom? What are the benefits and drawbacks of these approaches?
 - ✓ How can we get children to use their experiences for making art with the material we provide?
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