

Sul Ross University Department of Education
2021 Spring

11002 ART 3303: 001 Art Theory for Children

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Contact number for text messages only: – 469-831-7761

Please when texting or using email be sure to type your full name and class in subject on email and sign your name and class on all text messages. I do not respond to messages which I do not recognize. I will return emails or text messages in the early evening as I am in class during the day

Course Objectives:

1. Students will learn the different theories in art education
2. Students will read and identify the artistic development of children and learning styles
3. Students will identify different ways to work with children who are special needs, ESL/ELL and gifted.
4. Student will understand and demonstrate the basics of developing curriculum and instruction at different grade level.
5. Students will develop and write a personal teaching philosophy and artist statement
6. Students will research and observe to develop a system to organize their own art room
7. Students will read and become knowledgeable about careers in art and art education for themselves and for their future students.
8. Students will read 3 current research articles from professor approved sources to review and support their goals as an art teacher
9. Students will observe an art classroom at the level of their choice in a public school

Course description:

This course provides the undergraduate art education major the basic knowledge, skills and strategies for teaching art and setting up the art classroom. Students will develop lesson plans, assessment and curriculum based on the TEKS and on the National Visual Arts Standards. Students will read current research on visual culture, student learning and teaching styles, multicultural art education, and technology based art. Students will learn about opportunities for professional development and the many resources and options available for them. There will be weekly readings and students will share a lesson plan and project for the class. There will be 2 multiple choice quizzes over the readings. Your final will be an organized electronic portfolio (Power Point) of the lesson plans and projects completed in the course. Students will also be required to write 2 article response papers of no more than 3 pages in length a rubric is attached to the syllabus..

Course brief outline of content

1. Child Development and Learning styles
 - a. Piaget Maslow Gardner Vygotsky.....
 - b. Learning styles approximate age/expectation
 1. fine motor skills gross motor skills
 - c.
2. Brief Art Education in USA
 - a. Major theories and Leaders
 - b. Constructivism
 - c. DBA -- chapter/article Process & Art History
 - d. AI Arts Integration and Creative Inquiry
 - e. TABS ---chapter/article
 - f. Art Education Social Justice (?)
3. National State and local standards
 - a. Sample lesson plans reflecting standards
 - b. Goals/Requirements
4. Lesson Planning and Instruction – Students shared projects biweekly
 - a. Format for Art Department Sul Ross
 - b. Observable Objectives
 - c. Blooms Taxonomy
 - d. Rubrics Assessments/Formative/Summative
 1. Assessment examples i.e. portfolios
 2. Support of classroom teachers TEKS that share Art Teks and make learning authentic for students
5. Required Legal Modifications for Students
 - a. Law/Policy teachers legal responsibilities
 - b. Special Needs and ESL/ELL
 - c. Gifted and Talented
6. Art Room Organization
7. Personal art education philosophy
 - a. Students artist statements

There is not a required text for this class.

Text Book Resources and books below show where readings will be selected from. This list includes some books I will not use but are neat resources for teachers and have great perspective on why many teach art and why it is so important for students.

- ❖ Anderson, T., Milbrandt, M. K. (2005). *Art for Life Authentic Instruction in Art*: New York, NY: McGraw-Hill.
- ❖ Anderson, R., Gussak, D., Hallmark, K.K., Paul, A. *Art Education for Social Justice*. (2010) National Art Education Association Reston, VA.
- ❖ Anderson, W.M., Lawrence, J. E. (2010) *Integrating Music into the Elementary Classroom: (8th Ed.)* Boston, MA: Schirmer Cengage Learning, Kent State University.
- ❖ Brynjolson, Rhain (2010) *Teaching Art: A Complete Guide for the Classroom 2nd Edition* I want to see a copy of this good reviews but very pricey
- ❖ Comstock, Charles (1995) *How to Organize and Manage your Art Room* ((Dated but still a good resource))
- ❖ Cornet, C. E. (2011). *Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.)* Boston, MA: Pearson.
- ❖ Donahue, D. M. & Stuart J. (Eds) . (2010) *Artful Teaching Integrating the Arts for understanding Across the Curriculum, K-8;* New York, NY: Teachers College Press, Columbia University.
- ❖ Efland, A.D.(1990) *A history of Art Education Intelletual and Social Currents in Teaching the Visual Arts*: New York, NY: Teachers College, Columbia University.
- ❖ Efland, A., Freedman, K. & Stuhr, P. (1996). *Postmodern art education: An approach to curriculum. — 3 —*
- ❖ Goldberg, M. (2012). *Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.)*, Boston, MA: Pearson.
- ❖ Hetland,L., Winner, E., Veenema, S., Sheridan, M. (2013) *Studio Thinking 2 The Real Benefits of Visual Arts Education*. Teachers College Press, Columbia University N.Y.
- ❖ Hogan, J., Hetland, L., etal. *Studio Thinking from the Start: The K-8 Art Educator’s Handbook..* Teachers College Press, Columbia University, N.Y.
- ❖ Hurwitz, A., Day, M. (2007) *Children and their Art methods for the Elementary School: (8th Ed.)*, (2007), Belmont, CA: Thomson Wadsworth.
- ❖ Isenberg, J. P., Jalongo, M. R. (2010) *Creative Thinking and Arts-Based Learning Preschool through Fourth Grade (5th Ed.)*, Boston, MA: Merrill Pearson.
- ❖ Parks, Michael (1994) *The Art Teachers Desktop Reference* ((Dated but still a good reference))
- ❖ Spolin, V., (Ed.) (1986) *Theater Games for the Classroom A Teachers Handbook: Morey, A. & Brandt, M.A. (Eds.)*. Evanston, IL: Northwestern University Press.

- ❖ Wachowiak, F., Clements, R.D., (2006). *Emphasis Art a qualitative Art Program for Elementary and Middle Schools.* (8th Ed.), Boston, MA: Pearson.

Article Response

A written response to articles from Art education journals will also be required. Students will be selecting these articles from a list of approved journals. Articles from sources not on the list need to be approved by me. We will as a class do an article response together over an article I select. You will then be required to read and evaluate 2 articles. Chosen by student but approved by instructor. The articles you choose will be shared in class through your article response. Sul Ross Librarian, Ms. Betsy Evans is a great contact to make and can assist you with your library research questions. 432-837-8312.

FORMAT for your ARTICLE RESPONSE Assignments

Article Response #1 & #2

Formal Elements: An Essay **not more than three pages in length**

Short formal essay consisting of 5 paragraphs. (Introduction/Thesis, & 3 body paragraphs.

- Introduction- Purpose/thesis, article title and description; **20 points.** _____
- Body Paragraph- Main ideas, Summary of article supporting details, analysis; **20 points.** _____
- Body Paragraph- : Main ideas, personal reaction using supporting details, analysis; **20 points.** _____
- Body Paragraph- How would this help you as a teacher or not help you Main ideas, supporting details, analysis; **20 points.** _____
- Conclusion- Summary statement, critique/judgment; **20 points.** _____

Total points: **100 points.** _____

Course Rubric

Weekly Readings and monthly article response (2) to Art Education articles –
 Response and discussion to chapters/articles on current art issues-----25%
 Participation, Observation & Hands on Activities----- 20%
 Students develop unit and lesson& teach Class arts activity every two weeks you
 will share a lesson plans & teach class project to your peers.----- 25%
 Quiz over weekly readings (3) ----- 15%
 Final Electronic Resource Portfolio all Projects/Lesson Plans----- 15%

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Additional Resources:

https://www.youtube.com/watch?v=YrZTho_o_is

Embrace the shake – Artist dealing with the neurological disability and life as an artist. Great reminder to meet students where there are and embrace their

perspective. The beauty of embracing the limitations that each of us have not matter the disability or the feeling of one's creativity being blocked.. Being limited before you can truly be limitless.

PBS News Hour – Struggling Schools Benefit by adding Arts to Learning

<http://www.pbs.org/newshour/videos/#203478>

Every Child Succeeds Act – article overview of Every Child Succeeds Act

<http://www.edweek.org/ew/issues/every-student-succeeds-act/index.html>

Editorial Projects in Education Research Center. (2016, March 31). Issues A-Z: Every Student Succeeds Act: An ESSA Overview. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/every-student-succeeds-act/>

Do Schools Kill Creativity? Ken Robinson

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity#t-188012

Fine arts objectives

<http://ritter.tea.state.tx.us/rules/tac/ch117.html#s1171>

TEA-Texas Examinations of Educators Standards Preparation Manual

http://cms.texas-ets.org/files/6614/1027/0774/core_subjects_ec_6_291.pdf

TEKS 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117a.html>

TAEA – Texas Art Education Association www.taea.org

National Art Education Association www.naea-reston.org/membership.html

CEDFA

<http://www.cedfa.org/teach-fine-arts/standards/art-teks-2/>

CEDFA

Arts Assessment

<http://www.cedfa.org/teach-fine-arts/student-assessment/performance-assessment/art/>

National Visual Arts Standards

<https://www.arteducators.org/learn-tools/national-visual-arts-standards>

[Pinterest](#)

Deep Space Sparkle – Resource for lesson plans – some free most through a paid on-line subscription

<http://www.deepspacesparkle.com>

Texas Music Educators

<https://www.tmea.org/resources/teaching-resources/music-teks>

Texas Music TEKS --- So what does that mean?

<https://www.tmea.org/resources/music-education-in-the-law/legislation/sb-815/overview>

<http://artsintegrationconference.com>

? Texas Gateway course through a region service center

<https://www.texasgateway.org/course/revised-fine-arts-teks>

Bare Books/Treetop publishing source for journals & Student blank books for self-publishing.

<http://www.barebooks.com>

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center, Room 112. "Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact Mary Schwartze with Accessibility Services in Ferguson Hall 112, or call [432 837-8203](tel:432-837-8203)."

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Article Responses: 2 pages no more than 3 pages. Include the following using APA style:

- summarize the context and content of selected article
- Identify and describe your personal reaction to the article and how it relates, supports or questions readings assigned in class.
- How will this research influence your future classroom?
- Support comments with evidence from article.
- Grammar, mechanics and APA style for references and citations

Article Responses are not a collection of quotations from the article you select. Though one or two quotes can be insightful this paper is a summary and personal reflection. I do review the articles you chose.

Due Dates for Article Responses: Specific instruction on how to post Article Responses are posted on Blackboard. Rubric attached
Examples of Periodicals for your article response. A suggested list follows but is not inclusive. Sources may be consulted online through EBSCOhost, etc. Please see librarian if you need help. Please clear articles chosen with me.

Dates to be posted

- Response 1)
- Response 2)
- • Journal of Art Education
- • Journal of School Art
- • Studies in Art Education
- • The New York Times articles with citations
- Recommended Resources: Art certification students should join the National Art Education Association at <http://www.naeareston.org/membership.html>. Members receive many of the NAEA publications including Art Education, can purchase NAEA books at a discount, and can attend state and national conferences. Also, students should join the Texas Art Education Association at www.taea.org. A student membership is \$16. Active membership in professional organizations is expected and looks good on an résumé.
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Quizzes over readings dates:

Dates to be Posted

Quiz 1 February 15th

Quiz 2

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 - Turning in another's work as one's own
 - Copying from professional works and Internet sites without citation
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- * Turning in work as original that was used in whole or another course and/or professor
- * Turning in another's work as one's own
- * Copying from professional works and Internet sites without citation
- * Copying artwork such as photographs and "calendars"

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Cell phones must be turned off or set on a quiet vibrate and may not be answered during class. No headphones or earbuds.

Notes are not to be taken on a device for this class during any hand on activities.

An "F" for the day will be given to those who break this policy.

Emergency personnel and family emergencies are exempt only if you let me know in advance.

Authorized Absences: If you need to miss a class due to an Authorized School activity, you need to let me know ahead of time, find out what work you will be missing and make sure you get it completed for a grade. Your name must also be on the explained absence list.

Explained absence list:

When a student must miss a class due to an authorized University activity, it will be the responsibility of the student to notify the instructor of the class in advance. The department responsible for the authorized University activity will also notify instructors through the Student Life Office by providing an explained absence list to the office. Instructors will give students participating in an authorized University activity the opportunity to make up class work, including tests, within a reasonable time and at the convenience of the instructor.

Email: All students are required to maintain an @sulross.edu computer account. This account provides both an online identification key and a University Official Email Address. The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, event notifications, financial assistance information, course syllabi and requirements, and correspondence between faculty and students. Such correspondence is mailed only to the university official Email Address.

Disciplinary Action Code:

#21. (Partial quote) "Campus disruptive activities includes disorderly classroom conduct that obstructs, interferes with, inhibits and/or disrupts teaching and/or classroom activities." If you smell like alcohol or marijuana, I will ask you to leave class and not come back.

Distance Education Course Policy

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

PLEASE NOTE THE SYLLABUS SCHEDULING IS SUBJECT TO CHANGE

Below are the calendar plans for this class. There will be some changes as the semester progresses.

1—Jan. 11 Monday First Day of Class Review bullet points of class expectations and requirements syllabus to be posted and shared at next meeting.

2—Jan. 18th Monday -Martin Luther King Day no Class

3—Jan. 25th Monday – Class meets in Ceramic studio – Instructor shares 1st lesson and reviews Lesson Format for course. Instructor shares first video and reading of Edutopia on Assessment in the classroom stress on formative and summative. This short reading and videos will be 1/3 of the first quiz.

4—Feb. 4th Monday - Zeke and Instructor each share a lesson demo/lesson plan/ Those sharing the lesson must have materials and a completed lesson plan for instructor and all students in class. Instructor reviews 2nd reading with students this reading covers material in 1/3 of first quiz.

5—Feb. 8th Monday Tamara and Yasmine each share a lesson demo/lesson/Plan having a copy of lesson plan and materials for all in class. Instructor will review 3rd reading. This reading will cover material for 1/3 of the first quiz.

6—Feb. 15th Monday **First multiple choice quiz over first three reading.** Instructor shares lesson plan and demonstrates lesson for class.

7—Feb. 22nd Monday 3 lessons shared Each student shares a lesson with class. Have supply list or supplies for all including the instructor. Instructor will pass out samples of article and article response so students have a sample to see.

8—March 1st Monday First Article Response due. Each students shares verbally their article response. Instructor shares Lesson Plan/demo.

9—March 8th Monday

10- March 15th Monday

11-March 22nd Monday

12-March 29th Monday

13-April 5th Monday

14-April 12th Monday

15-April 28th

April 30th – May 3-5 Final Week Monday Electronic version of your lesson plans (Your lesson plans and those shared by others students in class) then Celebration and sharing of art education portfolios via power point.