Sul Ross State University
Spring 2023 | EDUA 3312
Fine Arts In The Classroom

Instructor: Lori Yugen
Location: (BlackBoard Collaborate)
Schedule: Tue/ Thurs (4.30pm – 5:45pm) Virtual
Contact Information:
Office: MAB 305 - A
Office Hours: (by appointment in Virtual Meeting)
Email: lalimboyoguen@sulross.edu *Please put "*3312 Fine Arts*" in the subject heading

Final Exam/Critique: **6:00 pm @ Wednesday, May 17th.** All students must attend. No exceptions.

Course Description
Course is designed to introduce students to the principles of art, music, theatre, and health that can be related to the expressive and developmental needs of children in the Early Childhood- Sixth grade Classroom. Students will learn basic techniques, activities, and strategies for integrating art, music, theatre, and health into the EC-6 curriculum.

Course Goal
The goal is to support educators in enhancing curriculum and instruction through integration of the Fine Arts and Health. Arts and Health integration is a powerful pathway to learning for all K-6 students. The course will cover TEKS (Texas Essential Knowledge and Skills), a child's artistic development, types of learning styles, teaching strategies & methods, interactive activities, multicultural projects, exploratory & discovery of a variety of cultural history and its involvement in art and health.

COVID Course Info
If you are not feeling well, please inform the professor and your team. Continue to complete assignments don't fall behind. The assignments will be on-line. Turn your daily work in by reading the instructions for submission. Due to the impact of the virus I request that keep a social separation of 6 feet. COVID testing will be held on Mondays and Wednesdays. Information will be released by the administration through your Sul Ross email. A vaccine day for free vaccines will be held on September 9th. If you test positive you need to fill out a "SELF REPORT"

Tech Assistance
If you need help with the technology when submitting an assignment, contact the Lobo Technology Assistance Center (see below) immediately. If you need technical assistance, contact the Support Staff at the Lobo Technology Assistance Center (LTAC): Online: Contact us (24x7x365): http://www.sulross.edu/pages/4401.asp. Please use your email/ domain credentials to log in. Our website (www.sulross.edu/oit) has "how to" information on using the online system, which is designed to help you avail quicker service and responses from OIT staffs. Phone: 432-837-8888 (x8888/8765). Hours (Subject to change): Weekday (Mon-Fri): 8am-6pm Weekend (Sat-Sun): 11am to 4 pm. In-person: LTAC support counters will provide in-person/ walk-in helpdesk services and technology consultation. LTAC counters are located at: BAB 101 and Library ground floor in the back of the building. Hours: 8am to 5pm (Mon- Fri). Not knowing how to upload your work properly via Blackboard is not an excuse for not turning in assignments late.

Performance Standards, Outcomes, and Learning Objectives

Marketable Skills:
1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate

Course Objectives:

By the end of the course, students should be able to:
➢ Write one lesson plan per discipline (5 total) that are developmentally appropriate for students.
➢ Teach a developmentally appropriate lesson.
➢ Acquire pedagogy and instructional strategies based on learning theories and principles.
➢ Create a positive classroom environment.
➢ Adhere to the legal and ethical requirements for teachers.

Course - Student Learning Outcomes (SLOs): (Interdisciplinary)

The graduating students will demonstrate that they can:
➢ SLO #1 - The Student will be aware of the vocabulary utilized to discuss and describe art and apply terms in class/group discussions
➢ SLO #2 - The student will be introduced to the media, tools, and techniques of making art.
➢ SLO #3 - The student will write a lesson plan that follows the edTPA framework
➢ SLO #4 - The student will teach developmentally appropriate lessons to provide an optimal learning experience.

Instructional Strategies: (Several Listed):
Students will learn these instructional strategies throughout this course and apply them gradually in collaborative projects, lesson plan, and final project. * Instructional strategies are **techniques teachers use to help students become independent, strategic learners**. These strategies become learning strategies when EC-12 students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

➢ _Connecting –_ Using prior knowledge to build skills
➢ _Critical Thinking_ – Extend abilities to problem solve and communicate
➢ _Creativity_ – Achieve creative potential
➢ _Individual Instruction_ – Allows student to progress at their own pace
➢ _Collaboration_ – Teaches students community and teamwork
➢ _Cooperative Learning_ – Students learning by sharing knowledge and skills by teaching each other.
➢ _Competition_ – Personal best & competing w/ other students for external awards and recognition
➢ _Study Trips_ – Field trips (Virtually and Physically)
➢ _Technology_ – Using a variety of media to increase student engagement
➢ _Multicultural Perspectives_ – Enriching multicultural understanding (traditions and customs)
➢ _Assessments_ – Demonstrating knowledge and skills in a variety of ways.

Learning Activities: (Several Listed)
This course consists of two components, 1) Lecture, and 2) Hands on workshops which allows you to explore the practice and role of arts education. You will gain an appreciation and understanding for incorporating the fine arts (visual art, music, drama, health, & movement) for use in their classroom by:

➢ _Examine_: Identifying & explaining information relating to each topic by learning terminology to be able to discuss in discussion boards or reflection journals.
➢ _Explore & Discover_: How manipulation of art media is inclusive to all subjects, why it is crucial to all four types of learning domains (cognitive, psychomotor, emotional, and social), and its relevance to critical & valuable life skills.
➢ _Understanding_: The arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration across the academic curriculum, and in relation to the **TEKS** and other **standards**.
➢ _Apply_: Providing basic knowledge, skills, and strategies for teaching art education. Being introduced to current issues in art education including multicultural, visual culture, and technological art education, creativity, museum collaborations, and arts for special needs.
➢ _Create_: Participate in hands-on activities utilizing the Fine Arts & Health that can be adapted and incorporated into other subject lesson plans.
➢ _Critique_: Making connections between artistry in teaching, teaching in and through the arts, and discover how the arts can help build equitable communities in K-6 classrooms.
➢ _Teach_: Creating lesson plans which include hands on processes incorporating Fine Arts projects to support curriculum.

Course Objectives and TExES Competencies Addressed:

Course Standards:

This Course Consist of 5 Sections: (**Art**, **Music**, **Theatre**, **Health**, & **Physical Education**)

Competency 001 Visual Arts: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

Art Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, natural, and human-made environments.

Art Standard II: The art teacher understands the skills and technique needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques

Art Standard III: The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

Art Standard IV: The art teacher understands and conveys the skills necessary for analyzing, interpreting and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Art Standard V: The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Competency 002 Music: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

Music Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Music Standard III: The music teacher has a comprehensive knowledge of music notation.

Music Standard IV: The music teacher creates and arranges music.

Music Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

Music Standard IX: The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Competency 003 Health: The teacher uses knowledge of concepts and purposes of health education of health education to plan and implement effective and engaging health instruction.

Health Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health Standard II: The health teacher communicates concepts and purposes of health education.

Health Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Competency 004 Physical Education: The teacher understand the concepts, principles, and practices of physical education to plan and implement effective and engaging physical education instruction.

Physical Education Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education Standard II: The physical education teacher understands principles and benefits of a healthy physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self -management, self-motivation and social skills through participation in physical activities.

Physical Education Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education context.

<mark>**Competency 005 Theatre**: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.</mark>

Theatre Standard I: The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.

Theatre Standard II: The theatre teacher understands and applies skills for creating, utilizing and /or performing dramatic material.

Theatre Standard III: The theatre teacher understands and applies skills for producing and directing theatrical productions.

Theatre Standard IV: The theatre teacher understands and applies knowledge of design and technical theatre.

On Going Interdisciplinary Standards Used Throughout The Semester

PPR Standard I
The teach designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

PPR Standard II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

PPR Standard III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, highly- quality feedback.

PPR Standard IV
The teach fulfills professional roles and responsibility and adheres to legal and ethical requirements of the profession

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Technology Applications Standard I
The teach use and promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products.

Technology Applications Standard II
All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Technology Applications Standard III
The teach acquire, analyze, and manage content from digital resources.

Technology Applications Standard IV
The teachers make informed decisions by applying critical-thinking and problem solving skills.

Technology Applications Standard V
The teach practice and promote safe, safe, responsible, legal, and ethical behavior while using technology tools and resources.

Technology Applications Standard VI
The teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Course Format

This is a hybrid course. You will find all information in Blackboard. This course contains module (readings, videos, discussions, and a variety of assignments. A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

➢ Your ability to devote a minimum of 6-8 hours per week to your course is point one. If you don't have that kind of time right now, drop the course and take it later. **Assignments will not be accepted after the due date. A grade of "incomplete" will not be given for this course.**

➢ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the course calendar to know what to do each week. **Read, Study, & Follow the syllabus and calendar.**

➢ Your commitment to a steady a continual effort is pint three. Work consistently. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing written assignments. I provide feedback on Blackboard for your Blackboard Submissions. **Contact me through your SRSU email account or MS TEAM App**. Please stay in touch throughout the course.

➢ Your determination to maintain a sense of adventure is put for. Sharpen your coping skills. We are all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are nature states of affairs, expand your comfort zone. Between stimulus and response lies a space. In that space, you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!

Course Expectations

The instructor will:
- Provide weekly communication and check-ins with students via announcements, videos, or email.
- Be available virtual office hours are daily, Monday-Friday, by appointment.
- Respond to student emails within 24-hours of receipt during the hours of 9:00am - 5:00pm, Monday - Friday. Weekend communication will occur as unavailable.
- Provide grades/feedback to assignments within one week of the submission date.
- Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- Provide a range of opportunities to engage in the course content in a meaningful way.
- Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:
- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- Will engage in the course, with their peers, and the instructor with open communication and active participation.
- Will be respectful in their communication with the professor and classmates.
- Will respond to professor communication in a timely manner.
- Will not plagiarize and will demonstrate integrity in all their work.
- Will be proactive and resourceful to problem solve in case of internet or technical issues.

Required Format for Turning in Assignment Submissions:

When using Blackboard to turn in assignments, please turn in all of your assignments in by *Format Requested* (Microsoft Word, PPT, OR PDF formats). I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted. For written work (research papers, essays, discussions, etc) all work should be double -spaced, Times New Roman, 12- point font.

*Please submit all documents using the following description:
Last Name_First Name_3307_ (Assignment Name)
EXAMPLE : Yugen_Lori_3307_(Assignment Name)

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Educators
1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c,
4. Collaborator: 4a, 4b, 4c, 4d 5.
Designer: 5a, 5b, 5c 6.
Facilitator: 6b, 6c, 6d 7.
Analyst: 7a, 7b, 7c

Textbook, Materials, Equipment: (Required)

You will need Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. It is your responsibility to check Blackboard 9 and your email/Announcements daily!

Textbook

- ❖ *There is no textbook* for this course. Reading will be assigned and distributed in class & blackboard in each appropriate module. **Please make sure that you stay on task and read all the necessary resources in the Modules.**

Teacher Certify Software

- You are to purchase the Certify Teacher software that aligns with your content area. You will use this to prepare for the TExES content exam (**Core Subjects EC-6 Fine Arts, Health, and Physical Education – Test Prep - #905 (Blue) $37**). Your goal is to pass this first step toward your certification by the end of the semester.
- The Certify Teacher software consists of three modes: Study, Flashcards, and Exam Mode. **I will inform you when to take Exam #1.** This exam will serve as a diagnostic exam. Thus, once you take Exam #1, the results will create a result record which you will Submit to me in PDF form & a prescribed study plan on the areas you need to work on at your own pace. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. You are in charge of your own learning.

DO NOT USE EXAM MODE any more AT THIS TIME! **YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN TEST MODE. You will take Exam #2 During Finals. It will serve as part of your Final grade. Please make sure that you stay on task and read all the necessary resources in the Learning Materials Kit (LMK).**

Lab Materials & Supplies

You will be responsible for getting the required materials for this course. The necessary materials that will be used throughout the semester and for the assignments. You will need to go out and gather materials from Walmart, Hobby Lobby, Dollar Stores, Dollar Tree, Etc. List of materials is provided at the end of the Syllabus (**page 22-24**).

Required Student Planner & Laptop & Content Notebooks Materials

These materials are the basic or common items that every student needs to bring. During the week of each activity the modules provided in blackboard will inform what the students need for class.

- ▪ Personal Planner
  - You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of your planner. However, this represents your self-discipline to organize course responsibilities, manage time and meet course assignment deadlines.
- ▪ Laptop & Headphones
  - You will need to bring your laptop & headphones every day to class. This tool will be very important for you to use during class activities, attendance, and more. Headphones will be needed for IPNakout rooms and other activities.
- ▪ Content Study Notebooks (IPN) (Provided by Instructor)
  - You will need to create a Study Content Notebook for this course called the Interactive Personal Notebook (IPN). I will not micro-manage the organization of this digital notebook. However, it must represent 20+ hrs of study time for your Final Exam. Your IPN needs to include notes, images, links, and personalized elements expressing individuality.

Required Technology (Applications & Platform)

Devices	
	o Computer / Laptop
	o Iphone / Smartphone
	o **2nd Webcam need to show process and teaching abilities *(Live)**
	o Microphone
	o Vlogging Kit (Can buy at Walmart/Dollar Store/ Etc) (**Required**)
Applications & Platforms	o **OneDrive** (SRSU Account) – Make sure you know your login information.
	o **Google Drive** (Personal Account) – Make sure your given name is on the profile.
	o **MS Teams App** (Sign up) – Direct Communication To Teacher
Instructed Created Accounts	o **Canva** (Setup Account - ITM)
	o **YouTube** (Setup Account - ITM)
	o **iMovie App** (Iphone) – Video Creation For Assignments
	o **InShot App** (Smartphones) – Video Creation For Assignments
	o **Bitmoji –** (Setup account ITM)

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- ➢ Child development
- ➢ Learning theories
- ➢ TEKS organization, structure, and skills
- ➢ TEKS in the content areas
- ➢ Classroom management/ developing a positive learning environment
- ➢ Pedagogy/ Instructional Strategies

Texas Administrative Code

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TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

 (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 (3) child development.
 (4) motivation;
 (5) learning theories;
 (6) TEKS organization, structure, and skills;
 (7) TEKS in the content areas;
 (8) state assessment of students;
 (9) curriculum development and lesson planning;
 (10) classroom assessment for instruction/diagnosing learning needs;
 (11) classroom management/developing a positive learning environment;
 (12) special populations;
 (13) parent conferences/communication skills;
 (14) instructional technology;
 (15) pedagogy/instructional strategies;
 (16) differentiated instruction; and
 (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

GENERAL POLICIES

Personal Responsibility
It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it's up to you to check in and find out what's due, when, and how to turn in assignments. All course content will remain open, however, there is a **due date** to turn work in please read the **Late Work Policy** below.

Late Work Policy
All course content will remain open. However, work turned in **after the due date -5 pts**, **after a week -10 pts**.
Late work for any reason is **due to student negligence** (forgetting to turn in an assignment, forgetting to log in, not notifying your professor of impending absence, waiting until the last minute to begin assignments, not knowing how to use Blackboard, not managing your time properly, feeling exhausted after a long drive back to Alpine, etc). **DO NOT EMAIL ANY LATE WORK DOCUMENTS!**

Participation
I expect you to participate in discussions, lectures, and demonstrations. It is greatly appreciated if you will communicate with your group/team when collaborating on group work/assignments. I also expect you to work well with others and to help each other out with any questions. This will be the other half of your participation grade.
*WARNING NOTE – After the 2nd complaint of your team/ peers reporting no compliance you will be assigned to do the workload individually!

Feedback Policy
I am very good at getting back to you in a timely fashion. Using the MS Teams App will greatly expedite your important message to me. I try to check all my messages several times a day so you can usually get a response within a couple of hours but allow me up to 3-4 hours to respond to your communication. I understand how important it is for you to get clarification or an answer to a question as soon as possible! The best way to get in touch with me is through the class MS TEAMS APP. I grade throughout the week as assignments come in each Monday of the week at 6pmm. You will have your grades constantly updated. If anything happens and I am going to be out of the loop for a couple of days (traveling, a conference etc.…) I will let you know in advance. With this in mind, however, Monday – Friday I'm unavailable after 6 and available on the weekends only at (9 am – 11 am).

Communication Policy

Professor e-communication & Email
The preferable communication source is MS Teams App or SRSU Email. Telephone and virtual conferencing communications are also available. An appointment setup through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that. In an effort to maintain respect and clarity in the virtual classroom setting, please follow these guidelines when emailing your professor:

Please follow these guidelines when emailing your professor:
1) Include a salutation (Dear Professor Yugen,)
2) Provide your name, class, and section
3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to "look over" assignments. If you want to discuss any aspect of your work, please come to office hours.
5) Acknowledge that you have received my email with a simple, "Thank you" and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.

COURSE POLICIES

Avoid, Late or Missing Assignments by keeping track using a planner. The requirements for this course are minimal and, in keeping with passing expectations, you are responsible for turning in all assignments by the class date for the week. <mark>**I will not accept late (Midterm & Final Work) for any reason!**</mark> **DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

Attendance Policy
Arriving to class on time is essential. Being late three times will count as an unexcused absence. Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, whether you are present or not. Note that some in-class work (ie Journals) cannot be made up. Students are expected to attend the entire class time unless they have made prior arrangements with me in advance. Students who leave early or get up and leave class for any other reason will be counted as absent for that day. You are expected to login to Bb site serval times a week.

EXCESSIVE ABSENCES WILL HURT YOUR OVERALL SEMESTER AVERAGE!

Class Attendance: 3 Kinds of Absences

1) Authorized/Excused Absences (Assignments MUST be completed BEFORE you'll be absent)
These absences fall under university-sponsored activities (clubs, athletics, student government, etc). It is your responsibility to notify me before you will be absent, and to make arrangements to make up any assignment. You must notify me BEFORE you will be absent from class, not after. Work must be turned in BEFORE student is absent. Student athletes: You know ahead of time that you will be away at games; you MUST turn in work BEFORE you leave campus. No special privileges for anyone will be granted.

2) Explained Absences (possibly excused)
These are reserved for serious cases of illness or personal/family injury and/or other emergencies, which are beyond the student's control. Explained absences are given at the professor's discretion only. Makeup work allowed only IF student notifies professor ahead of time (a reasonable amount of time, not just prior to when class begins); student is solely responsible for completing /turning in assignment(s) within one week of absence. If you are allowed turn in your work because of a pre-approved excuse, please follow these rules:

3) Unexcused Absences (never excused)
The student did not turn in their work due to negligence. Negligence is defined as: the student not taking proper care in executing any and all assignments. For example: the student did not familiarize themselves with how Blackboard works. The student did not ensure their work was properly uploaded to Bb. The student did not check Announcements daily, as required. The student missed the deadline due to forgetfulness or other responsibilities getting in the way of uploading an assignment. Any work assigned/due earns "0" points. No makeup/late work allowed.

SRSU Attendance Policy
Nine absences result in you being dropped from the course with a grade of "F" as per university policy. Upon the 4th unexcused absence, you will be dropped one letter grade. Upon the 6th unexcused absence, you will be dropped another letter grade. And upon the 8th unexcused absence you will be dropped yet another letter grade. Plain and simple… attendance is crucial to your survival in this course.

If you must miss a class for a school-related activity, the absence must be discussed (and arrangements made regarding coursework) prior to the absence. If you must miss a class for an emergency or illness, please contact me by email or phone as soon as possible and provide documentation (such as a doctor's note). Late work will not be accepted, unless you have contacted me about extenuating circumstances before the due date. Extenuating circumstances will be considered on a case-by-case basis.

Excessive Absence Policy
--In a **MWF** course, you will earn a grade of "F", if you have **9 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included.

--In a **TTh** course, you will earn a grade of "F", if you have **6 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included

Academic Integrity & Honesty

Students in this class 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 appreciated. Examples of academic dishonesty include but are not limited to:

- o Turning in work as original that was used tin whole or part of another course and/or professor; - turning in another person's work as one's own; copying from a professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz with collaboration if forbidden.
- o Plagiarizing, cheating, or any other dishonest behavior in the classroom will not be tolerated. Rules and regulation regarding plagiarism, dishonesty, and other issues concerning classroom participation can be found in University Rules and Regulations and Student Handbook. A student found to be engaging in these activities will be penalized to the full extent of university policy.

Here is my policy on plagiarism for this course:

The first offense of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The second offense, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

If you need help with referencing information from outside sources, please ask for my advice. I am more than happy to help.

Disabilities Accommodation

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

No extra points, no extra credit work will be assigned, so don't ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

RECOMMENDED INFORMATION

SRSU Library Services
The Bryan Wildenthal Memorial Library in Alpine.
Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.
Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Classroom Climate of Respect
Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement
"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

This course syllabus is intended to be a guide and may be amended with adequate notice for the professor as necessary with appropriate notification to the student.

COURSE ACTIVITIES

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining BlackBoard Announcements, SRSU email account, MS TEAM App for communicational purposes. (STUDENT'S *MUST* USE *MS TEAMS APP OR SRSU EMAIL ACCOUNT* FOR COMMUNICATION WITH PROFESSOR).

Homework, Participation, Coursework Share: Ongoing…
Students are expected to participate on the Submission link (**Filing Cabinet**) on Blackboard (Bb).

Modules
Each module is divided into topic units by chapters or sections. When assigned, you will participate in fine arts unit by interacting with the content links or folders. Each module provides Overview, Specific Learning Objectives, Material Learning Kits (MLKs), activities, guided instruction, quizzes, and assignments.

Lectures & PowerPoint Presentations
The lessons address the basic information by the reading assignment and try to expand your frame of reference for appreciating the Art subjects by including some images & extra information that are not in the reading material.

Reading Assignments
Read assigned content for that week to enhance understanding of the material. Reading assignments include [**Textbook**, **Websites**, **Articles, Texts, Handout Notes, and Other Resources]** to prepare before taking quizzes.

Video Assignments
Watch the assigned content for that week to enhance. There are two types of video responses depending on the assignment.

Quizzes (Unit)
Quizzes are taken online and are to be done when instructed. They are located in the modules and will have instructions on how to be taken. (Make sure that you read through all the instructions before jumping into the quiz) **(Please Check Due Dates)** Each quiz is over important concepts. There is *a time limit for taking the quiz* and you *must complete the quizzes in one sitting*. You may not log on, log off, and log on again.

Interactive Personal Notebook (IPN)
When assigned, you will complete a hands-on workshop or demonstration activity for that assigned day and record all your photographic & note information in your IPN that will be shared in BB with your classmates and professor for learning feedback. Check the discussion board rubric located in Course Information in Blackboard.

Interactive / Hands On Activity Collaborative Projects
When assigned, you will complete an interactive / hands on activity that demonstrates a type of teaching strategy that you can use for a traditional or virtual classroom. You will be able to participate in real time with your peers and get a feedback quickly.

Individual Writing Assignments
When assigned, you will complete a research interview investigation workshop or demonstration activity for that assigned day and record all your photographic & note information in your IPN that will be shared in BB with your classmates and professor for learning feedback. Check the discussion board rubric located in Course Information in Blackboard.

Lesson Plans
A lesson plan is the teacher's guide for running a lesson developed by a teacher to guide class learning. It provides a detailed description of the course objectives, outcomes, instructional methods, and assessment. Details will vary depending on the preference on standard requirements, covered subjects, and the needs of the students. Lesson plans are created by student teacher either individually or collaboratively in groups. There are 3 important sections to a lesson plan (Required General Information, Generated Artifacts, and Instructional video)

Required General Information (Framework of Lesson Plan) TEMPLATE GIVEN
The required general information is the standard framework of all lesson plans. The information provided contains: Title of lesson plan, grade level, main subject, integrated subject, TEKS Standards, Specific Learning Objectives, Assessments (Formative & Summative), Teacher Script, Language Function, Etc.

Generated Artifacts (Technology Projects)
Each module has an assigned Technology application or subject activity that you will be introduced in with a demonstration or hands on activity to activate previous or to create inferences. You will work either individually or with an assigned group to select a lesson plan activity to use as an artifact for your lesson plan.

Producing An Instructional Video
You and your group will collaborate on using a selected type of video editing app and varied recording formats will be used to make an Instructional Video that follows the format of your lesson plan.

Development & Evaluation:
ePortfolio | Lesson Plans | Interactive Notebook Entries | Peer Teaching | Exams

Evaluation
You will be graded on participation in class, **Discussions, Teacher ePortfolio, Lesson Plan Presentations, Peer Lesson Critiques Feedback, Interactive Notebook Entries, Quizzes, Interactive Activities, and a two-part Midterm & Final Exams**. I expected all student to participate in discussions in class and on Blackboard, and if you are rarely or never offer thoughtful comment or questions, you will only get half credit for your participation grade. If you aren't comfortable speaking in front of class, please come talk to me. Details on each assignment (Hands-On Projects) will be presented when assigned.

❖ _Interactive Personal Notebooks (IPN):_

Rules & Expectations
You will be expected to have an Interactive Notebook / Entries every day in class. The **Interactive Notebooks** (_For Which You Will Provide Photographic Evidence & Various Types of Media Requested_). Taking careful notes during demonstrations and using them will greatly improve a student's success. **Sketchnoting** is also a good practice for a student to implement into their making process.

Interactive Personal Notebook Entries (IPN)
The required digital notebook will be used throughout the course to document in-class activities, media process, techniques, and teaching strategies. _**DO NOT FALL BEHIND WITH THESE ENTRIES**_. The work from the IPNs will be provided to take photographic documentation, record your observations, experiences, and reflections. A **Discussion Board Submission Link** will be provided for you to link your IPN to be shared and seen by your peers. The IPN is not private, or "dear diary" type of format, but a professional, reflective tool. For this reason, choose fonts that are readable and large enough to see. The scope of the entries needs to connect with and communicate the content of our class. Organize things so that another reader can follow your thoughts and clearly see the growth over the course of the semester by using a variety of thoughtful observation notes & evidence. The entries need to be designed as a public document that you will share.

❖ _Lesson Plans W/ Artifact & Instructional Video:_
Each student will develop a brief, but engaging and meaningful art lesson that is balanced and corresponds to TEKS. This lesson should apply best practices you've learned about art education and lessons learned about teaching a given age group through observations at your K-6 school site. You will learn how to use a lesson plan format that can help you address components required by the _SRSU Education Department_. You will have time in class to work, create teacher examples, and consult with the instructor, but you will likely also use time beyond class to prepare. Submit a typed copy of your final lesson plan to the _Assignment Submission_ on _BlackBoard_.

Peer Teaching: (Lesson Plan Presentations & Critique)
You will be responsible for implementing your lesson plan through peer teaching with your group throughout the semester. On the dates you do not teach, you will be responsible for participating as a student in the lesson and offering peer feedback.

❖ _e-Portfolios_
e-Portfolios are known as Electronic Portfolios that will contain all 'Artifacts' on _Technology Journal Entries, Hands On Project Documentation, and more_. You will _collect teaching resources, assignments, handouts, and lesson plans while researching art education. During the course you will organize the material into the electronic resource portfolio that will include material turned in for course as well as additional resources relating to Technology Applications._ You will demonstrate use of local fine art resources in this community as well as in state, national or international areas. You will share the resources and ideas they find so each student will have a rich personal portfolio to make integration of the arts and health a natural step in lesson planning. (_A rubric for the e-Portfolio will be posted_)

Final Exam - (100 pts Part One & 100 pts Part Two (75 pts for Lesson Plan + Artifact & 25 Instructional Video)
Part One consists of Certify Teacher Score Report #2 (Passing gets you **114 pts** & Failing gets you **80pts**)
Part Two consist of <mark>Final Creative Lesson Plan w/ Artifacts & Instructional Video</mark>

Course Policies & Procedures

Grading Policy

Student Orientation	66 pts (Individual Submission)

Teacher Teams Setups
  o   Pre-Assessment – Digital Literary Survey (Art)
  o   Class Whiteboard: Goals & Expectations
  o   Syllabus Quiz
  o   Collaborative Team Contract
  o   Permission to record letter
	
	10 pts
	10 pts
	20 pts
	15 pts
	1 pt

Interdisciplinary Training Workshops (7)	66 pts (Individual Submission)

Teacher Teams Setups
  o   Profile Card
  o   Teacher Teams
Training Videos:
  o   Google (7)
        ➢ Docs, Slides, Sites, Drawing, Google Classroom, Sheets, Forms
  o   Microsoft (4)
        ➢ Word, PowerPoint, Excel, Forms
  o   Canva
  o   iMovie
  o   InShot
  o   YouTube
  o   Lesson Plan Writing (Not Graded)
        ➢ Designing Lesson Plans
        ➢ Constructing Artifact / Activities
        ➢ Producing Instructional Videos	

Pre-Assessment (Certify Teacher Score Report #1) Pre-Exam	**114 pts**
Post Assessment (Certify Teacher Score Report #2) - Final Exam (Part #1)	**114 pts**

Lesson Plan W/ Artifact & Instructional Video (COMPLETED) (2)	(100 pts /each) 200 pts (Group Submission)
Practice Lesson Plan Creative Lesson Plan Challenge - Final Exam (Part #2)	

Peer Lesson Presentations / Critique Feedback (2)	(50 pts /each) 200 pts (Grade Average From Peers)

Module Units	
Interactive Personal Notebook - IPN (22)	(10 pts /each) **220 pts**
Content & Quality (Thoroughly Answered Questions) + "Subject Related" not guess work	**5 pts**
Technical Application *Demonstrates technical aptitude utilizing resources	**1 pts**
Media Application: *Demonstrates 3+hours or more	**1 pts**
Time & Effort *Demonstrates 3+hours or more	**1.5 pts**
Personal Growth *Demonstrates personal reflections and growth of content and applications	**1.5pts**

Discussion Boards – Individual /Collaborative Teacher Artifacts Assignment (22)	(10 pts) 220 pts
Relevance of Post	3 pts
Technical Application *Demonstrates technical aptitude utilizing resources	1 pts
Media Application (Correctly Added) *Demonstrates 3+hours or more	1 pts
Craftsmanship & Critical Thinking *Demonstrates 3+hours or more	3 pts
Contribution to the Learning Community *Reply to 2 classmates	2 pts

Unit Study Practice (5)	(10 pts /each) 50 pts

In Class Coursework – Participation Assignments – (16)	(10 pts) 160 pts
Whiteboards **Hands On Artifacts** **Creative Thinking Challenges**	This will be judge in class as a participation grade including your attendance (Virtual/ FTF)

	Total 1,200 pts

Please monitor your "My Grades" are in Blackboard for grades on Assignments
ASIDE: There will be opportunities to earn extra credit by attending art events & exhibitions

COURSE CONTENT & ASSIGNMENTS
Subject to change if necessary

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication to be successful. NOTE: Complete assigned readings and coursework by the due date.

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining their BlackBoard, SRSU email account, MS Teams App for communicational purposes. (STUDENT'S *MUST* USE *MS TEAMS APP OR SRSU EMAIL ACCOUNT* FOR COMMUNICATION WITH PROFESSOR). All assignment/ tasks must be completed based on topics assigned for each chapter by 6pm on the Monday. Read and follow the instructions for each assignment. It is your responsibility to keep up with assignments and due dates. Some Assignments require observation time. Some assignments require a written critique, some assignments are IPN/ Lesson Plans Posted to Blackboard, etc. Assignments vary from chapter to chapter, so read assignment descriptions, manage, and schedule YOUR time wisely in order to stay on track with course requirements. USE COMPLETE SENTENCES FOR ALL ASSIGNMENTS… If you want an "A", use correct APA format to support your thoughts/ conclusions/claims by citing the course textbook / articles.

Module	Tasks / Assignments
Module #0: Orientation & Setup Jan. 19 (Thurs)	• Review – Welcome Message Video • Introduction Video (Media Gallery) • Teacher Teams Setup • Training Videos • Account, Equipment, Software Setup • Permission to Record Letter • Certify Teacher Pre-Assessment Exam (Send email: lalimboyoguen@sulross.edu)
Module #1: Visual Arts	
Lesson #1: Philosophy Jan. 24 (Tue)	•
Lesson #2: Fundamentals Jan. 26 (Thurs)	•
Lesson #3: Drawing Jan. 31 (Tues)	•
Lesson #4: Watercolor Feb. 2 (Thurs)	•
Lesson #5: Acrylic Paint Feb. 7 (Tues)	•
Lesson #6: Printmaking Feb. 9 (Thurs)	•
Lesson #7: Ceramics Feb. 14 (Tues)	•
Lesson #8: Sculpture Feb. 16 (Thurs)	•
Lesson #9: Computer, Graphic, Digital Art Feb. 21 (Tues)	•
Lesson #10: Photography Feb. 23 (Thurs)	•
Lesson #11: Videography Feb. 28 (Tues)	•
Lesson #12: Fiber Art Mar. 2 (Thurs)	•
Lesson #13: Metalworking Mar. 7 (Tues)	•
Visual Arts Lesson Plan/ Peer Teaching Mar. 9 (Thurs)	
Module #2: Music	
Lesson #1: Fundamentals Mar. 21 (Tues)	• CS - Artifact: Musical Notation • IPN #13: Photographic Evidence & Definition
Lesson #2: Music in the Classroom Mar. 23 (Thurs)	• CS - Artifact: Strategies • IPN #14: Photographic Evidence & Definition
Lesson #3: Evaluation & Integration Mar. 28 (Tues)	• CS – Lesson Planning
Music Lesson Planning / Peer Teaching Mar. 30 (Thurs)	
Module #3: Health & Physical Education	
Lesson #1: Fundamentals Apr. 4 (Tues)	• CS - Artifact: Health (Mental & Physical)

	• IPN #15: Photographic Evidence & Definition
Lesson #2: Health & PE in the Classroom Apr. 6 (Thurs)	• CS - Artifact: Strategies • IPN #16: Photographic Evidence & Definition
Lesson #3: Evaluation & Integration Mar. 11 (Tues)	• CS – Lesson Planning
Health & Physical Education Lesson Planning / Peer Teaching Apr. 13 (Thurs)	
Module #5: Theatre	
Lesson #1: Fundamentals Apr. 18 (Tues)	• CS - Artifact: Acting • IPN #17: Photographic Evidence & Definition
Lesson #2: Theatre in the Classroom Apr. 20 (Thurs)	• CS – Artifact: Strategies • IPN #18: Photographic Evidence & Definition
Lesson #3: Evaluation & Integration Apr. 25 (Tues)	• CS – Lesson Planning
Theatre Lesson Planning / Peer Teaching Apr. 27 (Thurs)	
Review May. 2 (Thurs) & 4 (Tues)	
Work Week / Dead Day May. 9 (Tues) & May 11 (Thursday	
Finals **Creative Lesson Plan/ Peer Teaching** **Certify Teacher Post Assessment Exam (Send email: lalimboyoguen@sulross.edu)** **Final Exam: 6:00pm – 8:00pm Wednesday, May 17th**	

Rubrics

Interactive Personal Notebook (IPN)
BlackBoard Posts: Posts in third-person point of view consisting of 3 paragraphs. (Introduction, Analysis, and Conclusion)

Content & Quality (Thoroughly Discusses Content) = Techniques strategies, Vocabulary, History	5 Points
Technical Application *Demonstrates technical aptitude utilizing resources	1 Points
Media Application: *Image, Video, File Links (**Correctly Added**)	1 Points
Time & Effort *Demonstrates 3+hours or more	1 Points
Personal Growth *Demonstrates personal reflections and growth of content and applications	2 Points
Total	**10 Points**

Discussion Boards
BlackBoard Posts: Posts in third-person point of view consisting of 3 paragraphs. (Introduction, Analysis, and Conclusion)

Relevance of Post (Thoroughly Answered Questions or Post) + "Subject Related" not guess work	3 Points
Technical Application *Demonstrates technical aptitude utilizing resources	1 Points
Media Application: *Image, Video, File Links (**Correctly Added**)	1 Points
Craftsmanship & Critical Thinking : *Demonstrates 3+hours or more	3 Points
Contribution to the Learning Community: Reply on 3 other classmates Discussions (1pts / each)	2 Points
Total	**10 Points**

Artifact:
Individually Generated Projects To Engage / Assistance Student Learning
BlackBoard Posts: Rubric descriptions can be found in each posting

Understanding, Objectives, & Participation	4 Point
Time & Effort	4 Point
Craftsmanship & Critical Thinking	4 Points
Media Applications	4 Points
Response to 2 group projects	4 Points
Total	**20 Points**

Lesson Plan W/ Artifact & Instructional Video (COMPLETED)
Fine Art Subject Integrated Lesson Plans: Group Generated Lesson Plan

Completed & Collaboration Shows	1 Point
Basic Information	1 Point
Has Subject TEKS + Art / Health Integration TEKS	1 Point
Has Specific Learning Objective	1 Point
Has Formative & Summative Assessment	1 Point
Listed Materials	1 Point
Uses 5E Model W/ Detail Description	1 Point
Closure	1 Point
Rubric	1 Point
Accommodations/ Differentiation	1 Point
Student Teacher Collaboration (All Members Submit Artifacts) (-3 for Student Missing Artifact)	3 Points
Instructional Video Links	2 Points
Total	**15 Points**

Lesson Plan Presentation / Peer Critique
Subject Integrated Lesson Plans Presentations: Group Presentation Of Lesson Plan

All Group Members Present & Participated In Presentation	10 pts
Activity – Engage - Introduction Where Students Engaged Immediately	5 pts
Activity – Explore – Students Are Provided With Extra Background Information	5 pts
Activity – Explain – Create A Terminology, Gives Concepts, Provides Evidence	5 pts
Activity – Elaborate – Creating An Art Artifact To Deepen Learning Concept	5 pts
Activity – Evaluate – Shows Evidence From Explaining + Elaborate Stage (Exit Tickets / Confirming Learning)	5 pts
Used A Variety Of Different Methods To Teach – Screencast, google slides / pear deck, ect	15 pts
Total	**50 Points**

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UNIT MODULE CLASSROOM MATERIALS

* Note: Blue highlight indicates materials commonly used within all classrooms and used frequently

DRAWING – Activity (Prehistoric Cave Art) | Lab (Art Techniques w/ Prompts) | Assignment (Drawing a Scene)
- ☐ Phone – Camera (Will be used for documentation of work)
- ☐ (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- ☐ Pencil
- ☐ (1) **Crayola** Markers Set of 10 ct
- ☐ (1) Crayola Colored Pencils 12 ct
- ☐ (1) Large Brown Paper Bag – Grocery Store

WATERCOLOR
- ☐ Phone – Camera (Will be used for documentation of work)
- ☐ (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- ☐ Pencil
- ☐ (1) **Crayola** Watercolor **Set 8** Ct Or Cra-Z-Art Watercolors **8 Colors**
- ☐ (1) Crayola Markers Set of 10 ct
- ☐ Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
  - o Round & Flat Brush Set – Walmart or Dollar Stores
- ☐ (1) Spray Bottle (Reused Spray Container)
- ☐ (1) Small Container For Water
- ☐ Paper Towels
- ☐ Masking Tape
- ☐ Side Materials
  - o Kosher Salt, Piece Of Plastic, Glue, White Crayon, Thumb Tack/ Skewer Stick, String / Penny

ACRYLIC PAINTING
- ☐ Phone – Camera (Will be used for documentation of work)
- ☐ (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- ☐ Pencil
- ☐ Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
  - ☐ Round & Flat Brush Set – Walmart or Dollar Stores
- ☐ (7) Crayola Acrylic Paint or Prange (*Dollar Tree*)
  - ☐ [Red, Yellow, Blue, Black, White]
- ☐ Container w/ water
- ☐ Paper Towels
- ☐ Newspaper

PRINTMAKING
- Phone – Camera (Will be used for documentation of work)
- (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- Pencil
- Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
  - Round & Flat Brush Set – Walmart or Dollar Stores
- (7) Crayola Acrylic Paint or Prange (*Dollar Tree*)
  - [Red, Yellow, Blue, Black, White]
- Crayola Crayons
- (1) Styrofoam Plates ($1 Set)
- (1 Pk) Foam Sticky Paper / Stickers
- (1) Mini Paint Roller / Foam Brush (*$3 Dollar Store*)
- White or Brown Paper Bags
- Container w/ water
- Paper Towels
- Masking Tape
- Newspaper
- Printer Paper (Colored / White)
- 7 Side Materials of your choice

CERAMICS
- (4) **Crayola** Modeling Air Dry Clay
- Heavy Foil
- ***Crayola** Markers 10 Ct - Walmart
- Small Paper Plate – **Not bent or dirty**
- Clay Tools (Tooth Picks, Chop Sticks, Skewer Sticks, Old Unused Pens, Keys, Objects to impress)

SCULPTURE
- (2) **Crayola** Modeling Air Dry Clay
- Heavy Foil
- Pencil
- ***Crayola** Markers 10 Ct - Walmart
- Small Paper Plate – **Not bent or dirty**
- Clay Tools (Tooth Picks, Chop Sticks, Skewer Sticks, Old Unused Pens, Keys, Objects to impress)
- 20 Different Common Found Objects (Straws, Bottle Caps, Keys, Pennies, Beads, Candies, Etc.

COMPUTER ART/ GRAPHIC ART / DIGITAL ART
- Phone - Camera
- Ipad / Computer / Laptop
- Instagram (App) Provided by Teacher **#SRSUFA3312**
- Photopea.com (Website)
- www./sumo.app/paint (Website)

PHOTOGRAPHY & FILM MAKING

- Phone – Camera
- Imovie (App) / InShot (App)
- Instagram (App) Provided by Teacher **#SRSUFA3312**
- [Remove Background](#) (Website)
- [www./sumo.app/paint](#) (Website)
- [Photopea.com](#) (Website)
- Canva (Website)

TEXTILES & BASKET WEAVING

- Small Popsicle Stick Or Tongue Depressors Or Chop Sticks
- Cardboard – **Not bent or dirty**
- Masking Or Painters Tape (Walmart / Dollar Tree / Dollar Store)
- Plastic Needle Or Large Paperclip
- Yarn – 3 Colors (Walmart / Dollar Tree / Dollar Store)
- Scissors

METAL WORKING

- Aluminum Tooling – [Amazon Link](#) St. Louis Crafts 36 Gauge Alum Metal Foil Roll, 12 Inches x 10 Feet
- Cardboard– **Not bent or dirty (Large piece cut to 3x3)**
- Stylus Ball Tool | Chop Sticks | Old Pens (Not Useable)
- **Crayola** Acrylic Paint | Colored Sharpies | Nail Polish