

ARED 3010: “Elementary Art Methods”

Mondays, Wednesdays, & Fridays 10am -11:50 pm

Fine Arts Bldg, rm 1058

Syllabus

3.0 Credits

Instructor: Dr. Jenny Evans
Assistant Professor, Art Education
Department of Art
Office: Fine Arts Building #1070C
Office Phone: (229) 259-5084
jenevans@valdosta.edu

CATALOG DESCRIPTION: **Prerequisite:** ARED 3000 and a minimum GPA of 2.75. Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in elementary art education programs.

SELECTED STANDARDS, GOALS, OBJECTIVES and/or OUTCOMES:

[Aligned with selected VSU General Education Outcomes and/or NASAD Standards]

Upon successful completion of this course:

1. The students will express themselves clearly, logically, and precisely in writing and speaking, and they will demonstrate competence in reading and listening. (InTASC S1, S2, S3, S7, S9; FL1.3, CPL2.2)
2. The students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. (NASAD 3b, InTASC S4, S5, S7; DL2.3)
3. The students will demonstrate the ability to analyze, evaluate, and to make inferences from oral, written, and visual materials. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9; CPL2.3, AL1.3, FL3.1)
4. The students will demonstrate the desire to constantly seek out, evaluate, and apply new ideas and developments in both art and education. (NASAD 1.b.; TL2.1, EDL2.2)
5. The students will demonstrate an understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education. (NASAD 3.a.; InTASC S1; CPL1.2)
6. The students will demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum. (NASAD 3.g, InTasc S6.; AL2.1, AL2.2, FL3.1)
7. The students will demonstrate the ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth. (NASAD 3.h, InTASC S9; AL2.1, EDL2.2)

InTASC MODEL CORE TEACHER STANDARDS: These InTASC model core teacher standards and learning progressions for teachers are used in all teacher preparation programs.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEXT: There is no required text for this class. Required readings are provided on BlazeView.

SELECTED ASSESSMENTS and/or EVALUATION: Methods of evaluation may include:

1. Lesson Plans – there will be 3. Written and verbal demonstrations of pedagogical content knowledge in curricula developed for elementary art classrooms
2. Class assignments – random handouts, art projects, etc
3. Reflections on Field Experience
4. E-portfolio: web page, Bio, resume, teaching philosophy, art gallery, lesson plans.

CLASSROOM POLICIES:

Notice: The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. *Students should refer to the course outline for specific expectations and policies related to the course section.*

Attendance: Attendance is required for this course. In this class you will learn from the texts we read, you will learn from me, and you will learn from each other. Each person in this classroom has ideas that will enrich our understanding. Furthermore, through discussion, we will arrive at ideas that none of us even have right now. If you miss a class, not only do you miss important information, we miss out on your ideas. Be there, on time! *Three late arrivals to class will be counted as an absence. Course grades will be dropped by up to 5 points for each unexcused absence; **six (excused or unexcused) absences will result in a grade of F.*** Excused absences are decided individually; written documentation of illness or family emergency is expected. It is your responsibility to sign the attendance sheet when you enter the classroom. If you need to miss class for a *religious observance* this semester, I require advance notice (please submit this within the first two weeks of class) to the instructor.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations. Detailed information for individual assignments may be provided separately.

An absence *does not* excuse you from course work. *You* are responsible for the material covered in class and for meeting course deadlines whether you are in class or not. VSU attendance policy is available in the Undergraduate Catalog on page 84 and at <http://www.valdosta.edu/catalog/0809/ugrad/index.shtml>

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Consult the full discussion of the Academic Integrity Code in the Student Handbook, which is available online at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. Students found guilty of any academic integrity violation in connection with this course will, at minimum, receive an F for the involved course activity and, at maximum, be subject to failing the entire course.

Academic Support Center (ASC) provides **unlimited, in-person, free peer tutoring** in core courses such as math, English/writing, sciences, social sciences, and languages. Also, **8 hours of free online tutoring via Tutor.com** (8 hours per student, available 24/7). Click the Free Tutoring link in any BlazeVIEW course to make appointments. Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email asc@valdosta.edu, or visit the website www.valdosta.edu/asc for more information.

Cell phones & Social networking: *Turn them off during classroom time.* Be *here*, not connecting with others in cyberspace.

Computer Use: Students will need to log on to BlazeVIEW to gain access to some course content. More information about BlazeVIEW is available online at <http://www.valdosta.edu/academics/elearning/blazeview.php>.

Credit: Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in a laboratory, lecture, and directed or independent study classes. An hour of instruction is equivalent to 50 minutes of class time.

Email Communication: Students must use their VSU email address for all VSU email correspondence, as well as check their VSU email accounts regularly for class-related messages. Students can expect that emails to the professor (which is the preferred method of communication outside of the classroom) will be returned within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.

Lecture Classes: For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three-credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Mental Health: As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.valdosta.edu/student/student-services/counseling-center/>. 24-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. For more information about the BIT Team at: <http://www.valdosta.edu/administration/finance-admin/police/b.i.t.-behavioral-intervention-team.php>.

To contact the BIT Team, email your concern to vsubmit@valdosta.edu; or fill out the anonymous Concerning Behavior Reporting Form https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=3

Possible Objectionable Materials Warning: This class includes images that contain nudity, violence, and other imagery that may be offensive to some viewers. If you are unwilling to examine and discuss such works in an academic context then you should reconsider enrollment in this course.

Reproduction of Photographic Images: During the semester your instructor or other representatives from VSU may photograph you or your artwork for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art Department office.

Student Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in Farbar Hall; visit them online at <http://www.valdosta.edu/access> or call 245-2498 (V/VP) or 219-1348 (TTY).

Student Evaluations: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <https://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>.

Studio Clean-up: Each student will be responsible for cleaning up their work area, five minutes prior to the end of class.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

COURSE OUTLINE:

Week 1	Monday	Wednesday	Field experience
1	13-Jan ARTMAKING - lesson plan Printmaking 4 ways	15-Jan ARTMAKING - lesson plan group prep	17-Jan ARTMAKING print quilt
Week 2	20-Jan NO CLASSES	22-Jan Lesson Plan for Printmaking	24-Jan Welcome
			Understanding SLOs Sara guest, school arts SLO/Standards
Week 3	27-Jan MLK DAY	29-Jan	31-Jan
	Child Development	Child development	Elementary Classrooms
	Read/Discuss Article Children and their Art 50-65	discussion on reading	READ: Creative and Mental Growth p 144-155
Week 4	3-Feb DEI	5-Feb Pedagogy	7-Feb Classroom Behavior
	DEI article handout	handouts discussion	discussion
Week 5	10-Feb Practice GACE	12-Feb Assessment	14-Feb Art Education
		Read article: creative and mental growth p 172-184	history, pedagogy and why Discuss articles
Week 6	17-Feb How to Observe in a classroom	19-Feb Reflection	21-Feb
		handouts discussion	observe, record & Reflect 1
Week 7	24-Feb Write lesson plan with book	26-Feb Field Trip	28-Feb
	work on themed lesson plan	Turner Center - Youth Art Month worksheet of artworks	observe, record & Reflect 2
Week 8	3-Mar Studio	5-Mar Studio	7-Mar
	work on themed lesson	work on themed lesson	Observe, record, * reflect 3
Week 9	10-Mar Practice teaching	12-Mar Practice teaching	14-Mar
			teach lesson plan with book in class
Week 10	17-Mar Spring break NO CLASS	19-Mar Spring Break NO CLASS	21-Mar Spring break NO CLASS
Week 11	24-Mar Webinar	26-Mar SEL	28-Mar
	handout	handout discussion	observe, record & Reflect 1
Week 12	31-Mar ART 21	2-Apr POD Cast	4-Apr
	handout	handout	observe, record & Reflect 2
Week 14	7-Apr	9-Apr Studio	11-Apr
		work on themed lesson	observe, record & Reflect 3
Week 15	14-Apr Studio	16-Apr Practice teaching	18-Apr
	work on themed lesson		teach lesson plan
Week 16	21-Apr MRS	23-Apr E Portfolios	25-Apr
	parent teacher conferences - reflection		
Week 17	28-Apr Resume	Digital Studio Day 30-Apr Teaching Philosophy	2-May
	introduction to assignment - work through resume		E Portfolios
			Digital Studio Day
Week 18	5-May E Portfolio - show and tell	FINALS WEEK reflection on reflection essay	