

Point Loma Nazarene University
Department of Art and Design

ART 319 - VISUAL ARTS IN THE CLASSROOM I SYLLABUS

PROFESSOR: KAREN J. SANGREN, PhD

E-MAIL: ksangren@pointloma.edu
OFFICE: Department of Art and Design,
Keller Fine Arts Building, Room 104
OFFICE HOURS: Posted on Office Door
PHONE: 619.849.2339



Course Description

Art 319 - Visual Arts in the Classroom I is designed to acquaint teacher education students with art education theories, curriculum applications, art media, and techniques appropriate for use in preschool and elementary school classrooms. The course is organized according to the California Visual and Performing Arts Framework and Visual Arts Standards, and seeks to provide background art experiences in each of the Five Components: I. Artistic Perception, II. Creative Expression, III. Art Heritage (including multicultural arts), IV. Art Criticism, and V. Connections, Relationships, and Applications.

The visual arts provide children with another way of knowing and perceiving the world around them. In Art 319 teacher education students will be introduced to broad understandings of the uniqueness of the visual arts and their contributions to child development, creativity, and human expression. Students will be able to experience what a life of Christian service will include as they practice-teach diverse students.

Student Learning Outcomes

Upon completion of Art 319 – Visual Arts in the Classroom I, students will be able to:

- Articulate the value of the visual arts in the K-12 schools.
- Write VAPA Standards-based art lessons that include art objectives, lead-in activities, evaluation methods, art resources, and integrative applications to other subject areas.
- Write curricula and create school art projects inspired by a variety of historically religious western and non-western art forms and traditions.
- Create art projects in a variety of media using art techniques for children in preschool, elementary, and early middle school classroom settings.
- Identify a range of available arts-related community resources for the elementary classroom.
- Teach sequential art lessons to elementary school children developed in their Art 319 integrative art curricula.

References and Assessment

Text and Handbook

Hobbs, Jack A. and Rush, Jean C., *Teaching Children Art*. Prentice-Hall, Inc.: New Jersey.

Sangren, Karen J. (ed.) *Art 319: Visual Arts in the Classroom I Handbook*.

Periodical References

Art Education
School Arts

Arts and Activities
Everyday Art

The Instructor
Early Years

The Grade Teacher

Class Attendance and Department

Attendance in class is considered vital for the optimum amount of creative exchange between all those involved in the art learning process. Therefore each unexcused absence will result in the loss of 3 points in the student's cumulative grade point total. Tardiness and leaving class early will also lower the final grade. Three times late to class equals an absence

All electronic devices must be turned off and stored away during the class period unless otherwise instructed (i.e. iPods, cell phones, computers, etc.)

The college classroom is a professional workplace. Classroom attire should not be distracting to your classmates. "Too short, too tight, too low, too exposed" might be great for the beach or parties, but this type of clothing does not belong in the classroom. Wear comfortable, washable clothing on art lab days. Shoes must be worn at all times.

Grading

Grades will be based on an eleven-point scale. Project grades will be evaluated on 1) quality and uniqueness of the designs and 2) craftsmanship.

A	A-	B+	B	B-	C+	C
11	10	9	8	7	6	5
C-	D+	D	D-	F	CR	
4	3	2	1	0		

[A =11-10.6 /A- =10.0 -10.5]

LATE work will lose 3 points with each class meeting that follows the class period the assignment is due. This means if the assignment is not finished for the class period on the announced due date, the assignment will be considered late. When assignments with multiple credit are submitted late, the credit will be deducted proportionately. E-mailed papers are not accepted.

Academic Accommodations: All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs & accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

If questions arise concerning the final course grade, students may ask by e-mail for a re-tabulation of their cumulative points. Final grades are almost never changed. Only if a mathematical error has been made, will the student be contacted to inform him or her of the change. Grades are based on class participation, attendance, written assignments, field experiences, and artwork.

University faculty members are hired for their expertise in the field and for their knowledge of industry standards. For these reasons, students should know and produce to the instructor's standards. The instructor's individual and course evaluations are final.

Several Course Assignments Carry Multiple Credit

1. ART PROJECTS BOX (Graded at Mid-term and Finals -- 5X credit)
2. DESIGN LANGUAGE NOTEBOOK (3X credit)
3. ART DISPLAY BOARDS (1-2) (2 grades/Design & Craftsmanship -1X credit each)
4. YELLOW SHEETS (Mid-term and Final) (4x credit)
5. ART THEME LESSON (2X credit)

Community Partnerships: Course Field Experiences

SBUSD/ Elementary Schools
San Diego Museum of Art, Balboa Park
Mingei International Museum, Balboa Park
San Diego Zoo, Balboa Park
PLNU Early Childhood Center

All students are REQUIRED to pass tuberculosis and fingerprinting tests before they can participate in their SBUSD teaching experiences.

Art 319 - WRITTEN ASSIGNMENTS

College assignments in art education courses such as Art 319 always seek to mix the teaching and theories of art education with their applications in hands-on art experiences. This course seeks to create art learning experiences which familiarize the education student with both the why's and how's of art learning.

Chapter Reviews

The text for Art 319 - Visual Arts in the Classroom I explores learning theories basic to teaching art in the elementary school. Due to class time limits, most information covered in the text will not be covered in class. Students will instead be responsible to read the assigned chapters and write a review of the information.

The assigned chapters of the text are grouped together. The reviews should be typed and double-spaced in the manner below:

Chapter Review

Name:
Course:

Date Due:
Date Submitted:

the final copy.

Chapters 1- 5

Summary: Describe major concepts covered in the chapters in paragraph form. Combine the five assigned chapters into ONE summary (Approximately 2 typed pages).

5 Key Art Concepts (or activities) to apply in your classroom:

Number and describe in paragraph form. Include text page numbers where the ideas are found in the chapter readings. Discuss in the first person how YOU would use these art ideas in your classroom. (Approximately 1 - 1 1/2 pages)

Art Lesson Plans /"Yellow Sheets": In-Class Art Activities

The five components of *California's Visual and Performing Arts Framework and Visual Arts Standards* will provide the structure for the semester. There may or may not be enough time to complete the projects during the class periods:

- I. Artistic Perception
- II. Creative Expression
- III. Art Heritage
- IV. Art Criticism
- V. Art Connections, Relationships, Applications

VAPA-based curriculum units will include art lessons or applications from each art component and the related standards. They will be sequential, built upon a selected skill or concept, and include a variety of art techniques and media. Students will be required to write lesson plans ("Yellow Sheets") for each designated art project included in class. Use the art lesson plan forms found in the *Handbook*.

In-class art lesson ideas will include the use of computer programs, Internet resources, and other audiovisuals (i.e. Smart phones, videos, etc.). Lessons will include art traditions of culturally diverse populations and women artists. Art lessons will be based on the art language, art media available in the schools, found materials, famous artists, historical and contemporary art works, art criticism, and so on.

TIPS for writing "Yellow Sheets"...

BE THOROUGH! *Fill-in art lesson plan sections during class time and add to them later. Watch what the instructor is doing as well as saying. There will always be a mix of subject matter covered, as well as the use of various teaching methods. Identify if audio-visual resources have been used. Write down book titles brought to class. Write down art project procedures as they are being presented. This will save you time and make the information as complete as possible. Type*

Art Theme Lesson and 6-Hour Fieldwork Assignment

Each student will be required to write and present a lesson plan about a western or nonwestern artist or art form during the semester. (See information in *Handbook* for format and specific details). The *Art Theme Lesson* differs from a "Yellow Sheet"/art lesson in that it also includes other disciplines from the elementary school curriculum. It asks students to think thematically across the school curricula and explore how the visual arts can be applied in each of these subject areas.

The Art Theme Lesson must be typed using the format provided in the *Handbook*. Each student is required to make enough copies of his or her theme lesson to distribute to each class member. Information from the Art Theme Lesson will be used to teach two art activities at a SBUSD partnership school, accompanied by a display board. Your classmates' Art Theme Lessons should be placed in your course notebook in the *Arts Heritage* section and submitted at finals time.

The Art Theme Lesson asks for the inclusion of three hands-on art activities related to the lesson. The student will be required to make two of the three projects to teach at the elementary school. The 6-hour Art 319 fieldwork requirement will be covered by these teaching days. (Students may need to be excused by the provost's office from another course, if there is insufficient time to reach the school site in time to teach their lessons.)

Art Teacher Interview

An interview with a current elementary classroom teacher or art specialist, who is responsible for ordering art materials used in an elementary classroom, is required. The interview may be conducted by telephone. See *Handbook* for suggested questions. The survey includes questions concerning the teacher's educational philosophy and art teaching survival tips.

San Diego Museum of Art ~ Elementary Classroom Art History Survey

A field trip visit to the San Diego Museum of Art will take place during the semester. Students will be required to create an art-related 10-question survey that can be used with school-aged children. The ten questions should be preceded by a two-paragraph description of the museum collections on a separate piece of paper. The survey should be child-friendly and include boxes or spaces where the children can fill-in the answers. Use the VAPA Framework and Standards to formulate the questions.

San Diego Zoo Survey

A field trip to the San Diego Zoo will take place toward the end of the semester. The focus of this visit will be to

explore how designers are vital for the way people experience a zoo. The survey will explore how designers have created spaces to meet the needs of plants, people, and animals. It will also look at signage and evidence of the design elements as they are found on various animals. The visit will demonstrate another bridge between community resources and the art classroom.

Extra Credit

In addition to art projects, Art 319 students may submit written assignments for extra credit. For example: *Art Museum Scavenger Hunt* - (Use *Handbook* form.) This additional survey will explore how the design elements and principles and art themes are found in paintings and sculptures.

Art Lesson Observation - (Use *Handbook* form.) Visit a public school elementary classroom where an art lesson is being taught. Observe the art teaching strategies, materials, skill levels, student participation, classroom management techniques, and so on.

Art Projects and Display Items

Display Board

One portable interactive display board is required during the semester to accompany the Art Theme Lesson. The display boards should be a minimum of 30"x 40" and made of foam board or corrugated cardboard (available in the Bookstore). Craftsmanship and layout features are critical to the quality of the display.

Art Materials

Creating child art requires a variety of materials. Your lab fee contributes to classroom refills on glue, paint supplies, brushes, and a variety of art materials found in the KFA 101 art cupboards. In addition to these supplies, you will need to purchase the following items. ***It is highly recommended that you purchase the Art 319 ART BOX available in the University Bookstore.***

For Art Box - Plastic Storage Container (11 - 15 gallon capacity with a flap lid is recommended)

Design Language Notebook - (1) 3-Ring Binder (2 - 3") with see-through cover pocket

For Art Display Board - 30" x 40" foam core board or corrugated cardboard (available at Aaron Brothers Art Mart, Staples, etc.)

Use computer-generated or Media Center die-cut lettering on the display board. Mount prints or Xeroxed copies of your artist's work on the board. Use colored papers or paint in the background areas to keep the design interesting. Vary the size of your pictures and group smaller pictures together. Attach a sample of one of your Art Theme Lesson art projects to the board. Background information may also be included.

Design Language Notebook

The *Design Language Notebook* serves as a picture file and teaching tool for your future classroom. (See *Handbook* for more details.) Include definitions of the elements or principles on each title page. Magazines, photos, or Internet pictures (min. 4"x6") can be used to illustrate the elements and principles of design.

Each page should be labeled, placed in plastic sleeves, and contained in a new 3-ring binder. Quality craftsmanship is vital to achieve the strongest presentation of the notebook. Cut out pictures using a Xacto knife and ruler or a paper cutter. See *Handbook* for more information.

Art 319 – ART PROJECTS

Making preschool, elementary, and early middle school aged art projects will be included in most class sessions. They will be designed to represent the five components of the VAPA Framework. See list that follows for specific materials.

- Crayons (basic colors)
- Scissors
- Pencil
- Hole Punch
- Scotch Tape
- Stapler (optional)
- Glue Stick
- Ruler
- White Glue (small bottle)
- Eraser
- Construction Paper (assorted colors 9"x12" or 12"x18") [good quality]
- Watercolors - Prang or Crayola Brands (student grade)
- Markers - Fine and Wide tip
- Poster Paint (Tempera) R/B/Y B/W

Where to purchase your supplies? Some "within 5 miles from PLNU" suggestions...

- PLNU Bookstore
- Target 3245 Sports Arena Blvd.
- Costco 4605 Morena Blvd.
- Office Depot 909 Morena Blvd.
- Staples 3337 Rosecrans Blvd.
- Aaron Brothers Art Mart 2790 Midway Dr.
- Dick Blick Art Store 1844 India St.

SBUSD/PLNU Visual Arts Partnership

Point Loma Nazarene University and South Bay Union School District, Imperial Beach, CA

In Fall 2004, PLNU liberal studies students taking Art 319 - Visual Arts in the Classroom I joined teachers at West View Elementary School in Imperial Beach, CA, to teach art in a culturally and economically diverse school setting. Some PLNU students taught in teams and others taught alone -- but all benefited from the assistance and expertise of each classroom teacher. This began the long-term PLNU arts partnership with the South Bay Union School District. In 2010 this partnership moved to Emory Elementary School.

Teaching from the Art Theme Lesson:

The Visual Arts Standards-Based Art Theme Lesson is an integrative art unit, which includes ways in which an art topic can be integrated across an elementary curriculum. It will comprise the information taught at a South Bay elementary school. The content of the theme lesson includes more information than can be presented in one or two class periods. This is intentional, because the Art Theme Lesson assignment is intended to acquaint the teacher education student with integrative and longer-term curriculum planning.

Instructions for PLNU Students:

First, bring evidence to class before the first meeting with SBUSD teachers that you have passed the TB and fingerprinting tests. The Art Theme Lesson is due on the day of your first visit to the elementary school. You will need to bring two copies of your Art Theme Lesson with you - one for yourself and one for the classroom teacher. The teacher will assist you on how best to use the information you have researched. The planning meeting is provided for you to get to know the classroom teacher, discuss ways to present your two art lessons, select art materials, and talk about classroom management strategies.

A required display board will go with your art lesson. Its images and information will help the children to see what you are talking about in words and pictures. Make sure that both are large enough to be seen across a classroom. The display board must be ready for your first teaching day. You may also want to bring it back for the second lesson. Make your display boards as child-friendly as possible.

Art 319: Visual Arts in the Classroom I **Common Myths... @**

Myth #1. Art 319 is an art class.

While we do make art in Art 319, it is not actually an "art" class, or more accurately -- a studio art class. It is an art education course, which is structured to meet the California Visual Arts Standards. Creating art makes up only 20% of the content included in the Art Standards. About 30% of the Art 319 class periods will be allocated to the making of art -- sometimes there will be more time and sometimes there will be less.

Myth #2. There should be more time to do art.

While this may be desirable, Art 319 is really an art methods course, centered in curriculum and instruction. It is designed to acquaint liberal studies students with the wide variety of content which defines the visual arts, as well as teaching resources, teaching strategies, art materials, and techniques. The content is also designed to help students pass the CSET test.

Myth #3. Everything should be able to be completed during the class periods .

Every college course depends on work completed both during the class period and outside of class time. Art 319 is no different. Because the class is structured in a lecture/lab 2 1/2 hour format, more work can be completed during the class period than in some courses. Sometimes this will be written work, sometimes art projects.

Myth #4. Art 319 is an expensive class.

Yes and No. Welcome to the world of a lecture/lab art course! Some disciplines simply require special materials which add to the costs of classes. Every effort has been made to limit the costs of Art 319.

Myth #5. Art 319 is a difficult course.

I am told that some students think Art 319 is difficult. It is simply a class that requires good time management. Good writing skills are as important in Art 319 as art skills. There is much to cover in the course, so it is important to keep up with the assignments and make every effort not to miss class sessions. It is easy to get behind!