

Art Education 303: Visual Arts in the Elementary Classroom

SPRING 2014, 3 credits

A ED 303, Sec. 001 T R 8:00am - 9:55am

A ED 303, Sec. 002 T R 10:10am - 12:05pm

308 Patterson

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Office hours: By appointment

Course Purpose & Description:

Art Education 303 is a 3-credit course that provides opportunities for students majoring in elementary education to explore the affordances of the visual arts for teaching and learning. This course will attend to issues of children's art making and how the visual arts can empower learning in the elementary classroom.

In this course, we will consider new ways of thinking about arts integration through key readings, group discussion, studio work, lesson planning, and reflection. Although special emphasis will be given to the relationship between art and literacy, the course will also delve into the integration of art into all areas of the curriculum (science, social studies, math, etc.). Transmediation is a theme that runs throughout the Arts and Literacy block and will be explored in this course through readings, careful consideration of appropriate materials and techniques for the classroom, active engagement with art making, and multimodal reflections designed to embody multiple ways of thinking and knowing. Major topics of inquiry and investigation for this course include: exploring contemporary issues in art and visual culture; attending to perspectives of children's artistic development; locating the visual arts in relation to such issues as narrative and story, environment and place, identity and diversity; and considering relationships between image and text.

Rationale

The Pennsylvania Department of Education (PDE) states that students holding a PreK – 4 Education certificate must be able to provide Arts Education to their students. This course applies an integrated arts approach to achieve this goal. This approach will provide students with knowledge and skills that will help them to successfully integrate the arts into a general education classroom.

Course Objectives

- **Engage**.....your students through arts integration!



Future Teachers will learn how to **engage their students** through **arts integrated** instruction. Future teachers will learn to value the ways that the visual arts mediate children's engagement through multiple symbolic languages, experiences and forms of representation.

- **Empower**.....your instruction and your career!



Future teachers will learn how to **empower** their student's learning opportunities through meaningful visual art integration. Students will put particular emphasis on the role of the visual arts in children's developing literacy. Inquiry-based projects and the curation of materials and resources will be highlighted as tools for **empowering learning** both for the future teacher and their future students.

- **Enter**.....into the creative process as a learner!



Future teachers are invited to **enter into the creative process as a learner** themselves. Through creative exploration, production, reflection and analysis of the visual arts, future teachers will be afforded the opportunities to partake of and value the unique and powerful contributions the visual arts can have in social/emotional and academic development.

Materials List and Supplies

It is your responsibility to be fully prepared for every class with a basic art supply kit. Art supplies can be purchased at the HUB Bookstore, Uncle Eli's, Wal-Mart, Michael's, Staples, or the store of your choice. Uncle Eli's (129 East Beaver Ave.) usually offers students a discount during the first week of the semester. You will need a bag/container/box to assist in bringing these supplies to each class. **You may choose to share supplies with a partner(s) if you wish!**

Supplies you will need to purchase for our basic art supply kit include (see Pinterest Supply Board for images):

- A journal (to be explained in class)
- A couple of lead pencils with erasers
- Sharpie marker (regular and thin tip)
- Scissors
- Glue bottle and glue stick
- Masking tape
- Mod Podge (clear sealant) - can share
- A sponge brush to use with the Mod Podge
- Acrylic Gesso (get whatever is cheapest)- can share
- A basic set of acrylic paints (around \$10) – you can wait on this
- A basic set of acrylic or craft brushes that includes a variety of sizes (approx. \$5-10)
- A basic set of watercolor brushes that includes a variety of sizes (approx. \$5-10)
- A set of each of the following (Crayola is sufficient): markers, colored pencils, oil pastels, watercolors
- In addition we will be working with "found" materials such as newspaper, fabric, cardboard, yarn, magazines, tissue paper, plastic containers, and other recyclables that we can reuse in our studio sessions. Please begin to collect these materials immediately since we will need them frequently!

Several of the projects in this class will be unique to your interpretation of an assignment and you may need to purchase/find additional materials to complete these projects. If you have specific requests about techniques or materials you would like to learn or use please let me know. Please be prepared to share materials with your tablemates in class. Also, be advised that I may ask you to print images, make photocopies, etc., so this should be figured into your budget as well.

You may need to use a digital camera and digital video camera in this course. You can borrow a variety of equipment from Media & Technology Support Services for 24 hours, a weekend, or other specified time periods. Reserve prior to the date you need it by calling 865-5400 or emailing mtsseq@psulias.psu.edu. Media & Technology Support Services, a division of the University Libraries, offers for student check-out a full range of portable audiovisual and technology equipment (Macbooks, LCD projectors, digital video cameras, digital still cameras, digital audio recorders, SVGA supported television monitor, 16mm projectors, overhead projectors, etc.). Media & Technology Support Services (MTSS) is at 26 Willard Building, 814-865-5400.

We will be using the video editing software iMovie in AED 303. While we will be reviewing the basics of iMovie in class, students may choose to use the Digital Commons for assistance with their iMovie assignments. Digital Commons is a resource for students and faculty that offers complete support in media production.

Readings

There is no textbook for this course, but there are a variety of articles that you are required to read. These readings are available on the ANGEL course website for AED 303. Reading Responses should be completed in your Visual Journals and should include the following:

- The main idea (s) of the article as you understand them
- Your personal reflections on the ideas, theories, and/or activities presented in the article
- Questions that may arise while reading the article
- At least one image either from the article or one that you feel relates to the article (this can be pasted or drawn)
- Think of these pages as collages of ideas that stem from the reading - works of art in their own right. Even if you don't fully complete these pages right away, you can always return to your beginning notes/images and further develop them.

The actual responses will be part of your Visual Journal grade, but the in-class discussion of the readings will be part of your class participation grade.

Pinterest

Throughout the semester we will be using Pinterest as a place to share ideas and reflections, and to collect resources. Three times during the semester you will be required to upload a page from your journal to share with the class. It is my hope that by doing this, you will be able to learn from and connect with each other. In addition you will create Pinterest boards related to some of the course assignments. These boards will be a place where you can collect ideas that are relevant to the assignments and which may become a shared resource for inspiration and brain-storming of lesson plans and art explorations.

The sharing of your journal pages will be part of your class participation grade and boards related to class assignments will be part of your grades for those assignments.

Assignments

Visual Journals (your sketchbook/journal/notebook) 150 points

Your visual journals will serve as a process portfolio and will be a resource for future reference. This is your personal journal; you may customize it. Your visual/verbal journal will highlight your process of constructing meaning, not serve as a final product of your understanding of art and art education. In it, you will document your artistic media explorations, reading responses, ideas gained from interaction with other classmates (your future colleagues), and research notes. You should also include your reflections on implications for classroom practice, artistic creations, found images, art lessons, and found education-related articles. This journal should serve as a reference for you as future teachers and aid you in continuing a reflective practice as you grow in your profession.

Depending on the size of your visual journal and whether you prefer digital copies or hard copies, you may wish to establish an additional system of organization (e.g. a binder with dividers; a hanging folder file) that allows you to collect and organize lesson plans (your own and your colleagues'), readings, projects, and other activities in class.

Student-led Reading Presentations (Groups of 4) 100 points

These presentations will summarize a reading, tie to artists' works, provide prompts for peers in small group discussion, whole group sharing, and culminate in a relevant art activity. This format also supports students in practicing a leadership/teacher role within the class, while reiterating similar qualities in the mini-lesson: researching, planning, and implementing. The student audience is responsible for reading the required reading that their peers are presenting. Presenters are required to present the main ideas of the text, supported by key

quotes, questions that arise from the readings (that the audience should address) anecdotal connections or reflections on the reading, the curricular framework/approach to art and/or art integration, and presentation of a particular art activity or lesson embedded in the reading. This will be a 25-30 minute presentation/exercise.

Student-led Mini-Lessons (Pairs) 150 points

This assignment provides opportunity and experience in researching, planning, and implementing an arts integrated lesson plan to peers. Through the study of a children's book illustrator, you will explore an art technique and develop a lesson plan in which art production helps to foster literacy skills.

These lessons will include a rationale, outline of steps, inclusion of facts or steps to facilitate/teach, and culminate in a relevant art activity. This will be a 25-30 minute presentation/exercise.

Teacher e-Portfolios 100 points

Beginning around the sixth week, you will create a personal webpage which will serve as a Teacher e-Portfolio. This web-page will provide a place for you to present, in digital form, much of your work from this class and a place to compile resources from your classmates. Additionally, this project will provide you with the basic tools necessary to develop a comprehensive Teacher e-Portfolio to use as you enter into the profession. The e-Portfolio will be something you add to throughout the semester and will be evaluated after the completion of the Unit Plan assignment.

Arts Integration in Practice 100 points

During this semester, we will have at least one, but hopefully two or more opportunities to work with children in local schools. The visits will include:

- A Zine Project integrated with your LLED 400 and 401 courses at Corl Street Elementary
- (Potentially) A puppetry and folktale project with first or second grade students
- (Potentially) Work with local elementary students during a Palmer Museum of Art visit

Each of these opportunities will require some research and planning on your part in order to prepare for your work with the children. More details will be provided.

Arts Integrated Unit Project and iMovies* 200 points

This assignment is the culminating arts-integration project for the course. You will be expected to design a Unit plan that will encompass 4-6 detailed lesson plans relating to the unit topic. Two class periods will be devoted to presentations of your unit plans, which will include all 4-6 lessons. Guidelines will be provided in class. Your final project will include the following components**:

1. A one-page rationale explaining why this unit is important and how it integrates the arts and literacy.
2. A description of the educational setting, class size, and grade level for the unit
3. A list of materials and resources needed for the unit (paint, clay, books, posters, etc.)
4. An annotated list of lessons within the unit that you might teach
5. Assessment activities such as rubrics or reflections that you would use to evaluate student learning during the unit of study
6. Standards met by the unit lesson
7. Accommodations for students with disabilities
8. An iMovie which could be used as an instructional component of the unit plan.

* it is possible that the iMovie portion of this project could be moved to the Puppet and Literacy project.

**Additional requirements will be included on the Assignment sheet

Class Participation and Attendance Policy 150 points

All reading discussions, Pinterest posts/boards, and studio activities will be included as part of your class participation grade. This grade will also include a visit to the Palmer Museum.

Attendance will be taken at the beginning of each class. If you are late, you will need to see me at the end of class to be sure that you are marked tardy- this is your responsibility. **Tardiness and leaving early will lower your grade by two points per incident. Your grade will be lowered with each unexcused absence (after two) as you will miss vital information. Three points will be deducted from your grade each time that you exceed the maximum of two unexcused absences. Only written religious, collegian sports, military or medical excuses will be accepted as excused absences. Please email me as soon as possible if you are absent.** It is your responsibility to obtain missed work and note this will not alleviate the absence in relationship to grading policy.

Total Points:

Visual Journals	150 points
Student Led Reading Presentations	150 points
Mini Lessons	150 points
Teacher e-Portfolios	100 points
Arts Integration in Practice	100 points
Unit Plan and iMovie	200 points
Participation/Attendance	150 points
Total	1000 points

Grading Scale:

A	95-100 %	C+	77-79 %
A-	90-94 %	C	73-76 %
B+	87-89 %	D	65-72 %
B	83-86 %		
B-	80-82 %		

A Note to Students with Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/ods/dcl>. For further information, please visit the Office for Disability Services Web site: <http://equity.psu.edu/ods>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

See the [Revisions for Senate Policy 43-00 \(Syllabus\)](#) for details on the policy.

Academic Integrity

On March 23, 2001, the faculty of the Penn State School of Visual Arts adopted the following statement on academic integrity:

University Policies and Rules Guidelines states that academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Academic dishonesty includes but is not limited to acts such as cheating on exams or assignments; plagiarizing the words or ideas of another; fabricating information or citations; facilitating acts of academic dishonesty by others; claiming authorship of work done by another person; submitting work completed in previous classes; and/or submitting the same work to multiple classes in which a student is enrolled simultaneously.

Safety Information

The School of Visual Arts will endeavor to comply with the intent of state laws or acts and the University Health and Safety Program in an effort to maintain a safe academic and working environment. Efforts will be made in this class to comply with this intent. Students in the School of Visual Arts may find themselves working in the shop or in their studios or classrooms using a variety of materials and power and hand held equipment, which may cause injury. Given this possibility, equipment is provided and ventilation systems have been installed that are regularly inspected and maintained to ensure the safety of all students working in classrooms, studios and the shop. Students should use the shop only after having received an orientation in the use of such equipment and when supervised by faculty or shop personnel. Should any injuries occur in the shop, studios, or classrooms in the School of Visual Arts, please report them to Jerry Bierly, Shop Supervisor, Room 108-A Visual Arts Building. Phone: 814-865-3962. Email: jib7@psu.edu.