

**INSTRUCTOR:** Dr. Rebecca Williams  
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**OFFICE HOURS:** Mon/Wed 8:30 - 9:30  
Tues/Thurs 9:30 - 11:00  
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# Murray State University

**DEPARTMENT:** Art & Design

**COURSE PREFIX:** ART

**DAYS:** Tuesday & Thursday

**COURSE NUMBER:** 341

**TIME:** 2:00pm – 4:45pm

**CREDIT HOURS:** 3

**LOCATION:** Fine Arts, 611

## I. TITLE:

Fundamentals of Elementary School Art

## II. COURSE DESCRIPTION AND PREREQUISITE(S):

Survey of the profession of art education at the elementary school level. Provides students with a combination of clinical and field experiences. Included laboratory and lecture experiences in elementary school art materials and teaching methods. This course is designed for the art major pursuing teacher certification in ART p-12. Six hours per week.

**Prerequisite(s):** EDU 103 or permission of the instructor.

## III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the NAEA Standards for Visual Arts Educators, InTASC Core Teaching Standards, and Kentucky Teachers Standards for Preparation and Certification (KTS). Upon successful completion of this class, students will be able to:

- A. understand and draw upon the history of the profession and philosophical foundations of visual arts education (NAEA VIII, XII);
- B. construct, analyze, and utilize an awareness of traits of artistic and cognitive development as they relate to elementary school students' growth and behavior patterns (NAEA II, IV, V; InTASC 1, 5; KTS 2, 5);
- C. demonstrate a working knowledge of the importance of planning and preparation, motivation, demonstration, explanation and questioning strategies, and interaction with elementary school children and their teachers (NAEA II, V; InTASC 1, 5, 8; KTS 2, 5);
- D. evidence a working knowledge of health and safety issues in art as well as current methods, materials, and technology available for elementary art education (NAEA I, II, VI; InTASC 4; KTS 1, 5, 6);
- E. apply the in-depth knowledge of aesthetics, art history, criticism and art production they have acquired during their coursework in the major and organize it into sequential learning experiences which are appropriate for students in Kindergarten through 5th grade and are aligned with the National Core Arts Standards (NAEA I, II, IV, V; InTASC 1, 4, 5, 7; KTS 1, 2, 4);
- F. put into practice their understanding of diversity including cultural and ethnic as well as exceptional children including the gifted and talented (NAEA II, III; InTASC 2, 8; KTS 5);
- G. observe, analyze, and practice classroom communication skills to learn how to create a supportive classroom climate and establish classroom control (NAEA I, V; InTASC 3, 8; KTS 1, 3, 5);
- H. demonstrate competency of file management and use of technology to support instruction and assessment (NAEA VI; InTASC; KTS 6);
- I. plan multifaceted assessment options (NAEA VII, IX; InTASC 6; KTS 5);
- J. establish their commitment to continuing study, self-reflection, and professional growth (NAEA IX, X, XII; InTASC 9; KTS 7, 9); and
- K. engage in and contribute to professional development within the field education (NAEA X, XII, XIII; InTASC 10; KTS 8, 9, 10).

The COEHS theme of educator as Reflective Decision-Maker is addressed in this course. To provide opportunities for students to learn through reflection and develop appreciation for reflection and collaboration through a professional learning community, students will keep a visual journal, write a reflective essay on their field experience, and post comments and responses to the MSU Art Education Facebook page and Canvas.

The EPSB Themes of Literacy, Technology, Assessment, and Diversity are explored in the course through various course readings and assignments such as developing unit plans which support students growing artistic literacy, using a variety of technologies to plan and implement instruction, incorporating technology in artmaking, developing a variety of assessment strategies throughout unit plans, planning instruction for student differences, and engaging in reflection on these themes through readings and observations in visual journals, postings, class discussions, and assignments.

#### IV. CONTENT OUTLINE:

- A. Foundations and Goals of Art Education
- B. Developmental Stages
- C. Curriculum Development
- D. National Core Arts Standards
- E. Instructional Strategies & Technologies
- F. Developing Thematic Unit Plans
- G. Art Content: Creativity, Aesthetics, Art Criticism, Art History, Multiculturalism, Art Making, New Technologies
- H. Field Experiences (Professional Learning Community & Elementary Classroom Observations)
- I. Assessment
- J. Classroom Management
- K. Differentiation
- L. Professional Practice

#### V. INSTRUCTIONAL ACTIVITIES:

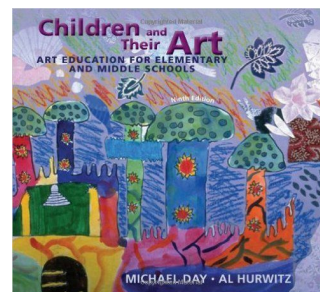
- A. Readings
- B. Interactive Lectures and Group Discussions
- C. Cooperative Learning Activities
- D. Written/Creative Assignments
- E. Field Experiences
- F. Individual Presentations
- G. Participation in Professional Practices

#### VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Field experiences for this course include observing an elementary level Professional Learning Community for 1 hour and observing and working with K-12 certified art teachers and their elementary students during 5 classroom visits. Schedules are to be arranged by each student along with the participating teachers with approval of the instructor. During the observations, students will be asked to look for specific issues, ideas, and topics and to bring this information back to class for discussion. A written reflection essay on what you learned from the field experience will be required as part of your final grade as well as three entries in your visual journal based on three field experience sessions.

#### VII. TEXT(S) AND RESOURCES:

- A. Day, M., & Hurwitz, A. (2011). *Children and their art : art education for elementary and middle schools*. Boston : Wadsworth Cengage Learning.
- B. Racer ID for access to additional course readings, materials, & assignments on Canvas.
- C. K-12 TPA Lesson Plan Format
- D. *LiveText*
- E. Art Kit Portable Studio:
  - a. Mead Five Star Star Stand N' Store Pencil Case
  - b. Niji Waterbrush, Small 9 mm Tip
  - c. Black, Fine Point, Sharpie Pen
  - d. Faber-Castell Grip Watercolor EcoPencils, Set of 12
  - e. General's Sketch and Wash Pencil
  - f. Charcoal Pencil Kit
  - g. General's Drawing Pencil 5 pc set
  - h. Elmer's All Purpose Glue Stick
- F. [National Core Arts Standards](#) - Visual Arts



## VIII. EVALUATION AND GRADING PROCEDURES:

Projects will be evaluated on critical and creative engagement with the concepts explored and on time submission. Each project will be assigned a point grade and written feedback. This evaluation will be based on project specific criteria which will be shared in class as a rubric or checklist. **Please do not hesitate to email or call for clarification about projects in advance of the day projects are due.** When reviewing your evaluations, I encourage you to pay close attention to the written feedback. Within this feedback, I will elaborate on where I believe you could push yourself further and pose questions that are aimed at assisting and encouraging you in future assignments and assignment revisions. You may revise and resubmit any assignment for consideration of a grade change. Your final grade is based upon your work in the following areas and utilizes the grading scale of A, 100-90, B, 89-80, C, 79-70, D 69-60, E, 59-50:

Visual Journal.....	15%
Postings.....	5%
Teaching Philosophy.....	10%
Media Session.....	5%
Group Unit Plan.....	10%
Unit Lesson Presentation.....	5%
Unit Plan.....	15%
Field Experience Performance/Reflection.....	15%
Professional Portfolio.....	10%
Final Composition.....	10%

## IX. ATTENDANCE POLICY:

Participation and discussion are vital learning tools; and this course and all of the course participants depend upon each students' presence and participation. It is expected that each student will be actively and critically involved in every aspect of the course. This includes being on time, prepared, and engaged. As art educators, your students will also depend upon these qualities in you. Therefore, any unexcused absence will result in a 5 point deduction from your final percentage grade and late arrival or lack of participation will result in a 2.5 point deduction, per case, from your final percentage grade. Please note, students are responsible for making up missed work using their own time and resources. In the event of an emergency situation, please keep me informed and provide me with written documentation upon your return to class to avoid grade reduction. You are allowed two excused absences before a meeting with the professor is required to address extenuating circumstances.

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Excused absences fall into two broad categories:

1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. Appropriate authentication or documentation is required.
2. Absence due to student participation in a university-sanctioned event in which the student serves as a representative of the institution.

Students with excused absences are not excused from work assigned or expected as a part of the missed class period. Students are required to make up all work missed and must complete this work within a time frame agreed upon with the instructor.

If a student is concerned about the implementation of this policy, the student should try to resolve the matter by discussing it with the instructor. Refer to the *MSU Bulletin* for additional information.

## X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1. Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2. Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3. Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

## **XIII. STUDIO SPACE AND EQUIPMENT USAGE POLICY—MSU ART & DESIGN DEPARTMENT**

**Art & Design studios and the equipment are only for the use of the department faculty (adjuncts, lecturers, and visiting artists are included), the art technician, professional staff, and the students enrolled in Art & Design courses.**

1. No children, pets, friends, boyfriends/girlfriends, spouses or significant others should be in the studios. **Under NO circumstances can they assist, use, or operate any of the equipment.**
2. During the hours when the studios are open for use, students enrolled in the courses specific to particular concentrations (ceramics, sculpture, wood, printmaking, photo, etc.) may use the studios related to their course work and the equipment therein if they were properly trained and authorized (other restrictions like the buddy-system etc. may apply).

3. A&D department students may use other studio spaces and equipment as a part of their class if accompanied by their faculty member and/or if instructed to do so as a part of the class by their faculty (based on an agreement with the faculty member responsible for the particular studio space). However, students cannot use the studio and equipment outside of agreed time and/or for their personal use. Also, students cannot use studio spaces and/or equipment during class time held in that space unless specifically permitted by the instructor.
4. No equipment may be removed from its designated area without chair's permission unless it is designed and intended as "portable" (movable is not portable). In that case the faculty member responsible for the equipment supervises its use.
5. At no time can users work under the influence of alcohol or drugs or consume alcohol or drugs while in the studios. (This includes prescription drugs if such drugs make the user drowsy or otherwise unsafe).
6. Students should not consume food or drinks in the studios. This could damage equipment (due to spills, etc.) and/or students could accidentally be ingesting chemicals absorbed into the food or drink. Please use common sense. Many instructors in certain studios may allow some food or drinks on occasions. However, students will be held financially responsible for the cost of repairs or replacement of any equipment caused by violation of these guidelines.
7. 24/7 Studio Access: By an agreement with the campus security, A&D students have essentially 24/7 access to the studios. However, the buildings are locked from midnight to 7 am. **Under NO circumstances are students permitted to prop doors open to leave and return to the building.** Any such violation may result in the loss of the 24/7 privilege for the whole department. Also, for your safety, use the so-called buddy system when working late, or at least lock yourself in the studio. Do not open for any "strangers." Anyone with access should have the key lock code.