

# **ED 219E: Visual Arts and Elementary Education**

Pre-Fall and Fall, 2009

## **Class Times**

Pre-Fall: Thursdays, 8/20-9/17 – 2:45-4:30

Fall: Fridays, 9/25-10/23 – 10:15-12:15

## **Course Overview**

In this course, students will develop an understanding of the role of art in elementary education. It is designed for STEP teacher candidates, to prepare you to provide meaningful arts experiences for your students. The course will explore current issues relating the arts to education; it will include hands-on experiences with visual arts media and examination of original works of art in ways that are appropriate for working with elementary-aged children. In discussion, in the studio, and in the museum, we will reflect on the process of making, viewing, and talking about art: What are the particular qualities of different art media? How do you engage children in art making at different age levels? What and how can we learn from art objects? In addition, we will consider broader questions such as: How do the arts function in society? What do we hope children will gain by participating in the arts? What role does visual art play in elementary education, and what roles should it play? Students will learn how to develop an art lesson, and are expected to teach an art lesson during this course.

## **Assignments**

Each week you will complete one of the following assignments, as noted in the schedule:

1. A journal activity that builds toward your final lesson plan.
2. A one-page response to the readings. This is a brief response to something that interested you in the reading, or questions that the readings raised for you.

Additionally, there will be a lesson planning project that you will work on throughout the course, both in class and in journal assignments. You will be expected to teach this lesson to your students before this course ends, revise the lesson, and write up your experience teaching the lesson as a final paper. Additional information will be provided in class.

## **Grading Criteria**

Weekly Assignments	40%
Class Participation	20%
Lesson Planning Project	40%

**Attendance at all sessions is required. Please contact me by email in advance if you cannot make a session, and arrange with a classmate to make up for missed work.**

## **8/20: ART IN OUR LIVES AND IN THE LIVES OF CHILDREN**

*Discussion:* Introductions and course overview

*Activity:* Exploration of bookmaking and the role it plays in children's lives and in the elementary classroom. We'll make several different books that you can make with your students.

**Please bring recycled (cereal, cracker, etc) boxes and papers to this class.**

## **8/27: ART IN EDUCATION**

*Discussion:* Theoretical foundation on the role of arts in education and in society.

*Activity:* Exploration of collage making as a learning activity.

**Please bring at least one sheet of "pretty" or interesting paper to this class for collage.**

### ***Readings due***

- Eisner, E. (2002). *The arts and the creation of mind*. New Haven: Yale Press. Ch. 8
- Stevenson, L. and Deasy, R. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership. Ch. 2 and 3.
- Neperud, R., & Krug, D. (1995). People who make things: Aesthetics from the ground up. In Neperud, R. (Ed.), *Context, content and community in art education*. NY: Teachers College

## **9/3: CHILDREN'S ART AND ART MAKING**

*Discussion:* Children's artistic development, art making in and out of school, and intentions in art making.

*Activity:* Looking at children's art

### ***Readings due***

- Malin, H. (2008). *Making meaning: Children's art making as a way of learning*. Selections from unpublished dissertation.
- Ewald, W. (2000). *Secret Games*. Berlin: Scalo. PP. 15-20, 161-189, 215-231, 288-307
- Wilson, B., & Wilson, M. *An iconoclastic view of the imagery sources in the drawings of young people*.
- Smith, N. (1993). *Experience and art*. New York: Teachers College Press.

## **9/10: PAINTING**

*Discussion:* Motivating children's learning through the arts

*Activity:* Exploration of painting and its role in child development.

### ***Before this class***

**Identify resources for children's painting supplies and determine the cost for painting with your class.**

### ***Journal Assignment Due***

Visual and verbal materials exploration. 1. How many different lines can you make with a pencil? 2. What can you do to a piece of paper? 3. What are some of the textures in your world and how can you use them in art making?

## **9/17: FOUNDATIONS OF AN ART LESSON**

*Discussion:* Determining the objectives of an art lesson using the California VAPA Standards and other sources.

*Activity:* Deconstruct an art lesson.

### ***Readings due***

- California State VAPA Standards
- Stewart, M. and Walker, S. (2005). Rethinking curriculum in art. Ch. 2 and 3

## **9/25: DRAWING**

*Discussion:* Using art to bring creative thinking and innovation into the curriculum

*Activity:* Exploration of drawing as a tool for learning, thinking, and imagining.

### ***Journal Assignment due***

Process journal for planning a lesson. Use materials to explore possible activities to do with your class and draft a rough plan for a lesson.

## **10/2: ART IN THE ELEMENTARY CURRICULUM**

*Discussion:* Integrating art into the curriculum and learning *through* art vs. learning *in* art.

*Activity:* Peer feedback on your lessons.

### ***Readings due***

- Gaudelius, Y., & Speirs, P. (2002). *Contemporary issues in art education*. NJ: Prentice Hall. Introduction and Ch. 25.
- Fishman, M. (2004). Creating art, creating citizens. In M. Fishman and M. Checker (ed's), *Local Actions: Cultural activism, power and public life in America*. Pp.51-70.

## **10/9: CLAY**

*Discussion:* Big ideas in the curriculum and integrating the arts for developing understanding.

*Activity:* Exploration of clay. We will brainstorm together to develop an activity with clay.

### ***Journal Assignment due***

Expand your lesson into the curriculum. Explore beyond the one day lesson to consider how it can be integrated into the larger curriculum or developed into a lesson sequence.

## **10/16: LEARNING FROM ART OBJECTS**

*Discussion and activity:* This class will be held in the Cantor Art Center and will be led by a docent. How to look at and talk about art with your students.

### ***Readings Due***

- Wolff, T.W., & Geahigan, G. (1997). *Art criticism and education*. Urbana and Chicago: University of Illinois Press. Ch. 10: Teaching personal response to works of art.
- Shuh, J. (1994). Teaching yourself to teach with objects In E. Hooper-Greenhill (ed), *The Educational role of the museum*. NY: Routledge. Pp.80-91.
- Burnham, R. (1994). If you don't stop, you don't see anything. *Teachers College Record*. (95)4: 520-525.

## **10/23: ENGAGING THE COMMUNITY**

*Discussion:* Using community resources for arts education, such as local performance organizations, museums, and visiting artists.

*Activity:* Plan pre- and post-museum visit activities based on our visit to Cantor. A variety of art materials will be available for experimenting and planning.

### ***Readings due***

Remer, J. (1996). Beyond enrichment: Building effective arts partnerships with schools and your community. New York: American Council for the Arts. Excerpts, pp. 229-289.

### ***Final Projects due***