

ART 4210: Art Curriculum & Methods: Early Childhood – Early Elementary

Instructor: Kristina Niemi Johnson
Fall 2021

Credits: 4

Catalog Description:

Candidates will learn techniques that they can use with elementary students to help them create elementary works of art as well as form an elementary appreciation for art. Emphasis will be placed on applying the National Visual Arts Standards K 8 (developed by the National Art Education Association) to lesson plans. Candidates will explore methods for motivating, creating, and evaluating elementary students' artwork, as well as methods for integrating art across all disciplines. Candidates will plan and implement art lesson plans in local elementary schools for their field experience requirement.

Prerequisites: Acceptance into the TEP and EDU 2150

Student Learning Objectives:

By the end of this course, Teacher Candidates will be able to...

- ...articulate the role of art in society and in elementary schools. [NAEA #1; InTASC #4, 5]
- ...define and demonstrate the proper use of visual elements: line, shape, color, space, texture, value, form and the principles of art in composition and lesson plans. [NAEA #1, InTASC #4]
- ...identify and apply knowledge in lesson plans of developmental stages of early childhood through middle adolescent students, including social, emotional, cognitive, and psychological development. [NAEA #2, 3; InTASC # 1, 2, 5]
- ...create and implement art lessons in a local elementary school that emphasize art production using the following media: drawing, crayon/oil pastel, painting, paper, printmaking, graphic design, three-dimensional projects. [NAEA #4, 5, 6; InTASC #5]
- ...develop formative and summative assessment tools such as: rubrics, interest surveys, and evaluation guidelines. [NAEA #7, 9; InTASC #6]
- ...develop strategies and content knowledge for teaching art in the following domains: inclusive settings, integrated curriculum, art appreciation, art history, multicultural arts & crafts. [NAEA # 2, 4, 5; InTASC #2, 7, 8]
- ...implement classroom management and motivational strategies in clinical settings as they relate to the structure of the art classroom. [NAEA # 6, 8; InTASC #3, 5]

Required Texts:

Clements, R. D. & Frank Wachowiak (2010). *Emphasis art: A qualitative art program for elementary and middle schools* (9th ed.). Boston: Allyn & Bacon.

Linsin, Michael (2009). *Dream Class: How To Transform Any Group Of Students Into The Class You've Always Wanted* (3rd ed.). San Diego: JME Publishing.

Course Requirements:

- **Clinical Experience**— A minimum of 15 hours of field experience is required for this course in a classroom setting. Candidates will be placed in classroom situations in which they will work with the classroom teacher to practice techniques that are being learned in this class. At the end of the semester, you will need to file verification sheets, which have been signed by your cooperating teacher and attached to your final clinical report. File these sheets in the Education Office, LH324. **The following components are required elements for this assignment:**
- **Weekly lesson plans**—You will plan and implement 8 art lessons in a local elementary school. Use the lesson plan template provided on Schoology. Submit lesson plans the weekend BEFORE you teach your lesson to receive instructor approval. All lesson plans must be pre-approved by the course instructor. Share them as a Google doc.
- **Weekly reflections**—Write a commentary on your lesson after you've taught it. Each commentary will contain the following components: Summary of the lesson; reflection on successes and setbacks; assessment of e students' work (focus on the same 3 students throughout the semester).
- **Classroom Observations**—Candidates will twice observe the classroom they've been assigned to before teaching their first lesson. Write up a **Context** paper after you've completed your observations.

- **Final Clinical Report about the classroom teaching experience:**
 - a) a detailed account of what was done and accomplished in the classroom teaching clinical.
 - b) a discussion of the outcomes and benefits of the experience to the teacher candidate and the students—the candidates must describe what they learned about themselves as teachers and **how** they learned this through their clinical experiences.
 - c) an Assessment Commentary in which the candidates analyze 3 students' progress over the course of the semester, based on the students' completion of independent practice activities. Candidates must describe the feedback they provided to each student in their group for their continued progress.

*Clinical Experience Evaluation forms, signed and completed by the cooperating teacher!

- **Instructional Materials**

Candidates will create a portfolio composed of 3 - 5 self-created instructional materials to assist students in the learning process and as a part of their lesson planning. These could take the form of worksheets, rubrics, 3D models, charts, infographics, etc. Instructional materials also include assessment and testing methods. Basically, any material, any information containing resources which the teacher uses while instructing.

- **Art Production Portfolio:**

Candidates will maintain a Google Site e-portfolio composed of 3 – 5 sample projects for each of the following art media: drawing, crayon/oil pastel, painting, paper/printmaking, digital, 3D, clay. Each sample will be digitally photographed, then posted on a Google Site created by the student. Include a description of the techniques and media used in each piece, and a statement of theme/purpose for each piece in a Google Presentation Slide Show and a link to the lesson plan.

- **Picture Book Illustration Analysis:**

Candidates will select one Caldecott Medal picture book and conduct an analysis of the book. The analysis will include the following: biographical information about the illustrator, critical analysis of the illustrator's use of visual elements (line, shape, color, texture) to convey feelings and mood, and a description of the illustrator's style.

- **Art History Project:**

Candidates will select one specific region and era from history and research the social, cultural, and contextual influences of this era on its artwork. Key questions to answer in this project include:

- What were the primary forms of artistic expression representative of this era?
- What materials were available in this location at this time?
- What prominent events occurred during this era that shaped the subjects chosen by its artists?
- What cultural influences are evident and why?
- Choose a grade level and describe how you will teach this region and era to your students.
 - Describe the activities in bringing the era alive for your students
 - Describe the art production activities your students will experience

- Log of Personalized Learning Experiences: Complete one of the response activities at the end of the assigned chapters and record your responses in a writing notebook. Bring this with you each week to use as a basis for our class discussions.

Academic Integrity:

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

Grading Policy:

A-- Outstanding Achievement. A grade of "A" represents a professional judgment that the performance of a student was truly superior.

B-- Fully Satisfactory.. A grade of "B" represents a professional judgment that the performance of a student thoroughly satisfied the criteria established for awarding undergraduate credit. It will usually be the modal grade awarded in an upper-level course.

C-- Marginal Achievement. A grade of "C" represents a professional judgment that the performance of a student minimally satisfies the criteria for awarding undergraduate credit.

D & F-- Unsatisfactory Achievement. Grades of "D" and "F" represent professional judgments that the performance of a student was insufficient to satisfy the criteria for awarding undergraduate credit.

Grade Determination:

Course grades will be calculated by totaling up the points earned and aligning those points with the following grading scale. Assignments are due on the established due date. For each day the assignment is late, the grade will be reduced. See the guidelines, below.

The following assignments will consist of a "completion" grade. This means that the items will be read and checked off as turned in, but will not receive a specific point value. They must all be completed in order to successfully complete this course.

Completion Grades: These assignments are required for the successful completion of this course.

- * 8 weekly lesson plans
- * 8 weekly commentaries
- * Classroom observations in clinical setting
- * Log of Personal Learning Experiences
- * Assigned Readings
- * Introductory Slideshow

Graded Assignments:

Context for Learning Paper	50 points
Instructional Materials	50 points
Log of Personal Learning Experiences	50 points
Art Production Portfolio	50 points
Picture Book Illustration Analysis	50 points
Final Clinical Report	50 points
Art History Project	<u>50 points</u>
TOTAL =	350 points possible

*Attendance at class, the ability to work cooperatively with the instructor and classmates, well-composed and proofread written assignments, and participation in class discussions are required and are considered in the final grading. Knowledge of necessary word processing in order to submit assignments as described above is also required. Please always save your work and keep an extra copy of all assignments in the event of the loss of any work.

Course Grade Determination:

A =	300 – 282 points
A- =	281 - 270 points
B+=	269 - 261 points
B =	260 - 250 points
B- =	249 – 240 points
C+=	239 – 231 points
C =	230 – 220 points
C- =	210 – 210 points
D+=	209 – 201 points
D =	200 – 190 points
F =	0 – 189 points

Important Guidelines

- Because of class discussions, presentations, and instructor lectures, it is of the utmost importance that students attend class; unexcused absences will result in the **loss of 10 points from the final grade per class missed.**
- Cell phones: We will use smartphones from time to time; however, please do not have them out during class and silence your phones. **Cell phones may only be visible during class when required for an in-class activity.**
- All assignments must be turned in by the due date. Late assignments will have a **5-point reduction** in the overall grade for *each day* the assignment is late.

Providing Accommodations: *Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability*

(including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Instructional Accommodations

Your success as a student is important to me. If you have a diagnosed disability that may have some impact on your ability in this class, and for which you may require exam and/or other types of accommodations, please contact me early in the course so that appropriate accommodations can be made in a timely manner. Please feel free to contact me by phone or email to schedule an appointment. The Office of the Dean of Students is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You need to provide documentation of your disability to this office.

Tentative Calendar:

DATE	TOPIC	ASSIGNMENT DUE
Week 1 September 7/9	Welcome and Introduction to the course Introductory Slideshow	Chap. 1 & 2- Emphasis Art Slideshow Introductions
Week 2 September 14/16	Teachers and Teaching: Lesson Planning & Theory, Motivation	Chap. 3 – 5 Emphasis Art Key 1 & 2 Dream Class
Week 3 September 21/23	Integrating Art Across the Curriculum Instructional Materials (Zines) Guest Speaker Sept 21 Clinical Observation 1	Chap. 7 - 11 Emphasis Art Key 3- Dream Class Practice Lesson Due
Week 4 September 28/30	Domains, Gifted and Special Needs Clinical Observation 2	Chap. 6, 12, 13 Emphasis Art Key 4- Dream Class Zine Due Sept 28
Week 5 October 5/7	Art Appreciation Clinical Lesson 1	Chap. 20 Emphasis Art Context for Learning Paper Due
Week 6 October 12/14	Art History Clinical Lesson 2	Chap. 21 & 22 Emphasis Art Key 5 & 6- Dream Class

Week 7 October 19/21 (Midterm grades due Oct. 22)	Art Production: Drawing, Crayon, and Oil Pastel Clinical Lesson 3	Chap. 23, 24 Emphasis Art Key 7 & 8- Dream Class
Week 8 October 25-26 28	Group Critique-Picture Book Paper Clinical Lesson 4 (FALL BREAK 25-26 NO CLASSES)	Picture Book Paper Due
Week 9 November 2/4	Art Production: Painting Clinical Lesson 5	Chap. 25 Emphasis Art Key 9 & 10- Dream Class
Week 10 November 9/11	Art Production: Paper Clinical Lesson 6	Chap. 26 Emphasis Art Key 11 & 12- Dream Class
Week 11 November 16/18	Art Production: Printmaking Clinical Lesson 7	Chap. 27 Emphasis Art Art History Paper Due
Week 12 November 23/24-26	Art Production: Technology & 3-D Design THANKSGIVING 11/25	Chap. 28 & 29 Emphasis Art Key 13 & 14- Dream Class
Week 13 November 30 December 2	Art Production: Crafts & Clay Clinical Lesson 8	Chap. 30 & 31 Emphasis Art Key 15- Dream Class Instructional Materials Portfolio Due Dec 2
Week 14 December 7/9	Class Review	Final Clinical Report Due Dec.7 Art Production Portfolio Due Dec. 9
December 16	Final Exam	

Covid - 19:

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie

behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage's Stay Safe website.

Health and Counseling Center (HCC):

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

[Uwill](http://Uwill.com) is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: app.uwill.com.

HCC Hours and Location

TARC 2240 / 262-551-5710
M-F 8:30-4:00

*Health Services (in-person): Call to schedule a same-day appointment; walk-ins accepted
Counseling Services (in-person): Call to schedule an appointment; walk-ins accepted M-F*

11:30-1:00

**Services, hours, and walk-in availability are subject to change*

Stay Safe Guidelines: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>

Frequently Asked Questions: <https://www.carthage.edu/carthage-covid-19/faqs/>

H.F. JOHNSON ART GALLERY

2021/22 Exhibition Schedule

Due to COVID-19, guidelines for visiting the H.F. Johnson Art Gallery have been adjusted to maximize visitor safety.

Sept. 8-Oct. 15, 2021

“Natural History”

Iris Bernblum's work explores ideas around human nature, power, and vulnerability, focusing on the way we frame our sense of self as it relates to gender, sexuality, shame, and desire. Jessie Mott's practice encompasses painting, drawing, collage, sculptural objects, video and installation that speak to a dreamlike or nightmarish quality of fantasy and the grotesque. Opening reception from 3:30 to 6:30 p.m. Thursday, Sept. 16, in the H. F. Johnson Gallery of Art.

Oct. 27-Dec. 5, 2021

"Declassified"

Aaron Delehanty's practice consists of two perspectives: as a staff artist at a natural history museum, and as a studio artist playing with ideas of taxonomy and the systematization of the natural world. Lan Tuazon's sculptural work, which includes architecture, artifacts, and anthropogenic materials (human effects on the environment), takes on ecology that humbles human culture to the planetary scale of nature. Opening reception from 3:30 to 6:30 p.m. Thursday, Oct. 28, in the H. F. Johnson Gallery of Art.

Dec. 3-11, 2021

"Senior Exhibitions"

To celebrate the completion of their senior thesis projects, graduating Carthage studio art majors present a group exhibition of their work in a variety of media. This showcase also serves as a springboard event for our emerging professional artists and is the first step of their exciting new careers as Carthage alumni. Opening reception from 1 to 3 p.m. Saturday, Dec. 4, in the H. F. Johnson Gallery of Art.

Jan. 6-28, 2022

"Annual Intercollegiate Exchange Show"

Hosted by the students of Carthage's Art Department, this group exhibition features a breadth of student work from a regional partner college. This exchange among artists is a valuable opportunity for Carthage students to share their work with a broader audience and to learn from the work presented by their peers. Opening reception from 3:30 to 6:30 p.m. Thursday, Jan. 13, in the H. F. Johnson Gallery of Art.

Feb. 8-March 11, 2022

"V Crushable"

Noah Kashiani's sculptures employ up-cycled materials from local thrift stores — a testament to high fashion, placing emphasis on materialism and late capitalism. Kelly Reaves' paintings are driven by a fascination with the natural world and a hyperactive inner dialogue. The process-driven, intuitive work is the tangible product of meditation, intended to clear the mind. Opening reception from 3:30 to 6:30 p.m. Thursday, Feb. 10, in the H. F. Johnson Gallery of Art.

March 22-April 22, 2022

“All Visual Faculties Intact”

This triennial exhibit highlights the scholarly and creative activities of studio art faculty and graphic design faculty. Opening reception from 3:30 to 6:30 p.m. Thursday, March 24, in the H. F. Johnson Gallery of Art.

March 28-April 9, April 30-May 6, May 12-18, 2022

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May 14, 2022

“Seventh Annual Art Walk”

Across Carthage campus