EDU 401 Methods: Art, Music and Theatre
Session 1: Art for Elementary Educators
Instructor: Carrie Flaspohler
Office: 209 Portage Campus
Phone: 487-7500 office 483-0529 home (before 9 p.m.)
e-mail: carrie.flaspohler@finlandia.edu

Art Class Meetings: 9 weeks, Thursdays, 1:30-4:25 pm Aug 28th - Oct 23th, 2008

Course Description: This course examines the methods and materials used in the visual arts, music, and theater fields that are essential to the development of artistic and music creativity. Basic skills are taught for practical work experience in preparation for teaching art, music, and theater in elementary education. Prerequisite: EDU 303, 304, and 312.

The visual arts portion of this course is designed to introduce the methods, theory and practice of art education for integration into the elementary classroom. Methods for using art as a tool to teach core curriculum areas such as science, social studies, math and language arts will be emphasized.

Course Objectives:
1. The student will understand and promote the visual arts as a vehicle for exploring ideas and feelings, for creating meaning and for connecting human cultures. LP5, LLS2, LLS3, LLS5, NCATE 2f, 5d, MELS 1b, 1e, 1f, 1g, 2e, 3a, 3f

2. The student will develop methods for integrating the visual arts into classroom curriculum and for self-evaluating the effectiveness of their lessons. LP3, KS1, KS2, LLS2, NCATE 1, 2a, 2f, 2i, 3a, 3b, 3c, 3d, 5a, MELS 1c, 2e, 2g, 3a, 3e, 4b, 5h

3. The student will understand the concepts and skills for creating, viewing and evaluating the visual arts. LP3, KS4, LLS5, NCATE 1, 2a, 2f, 3b, 3c, 3d, 3e, 4, 5b, MELS 2a, 4b, 4e

4. The student will understand the historical, cultural and societal contexts of the visual arts. LP1, LP2, KS1, LLS4, NCATE 2f,

5. The student will understand the use of visual language as a global communication tool for the 21st Century. KS2, KS3, LLS5, NCATE 2f, MELS 1h, 3b, 3g, 7a, 7c, 7d, 7e, 7f

Textbook: Creating Meaning through Literature and the Arts An Integration Resource for Classroom Teachers by Claudia E. Cornett. 3rd edition. Other handouts provided by teacher to be collected in 3 ring binder.
**Attendance**
Students are expected to attend all classes. Please call me at my office or home before you miss class and keep me updated on your situation. All in-class work that is missed must be made up.

Please come to class on time, important information is shared at the beginning of class. If you are late for class you disrupt the learning atmosphere for your fellow students. If you are late three times it will count as an unexcused absence.

**Assessment**
Final grade will be based on:
1. Attendance and participation in classroom discussions and activities. 10 pts
2. Quiz covering lectures/reading assignments OR community service project 15 pts
3. Artist/Art History Altered Book Assignment 50 pts
4. Integrated Lesson Plan and sample 15 pts
5. Paper mache project and portfolio page 10 pts

**Grading Scale:**

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**Materials Needed:**
- Crayons
- Markers
- Scissors
- 3 ring binder
- White glue/glue stick

Finlandia University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student requesting accommodations must have documentation of a specific disability on file with Disability Student Services. With proper documentation on file, a student will then receive a Disability Verification Memo for the course(s) that identifies the accommodation(s). (The DSS office is located in Nikander 14A. Phone: 487-7324)

Finlandia University’s faculty expects academic integrity from all students. Any student who violates Student Code 1.3.3 (Academic Dishonesty) can expect an academic penalty imposed by the instructor with the additional possibility of no less than probation and no more than dismissal. Refer to the Student Handbook for further explanation.
Week 1: Integrating the Arts/ Understanding and promoting the visual arts as a vehicle for exploring ideas and feelings, for creating meaning and for connecting human cultures.

Reading Assignment:
Chapter 1 An Introduction to Arts Integration and Appendix A Developmental Stages and the Arts

Introduction
Class syllabus/ supply list
Student Autobiography

Lecture: Art throughout history and across cultures.
What is Art?
Slide overview

Arts Integration:

Why Integrate?  The arts by nature address the core concerns of education, getting attention, keeping attention, motivating, provoking, thinking critically, and problem solving and expanding perspective.

1. The arts are fundamental to all cultures and time periods.
2. The arts were the first and remain the primary forms of human communication
   Art as a foundation for literacy in a world of multimedia.
3. The arts develop the brain and give students the chance to “be smart in different ways”
4. There is a strong positive relationship between the arts and academic success
5. The arts are avenues of achievement for students who might otherwise not be successful
6. The arts develop cooperation, perseverance, self-regulation, discipline and the value for hard work – important skills for personal life and success in the workplace.
7. The arts focus on alternative forms of assessment and evaluation
8. Goals 2000, the national assessment and the national standards for the arts call for arts-based education for all children

Integrating the Visual Arts Integration is about using information and meaning-making skills to solve important and interesting questions, which adds purpose and relevancy to learning. Arts integration brings creative problem-solving orientation to bear on the entire curriculum by causing students to seek diverse connections and build new relationships.

1. Art activates emotions and motivates
2. Art is a way of communicating through visual and spatial symbols
3. Art is a means of thinking through the senses
4. Art develops esthetic sensitivity
5. Art develops higher order thinking and creative problem solving capabilities
6. Art strengthens self-understanding and confidence about being unique
7. Art promotes respect for diversity
8. Art develops responsibility, focus, concentration, and self-discipline
9. Art reflects life, so it naturally integrates all curricular areas.
10. Art is a way to assess a child’s skills and thought processes

Creative thinking:

Beyond the arts, creativity in other professions.
Characteristics of the creative learner
Creative spirit profile
**Studio Activity:** Collaborative Art Making/Children Working Together for Success: Bulletin Board activity

Discussion: Brainstorm text, theme, working groups

Materials:
- Roll paper
- Scissors
- Construction paper
- Tag board
- Markers
- Scissors
- Stapler
- Glue stick

**Assignment:** Choose Quiz or Community Service Project, pick groups assign boards. Due Date Sept 19th

**Week 2: Foundations of Art Integration**

**Reading Assignment:** Chapter 2 Philosophy, Research and Theories That Support Arts Integration

- Developmental Stages and the Arts
- Levels and Models of Arts Integration
- Multiple Intelligences and Brain research
- Values of Society
- Art as a foundation for literacy in a world of multimedia.
- Problem solving and Critical thinking skills

**Conditions for creative learning: Basic Beliefs:**
- Immersion
- Expectations
- Freedom to fail
- Meaningfulness
- Demonstration
- Active learning
- Application and practice
- Independence
- Responsibility
- Progress and success
- Motivation
- Creativity
- Teachers contribution

**Creativity Squelchers**
**Creativity Boosters**

**Studio Activity:** Complete Collaborative Art Making: Bulletin Board activity

**Week 3: Understanding the historical, cultural and societal contexts of the visual arts.**

**Reading Assignment:** Chapter 3 Arts Integration Blueprint

Assignment: Assign artist/ art history book project and complete research outside class time. Bring copies of your research for entire class.

**Introduction to Art History:** Internet research assignment

**Art History Timeline:**
- Individual
- Cultural
- Societal
Week 4: Understanding the historical, cultural and societal contexts of the visual arts: 20th and 21st Century Art

Reading assignment: Chapter 6 Integrating Visual Art Throughout the Curriculum

Studio Activity: Work time for history book assignment.

Week 5: The Language of Art: Principles and Elements of Art and Design

Reading assignment: Chapter 7 Visual Art Seed Strategies

Elements of Art: Line, color, value, shape/form, texture and space.

- Line—The path a point makes as it moves across a surface. Types of line, outline, line direction, line quality, contour, expressiveness, gesture. Lines as values, cross-hatching. Creating the illusion of space and depth using only lines. Lines and outlines, descriptive qualities--when does a line become a shape?

- Color—The perceptual response to the wavelengths of visible light named red, green, blue, etc.; having the attributes of hue, saturation, and brightness. Primary, secondary, tertiary. Hue, value, intensity. Contrasts, compliments, discords. Physical and psychological implications of color. Color in nature.
  Psychological effects--warm and cool colors, physiological effects, preferences, emotions and symbols.

- Value—A measure of the relative lightness or darkness of a color, also known as brightness. Terms: shade, tint, contrast, patterns of value.

- Shape/Form—An enclosed area identifiably distinct from its background and other shapes. It can be bounded by an actual outline or by a difference in texture, color, or value surrounding a visually perceived edge. A shape has a width and height, but no perceived depth. It is two-dimensional, but can exist on a plane other than the picture plane.
  Form: 3-d form including width, height and depth
  Terms: picture plane, form, mass, volume, figure/ground, geometric and rectilinear shapes, curvilinear/biomorphic shapes, abstract/ non-representational shapes, positive/negative shapes, distortion

- Texture—The surface character of a material that can be experienced through touch (tactile texture) or the illusion of touch (visual texture). Terms: surface texture, collage, pattern, motif, symmetry

- Space—The three-dimensional void that elements occupy; the empty area between elements. Creating the illusion of depth. Terms: shallow and deep space, perspective.

Principles of Design: Unity & Harmony, Balance, Emphasis & Variety, Rhythm & Movement, Contrast, Proportion

- Unity and Harmony: Harmony in a composition, the result of an appropriate arrangement of elements to achieve a sense of everything belonging together as a whole. Terms: Thematic unity, gestalt, closure, grids, continuation.
• Balance A sense of equilibrium achieved through there being equal amounts of implied weight or emphasis in the elements of a composition. Terms: symmetry, asymmetry, radial balance, allover pattern, formal balance, informal balance, balance by shape and texture, balance by position and eye direction, balance by value and color.

• Emphasis and Variety: An element can be emphasized by its position, color, shape, size, or isolation.

• Rhythm & Movement: A continuance, flow, or sense of movement achieved by repeating and varying motifs and using measured accents. Terms: rhythm and motion, alternating and progressive rhythm, rhythmic sensation.

• Contrast: Opposition or differences in elements (for example: contrast created by putting light colors next to dark colors)

• Proportion: refers to the relative size and scale of the various elements in a design. The issue is the relationship between objects, or parts, of a whole. This means that it is necessary to discuss proportion in terms of the context or standard used to determine proportions.

Studio Activity: Complete Paper Mache Masks, Sculptures, and Rain Sticks

Week 6: Developing methods for integrating the visual arts into classroom curriculum.

Arts integration can occur along a continuum from a small degree, at a surface level to total arts infusion throughout the curriculum.

Different levels of integration:
1. Creating a creative classroom:
   2. an idea sparker
   3. using it as a teaching tool
   4. basing lessons on the arts

Positive practices in the teaching of Art (handout)
1. Immersion in the Visual Arts
   a. The esthetic classroom
   b. Balance creation and appreciation
      Discovery or studio situations
      Discipline based studies
      Art enriched contexts
      Meaningful art integration
   c. Provide Basic visual arts materials
2. Teach visual art concepts and skills
3. Teach creative habits
   a. Guidelines for making art
4. Art Energizers and warm-ups
5. Great children’s literature about visual art and artists
6. Daily routines
7. Adapt curricular models to integrate art and meet student needs
8. Field Trips with a Visual Arts focus
9. Evaluation
10. Specialists in Art
Studio Activity: Writing a Lesson Plan, incorporating art history research, and writing learning objectives. Faith Ringgold example

**Week 7: Understanding the concepts and skills for viewing and evaluating the visual arts.**

Readings: Appendix B and C

Asking students to use higher level thinking skills to evaluate their own artwork.

**Viewing Art:** See handouts from How to talk with Children about art

Evaluation criteria: Facts(information), skills(Techniques), understandings (knowledge) in or about art production, art history, art criticism, aesthetics, anthropology, visual culture

**Oral reflections**

**Journal entries**

**Portfolio response sheets**

**Evaluation methods:**

1. grading
2. evaluation
3. assessment

**Portfolios** (samples, sketches, notes, comments, works in progress)

Checklists (teacher marks off as student achieves criteria)

Individual rating scales (self-evaluation or group consensus)

Rubrics (self evaluation, or teacher assessment)

Tests (formal evaluation of student knowledge and retention)

Anecdotal Record (journals, sketchbooks, and what they reveal)

Process evaluations (problem-solving, reflection of progress)

Formal critique (art criticism activity, class discussion, culmination)

Role playing (demonstrate understanding through different characters)

Art Research (data gathering and sharing)

**Studio Activity: Paper maché, Take photos for portfolio**

**Week 8: Visual Language: Global Communication for the 21st Century**

**Lecture:** Visual Language: Global Communication for the 21st Century

**Student Presentations of Integrated Lesson Plan and information sharing**

**Studio Activity:** PAPER MACHE SCULPTURE-paint

**Week 9:** Create portfolio page

Finishing touches – paper mache