Art for the Elementary Teacher

Designed specifically for majors of Elementary Education. A critical analysis of past and present concepts of art education and the study of materials, techniques, activities, and curricula suitable for in the elementary school program. Lecture, studio, and field experiences. Prerequisite: Junior Standing.

The course is a 03 credit studio course with approximately 12 contact hours a week per week in the summer.

The Effective Educator

**General Statement of the Conceptual Framework:** The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

**Summary of Objectives**

1. To develop an inclusive definition of art and a refinement of art appreciation skills through personal experience with media and various cultural/aesthetic experiences. (CK, PS)
2. To become familiar with characteristics and development of children’s artistic expression. (KL)
3. To understand the role of the teacher in organizing art lessons for children, specifically to help children (1) learn to generate their own ideas for artistic self-expression, (2) extend and refine their ideas to capture the meaning of these ideas in visual form, (3) to understand and appreciate their artistic heritage and (4) to develop an awareness of the role & diversity of art in society. (KL, PS, SM)
4. To place art appreciation and art criticism in a multi-cultural context by asking how art functions in our lives and the lives of others, and how it communicates values, attitudes, and beliefs so as to impart this way of perceiving to students. (KL, SM)

If you have any questions, comments or concerns about Southeastern Louisiana University’s CONCEPTUAL FRAMEWORK, please feel free to discuss these issues with me.

Southeastern Louisiana University’s Core Values

Excellence, caring, community, diversity, integrity, learning, scholarship and service are among Southeastern Louisiana University’s core values and are reflected in Southeastern Louisiana University’s “Professional Attributes and Characteristics Scale.” It is the intent of this course to reflect and build upon these values.

**Methods of Instruction**
This course will utilize group participation in local cultural activities, lectures, discussions, resource gathering, studio activities, actual teaching and individual assignments. Inside and outside of class work is expected.

You must earn a “C” in this class to enroll in Student Teaching. No exceptions. Students have been denied Student Teaching due to non-attendance in this course.

**Participation**
Participation an important part of any class. As the success of the class and the amount of knowledge you take away from it depends on you involvement, you will be graded on your participation. Quality participation includes such behaviors as willingness to encounter studio and critical inquires with a degree of openness, consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant remarks, and engaging in constructive dialogues. Participation will count for ten percent of your final grade.

**Course Requirements**
1. Assigned readings for discussion and all tests are mandatory. The tests will have 25 multiple choice questions and will be taken on a scantron sheet, Form B.
2. Studio assignments will be presented and must be turned in on the assigned dates. All work will be critiqued and evaluated on the idea, process and end product. Materials familiarity, complexity & detail, use, and advancement in artistic skills will provide a basis for evaluating all studio work. Studio Project Evaluation is attached.
3. A lesson plan (your part of your group’s chosen Unit Plan) including historical research, will be designed by each student. You will teach that lesson at the Southeastern Louisiana University Summer Art Camp. Ideas for unit plans: Provided in class.

   **Theme: Animals! Animals! Animals!** An "A" lesson plan is on reserve in the library.
4. A Group Presentation is required from each table. Please see the included guidelines.
5. A final notebook is required. Please see the included guidelines.
6. Assessment Guidelines are minimum guideline requirements only. All work you submit will be graded on quantitative and qualitative standards that may or may not be clearly spelled out. If you have any questions about an assignment, please see me.

**Texts**
- Hurwitz & Day, *Children and Their Art* (required)
- Brookes, *Drawing with Children* (required)