

## ART493 (Sec. 1 & 2): Development of Children's Art (P-8<sup>th</sup> G.)

\*Formerly called as *Theory & Practice in Art Education I (K-8<sup>th</sup> G.)*

Fall, 2009

### Course Syllabus

**Instructor:** Dr. Masami Toku

**Class hours:** Monday & Wednesday: Noon–1:50 PM at Taylor 201

**Office Hours:** Monday & Wednesday: 2– 4p.m. or by appointment

**Office:** Ayres 125 (Phone: 898-6866/E-mail: mtoku@csuchico.edu)

**Material Fee:** \$20.00

Art 493 is designed to provide liberal studies and elementary education majors with a philosophical and practical basis for teaching art. Lecture, discussion, and class activities will focus upon the role of art in children's lives and the role of the teacher in nurturing artistic expression and aesthetic sensitivity.

Topics for study will include:

- . The Nature of Children's Artistic Development
- . The Role of Art in Children's Lives
- . The Role of the Teacher in Nurturing Artistic Expression and Aesthetic Sensitivity
- . The Value of Art Education in the Curriculum
- . Instructional and Motivation Methods for Teaching Art to Young Children
- . Strategies for Teaching Art Criticism and Appreciation to Elementary School Children
- . Strategies for Integrating Art into the Elementary School Curriculum

#### **Objectives:**

- To understand children's artistic development
- To integrate art with other academic subjects in K through 8<sup>th</sup> grades.
- To develop skill and confidence with 2D, 3D, and emerging art materials.
- To reflect on the process of making and teaching art.
- To develop a portfolio of well-crafted examples that can be adapted to a variety of elementary grades levels as a teacher's resource.
- To develop and present historical/cultural art appreciation components for each studio's activity

#### **Required Textbook:**

Herberholz & Herberholz. Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness (9<sup>th</sup> Ed. Or updated edition). McGraw Hill

(This will be on reserve at the limited loan desk in the main library)

\*Other reading assignments will be announced.

### COURSE POLICIES

#### **Attendance:**

This course contains a great deal of material that is impossible to make up, so daily attendance is important. Attendance, preparedness and punctuality are considered as a part of your ***professional development***. More than **2 absences** will result in a reduction of your grade (e.g. A to A-). **Late arrival/early departures** will also affect your grade.

\*It is the student's responsibility to get information before the next class to catch up with the schedule if a class is missed.

**Class Behavior:**

Any class behavior that distracts or undermines an atmosphere conducive to learning - chatting, sleeping, reading newspapers, and leaving class early or arriving late - will not be tolerated. The instructor reserves the right to regard any student behaving this way as absents for the day.

**Tentative Assessment (Your grade/record will be updated regularly on Vista):**

30%: Studio assignments (all should be completed by the due date based on the instruction)

10%: Writing assignments (e.g. lesson plan and reading assignments)

30%: Studio projects of group lesson plan and group presentations

15%: Final project I (the case study of children's artistic development)

15%: Final Project II (Portfolio/Resource binder)

+Extra points: Professional development (attendance, preparedness, punctuality, participation, etc.)

Studio work will be evaluated on the basis of craftsmanship, originality, and demonstrated understanding of the theories of children's artistic development and the issues involved. Going beyond the minimum requirements is the mark of an excellent student, and will be reflected in your final grade.

*\*Unless otherwise specified, all papers must be typed (double-spaced), proofread, stapled (if over one page), and professionally presented (follow the instruction carefully).*

*\*It is also student's responsibility to prepare and clean up materials and classroom when used.*

*\*The schedules and important issues/messages are regularly updated on WebCT!*

**Main Assignments (the details will be discussed later and updated on WebCT):****Studio assignments:**

- About 10 different kinds of studio projects will be given to develop your artistic skills.
- All projects have to be completed based on the instruction by the due date.
- Unfinished assignments will not be graded no matter how attractive.
- If it is difficult to finish during class, open hours will be available to complete them outside of classtime. (Check the available open hours).

*\*It is student's responsibility to prepare and clean up materials and classroom when used.*

**Case Study of Children's Artistic Development:**

A case study of one child or a group of children includes both visual materials (children's drawings, paintings, or photographs of three-dimensional work) and a written interpretation. Because this project functions in lieu of a final examination, your descriptions and analyses of the children's work should reflect your understanding of the information presented in readings and lecture of children's artistic development. Suggestions and methodological guidelines will be provided.

**Portfolio (Teacher's Resource Binder):**

In the portfolio, the description of each assignment, the visual supplements (photo, slide, or the actual artwork), written assignments and all handouts will be bound attractively as a resource binder for your future teaching.

## TENTATIVE SCHEDULE

*\*The schedule and the changes in the schedule will be announced in class and/or through VISTA!*

### The Concepts of Art and Art Education: “What is Art?” and “What is Art for?”

#### 1<sup>st</sup> week (8/24 & 8/26):

1st day of class: discuss syllabus & class requirements (e.g. case study)  
 Brief discussion of *Visual and Performing Arts Content Standards for California Public Schools (K-12) and the frameworks (K-12)* and related studio practices based on Domains

- Domain 1. Artistic Perception
- Domain 2. Creative Expression
- Domain 3. Historical and Cultural Contexts of the Visual Arts
- Domain 4. Aesthetic Valuing
- Domain 5. Connection, Relationships, and Applications
- Domain 6. History and Theories of Learning in Art

Discuss the value of art (definition, subjects, media, etc.)  
 Discuss techniques of drawing  
*Studio: Voices-Psuedo-Kieth Haring drawing*  
*Materials: color pencils, oil pastel, and/or markers*

#### Cultural Diversity in Children’s Artistic and Aesthetic Development

#### 2<sup>nd</sup> week (8/31 & 9/2: Furlough days):

**\*Due to the furlough, following project will be cancelled (>\_<,,,)**  
~~Discuss language of art (elements of art and principle of design)~~  
~~Discuss children’s artistic and aesthetic development~~  
~~*Studio: Impressionistic Landscape drawing (Monet & Van Gogh)*~~  
~~*Materials: color pencils or oil pastel*~~

**\*Due date of the draft of the first lesson plan**

#### 3<sup>rd</sup> week (9/7 Observed holidays & 9/9): Discuss children’s artistic and aesthetic development

Discuss elements of art: **line, color and space**  
 Discuss techniques of collage  
*Studio1: Self-portrait (contour line)*  
*Studio 2: Emotional self-portrait (Matisse)*  
*Materials: Collage*

#### 4<sup>th</sup> week (9/14 & 16): Discuss the quality of painting in music Discuss Abstract painting (element of art: Line, Color, and Space)

*Studio: Abstract Painting (with Kandinsky’s art)*  
*Materials: Tempera painting*

**\* Due date of the proposal of case study**

### Emerging issue in Art Education: Visual pop-culture

**5<sup>th</sup> week (9/21 & 23):** Discuss visual culture in art: Pop vs. New Pop  
 Discuss elements of art: *space* (linear and aerial perspectives)  
*Studio:* 4-panel MangaArt  
*Materials:* Pen and Ink (or color pencils & markers)

### Multi-culturalism in Art Education: Modernism vs. Post-Modernism

**6<sup>th</sup> (9/28 & 30) & 7<sup>th</sup> week (10/5 & 7):**  
 Discuss the issue of multi-culturalism in art education  
 Discuss diverse techniques of printmaking  
*Studio:* Relief and Intaglio-printmaking  
*Materials:* Glue and printmaking material

**8<sup>th</sup> (10/12 & 14) & 9<sup>th</sup> week (10/19 Furlough & 21):**  
 Discuss Fine arts vs. Crafts  
 Discuss elements of art: *texture and pattern*  
*Studio:* Yarn painting  
*Materials:* Mixed media

**10<sup>th</sup> (10/26 & 28) & 11<sup>th</sup> weeks (11/2 Furlough & 4):**  
 Discuss elements of art: texture and pattern and *3-D art*  
*Studio:* African Mask (Paper mache)  
*Materials:* Mixed media & collage

### Integrating Art into Other Subjects: Education through/in Art

**12<sup>th</sup> (11/9 & 11) & 13 weeks (11/16 & 18):**  
 Discuss the relationship between art and music  
 Discuss techniques of ceramics  
*Studio:* Ceramic whistle & plate  
*Materials:* Clay

*\* Due date of the outline of group lesson plan*

**Thanksgiving (11/23 & 25): No classes**

### 14<sup>th</sup> (11/30 & 12/2) & 15<sup>th</sup> weeks (12/7 & 9): Group Lessons Demonstration/Presentation

- 1) Demonstration group 1 (Kindergarten)
- 2) Demonstration group 2 (1st & 2nd G)
- 3) Demonstration group 3 (3rd & 4th G)
- 4) Demonstration group 4 (5th & 6th G)

**16<sup>th</sup> week (Final exam week: \*the day of final exam will be noticed later)**

**Presentation of final projects (case study & other researches)**

\*Due date of "Final projects" (Portfolio, case study, and others) is no later than the last day of class!