

**ART493 (Section 3&4): Development of Children's Art I (K – 8)**  
**Fall, 2010**  
**Course Syllabus**

**Instructor:** Dr. Masami Toku

**Class Hours:** Tuesday & Thursday: 10 -11:50 AM at Taylor 201

**Office Hours:** Tuesday (3-6PM) & Thursday (4-6PM) or by appointment at Ayres 125

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

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**\*Advising:** All students need 1-on-1 advising with Teresa Cotner or Masami Toku **prior to midterm.**

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 understand diverse cultures through art with a focus on California Artists/Museums
- 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 integrate all knowledge and practice through this course for career development.

**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.

\*\*All course materials are available on WebCT VISTA.

Visual Art Content Standards (California State Board of Education):

<http://www.cde.ca.gov/BE/ST/SS/vamain.asp>

Visual & Performing Arts Content Standards for California Public Schools (TCAP: The California Arts Project):

<http://csmp.ucop.edu/tcap/standards/assessment.html>

**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 absent 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 instructions)

10%: Writing assignments (e.g. lesson plans and response papers regarding readings and other activities)

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

\*See also Presentation Rubric

15%: Midterm & 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 instructions carefully).***

***\* It is also the 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 portal):

**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 instructions 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 the student's responsibility to prepare and clean up materials and classroom when used.***

**Group Presentation:**

Each group will create a lesson unit geared to a particular age group. For presentations, use of electronic technology, such as Power Point, DVD/Video and the Internet is required.

<b>Art 493</b>	<b>Student Name</b>	<b>Title of Presentation</b>		
Presentation Technology Rubric	Highly Competent	Competent	Emerging Competence	Competence not Evident
Use of Internet as resource, including properly citing sources				
PowerPoint Use, includes organization, quality of visuals and citing sources				
Professional presentation style, includes dress, diction and expressing confidence				
Overall Presentation Quality				

**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 required 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**

\*All students are required to access the Portal regularly (at least weekly) to get updated information!!! (Changes in the schedule will be announced in class and/or through the WebCT-Portal!)

<b>Tradition and Innovation in the Concepts of Art and Art Education: What is Art and What is Art for</b>	
<p>1<sup>st</sup> week (8/24 &amp; 26)</p> <p>Textbook: C.1 (pp.1-16) C.2 (pp.19-54)</p>	<ul style="list-style-type: none"> <li>- Discuss syllabus &amp; class requirements (e.g. case study)</li> <li>- Brief discussion of <i>Visual and Performing Arts Content Standards for California Public Schools (K-12)</i> and the frameworks (K-12) and related studio practices based on Domain Visual Art Content Standards (California State Board of Education): <a href="http://www.cde.ca.gov/BE/ST/SS/vamain.asp">http://www.cde.ca.gov/BE/ST/SS/vamain.asp</a></li> <li>Visual &amp; Performing Arts Content Standards for California Public Schools (TCAP: The California Arts Project): <a href="http://csmp.ucop.edu/tcap/standards/assessment.html">http://csmp.ucop.edu/tcap/standards/assessment.html</a></li> <li>- Domain 1. Artistic Perception</li> <li>- Domain 2. Creative Expression</li> <li>- Domain 3. Historical and Cultural Contexts of the Visual Arts</li> <li>- Domain 4. Aesthetic Valuing</li> <li>- Domain 5. Connection, Relationships, and Applications</li> </ul> <p>Discuss the value of art (definition, subjects, media, etc.) Discuss language of art (elements of art and principle of design) Discuss techniques of drawing</p> <p><b>Studio:</b> Impressionistic Landscape drawing (Monet &amp; Van Gogh) <b>Materials:</b> color pencils or oil pastel</p>
<b>Cultural Diversity in Children’s Artistic and Aesthetic Development</b>	
<p>2<sup>nd</sup> week (8/31 &amp; 9/2)</p> <p>C5 (pp.101-129)</p>	<p>Discuss children’s artistic and aesthetic development</p> <p><b>Studio:</b> Impressionistic Landscape drawing (Monet &amp; Van Gogh) <b>Materials:</b> color pencils or oil pastel</p> <p><i>#1 Critique and lesson plan discussion</i></p>
<p>3<sup>rd</sup> week (9/7 &amp; 9)</p>	<p>Discuss elements &amp; principles of art: <b>line, color, space and contrast, emphasis</b></p> <p>Discuss techniques of collage</p> <p><b>Studio1:</b> Self-portrait (contour line) <b>Studio 2:</b> Emotional self-portrait (Matisse - Favisum) <b>Materials:</b> Collage</p> <p><i>#2 Critique and the lesson plan discussion</i></p>
<b>Emerging issue in Art Education: Visual pop-culture</b>	

<b>4<sup>th</sup> week</b> <b>(9/14 &amp; *16):</b>	Discuss visual culture in art: Pop vs. New Pop Discuss elements of art: <b>space</b> (line and color) <b>Studio:</b> Voices (Haring) <b>Materials:</b> Pen and Ink (or color pencils & markers) <b>#3 Critique and lesson plan discussion</b> <i>* Due date of the proposal of case study</i>
<b>Integrating Art into Other Subjects: Education through/in Art</b>	
<b>5<sup>th</sup> week</b> <b>(9/21 &amp; 23)</b>	Discuss elements & principles of art: <b>space</b> (linear & aerial perspectives) and dominance/subordination <b>Studio 1:</b> 1-point & 2 point perspective project with cube (Renaissance art) <b>Materials:</b> Drawing pencil and ruler <b>#4 Critique and lesson plan discussion</b>
<b>6<sup>th</sup> (9/28 &amp; 30)</b> <b>&amp; 7<sup>th</sup> week</b> <b>(10/5 &amp; 7):</b>	Discuss the quality of watercolor painting Continue the space project with the theme of Imaginary World <b>Studio 2:</b> Imaginary World (with Dali & Magritte - Surrealism) <b>Materials:</b> Oil pastel & watercolor painting <b>#5 Critique and lesson plan discussion</b>
<b>Multi-culturalism in Art Education: Modernism vs. Post-Modernism</b>	
<b>8<sup>th</sup> (10/12&amp;14)</b> <b>&amp; 9<sup>th</sup> week</b> <b>(10/19 &amp; 21):</b>	Discuss the issue of multi-culturalism in art education Discuss elements of arts & principles of design: texture, pattern and balance, unity <b>Studio 1:</b> A symmetry paper mask <b>Materials:</b> Mixed media & decorative materials
<b>10<sup>th</sup>(10/26&amp;28)</b> <b>&amp; 11<sup>th</sup> weeks</b> <b>(11/2 &amp; 4)</b>	<b>Studio 2:</b> African Mask (Paper mache) <b>3-D art DVD</b> <b>Materials:</b> Mixed media (clay & collage) *10/28: BFA & MFA open studio tours (Ayres Hall) <b>#6 Critique and lesson plan discussion</b>
<b>12<sup>th</sup> week</b> <b>(11/9): 11/11</b> <b>No class</b>	Re-discussion of case study project (with Theo's Case Study ^_^) Discuss group lesson plan Preparation for group lesson activity/presentation in your group
<b>13<sup>th</sup> week</b> <b>(11/16&amp;18)</b>	<i>Discuss diverse techniques of printmaking</i> <b>Studio:</b> Relief and Intaglio-printmaking <b>Materials:</b> Glue and printmaking material <b>#7 Critique and lesson plan discussion</b>
<b>Thanksgiving week (11/23 &amp; 11/25: No classes)</b>	
<b>14<sup>th</sup></b> <b>(11/30*&amp;12/2)</b> <b>&amp; 15<sup>th</sup> week</b> <b>(12/7 &amp; 9):</b>	<b>Group Lessons Demonstration/Presentation</b> Choose one target age group from Kindergarten, 1 <sup>st</sup> & 2 <sup>nd</sup> G., 3 <sup>rd</sup> & 4 <sup>th</sup> G. or 5 <sup>th</sup> & 6 <sup>th</sup> G. per group for your group lesson plan and presentation (45 min. each including preparation and critique) 11/30 (Tue): <b>* Due date of the outline of group lesson plan</b> 12/2 (Thu): Demonstration group 1 & 2 12/7 (Tue): Demonstration group 3 & 4 12/9 (Thu): Demonstration group 5 & 6
<b>16<sup>th</sup> week</b> <b>(Final week)</b>	Presentation (required for each student) of final projects (case study & others) <i>*Due date of "Final projects" (Portfolio, case study, and others)!</i>