**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ARE 3313</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Visual Arts, Humanities &amp; Theatre</td>
</tr>
</tbody>
</table>

**Course Title:** Public School Art: Elementary

**Required Text (available at FAMU Bookstore):**

**Supplies:**
- Color construction paper (black, pink, orange, green, yellow, blue, and gray.)
- Graphic Pencil (HB, 2B, 4B)
- Water Color Crayon and color pastel
- Color markers
- Kneaded Eraser
- Gum Eraser
- Pencil Sharpener or Box Cutter
- Glue
- Roller
- Scissors
- Collage items/old magazines
- Paper towel rolls
- Styrofoam meat or fruit trays
- Watercolor brushes
- Plastic Watercolor palette with six colors
- Water container
- White drawing paper
- Black drawing paper
- Bamboo Brush, Sumi-e Ink, and Handmade Rice Paper
- A portfolio bag

Art supplies for this class will be ordered as a group. Student will pay $10.00 lab fee at the first day of class.

Note: All art materials can be toxic if used improperly. It is strongly recommended that you not eat, drink, or smoke while using art materials.

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Nan Liu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term and Year:</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>107 Foster Tanner Fine Arts – Tuesday and Thursday 11:00AM-12:15PM</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
Course Description

This course is designed for students who are interested in teaching art at the elementary school level. The course will emphasize various aspects of children’s art both in different developmental stages and in various mediums. In this course, the instructor will present the historical context of art education in American public schools, especially at elementary school level. Students will create works of art which emphasize developing knowledge and skills by applying elements and principles of design to art production. Students also will design their own curriculum including unit and lesson plans. The knowledge of the four areas of discipline-based art education will be implemented into teaching and learning process.

Course Purpose

See Course Description

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: | Practice strategies such as: acceptance, tolerance, mediation & | F: 5,6 | I: 3 |

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| CF: 1.4 (S) | resolution. | F: 5, 7, 9, 10 | I: 5 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | |

**TECHNOLOGY**

**CF 2**  
Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10,12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |

**VALUES**

**CF 3**  
Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

**CRITICAL THINKING**

**CF 4**  
Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

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CF: 5.1 (K)  Know the content
F: 8  I: 1

CF: 5.2 (S)  Use the appropriate pedagogy to provide all students with the opportunity to learn.
F:7,9  I: 7

CF: 5.3 (D)  Demonstrate commitment to professional growth & development.
F:3,7  I: 9

CF: 5.5 (S)  Construct learning opportunities that support student development & acquisition of knowledge & motivation.
F: 7  I: 5

CF: 5.6 (S)  Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.
F: 2  I: 6

URBAN/RURAL EDUCATION

•CF6
•Through this focal area, the FAMU professional education candidate will:

CF: 6.3 (K)  Understand the conditions of both rural and urban students and families.
F: 5, 11  I: 2,3

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards:

INTASC.1.A K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

INTASC.1.C K: The teacher can relate his/her disciplinary knowledge to other subject areas.

INTASC.1.D D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

INTASC.1.E D: The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

INTASC.1.F D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

INTASC.1.I P: The teacher can represent and use differing viewpoints, theories, ‘ways of knowing’ and methods of inquiry in his/her teaching of subject matter concepts.

INTASC.1.J P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.

INTASC.1.L P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

INTASC.1.M P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

INTASC.2.A K: The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.

INTASC.2.B K: The teacher understands that students’ physical, social, emotional, moral and cognitive development influence learning and knows to address these factors when making instructional decisions.

INTASC.2.D D: The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

INTASC.2.E D: The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

INTASC.2.G P: The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing students to assume responsibility for shaping their learning tasks.

INTASC.3.A K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligence, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.

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INTASC.3.C K: The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
INTASC.3.D K: The teacher understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
INTASC.3.F D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
INTASC.3.G D: The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of ‘individually configured excellence.’
INTASC.3.H D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
INTASC.3.J D: The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
INTASC.3.K P: The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.
INTASC.3.O P: The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).

National Art Education Association (NAEA) Content and Achievement Standard for Visual Arts K-5:
1. Content Standard: Understanding and applying media, techniques, and processes
   Achievement Standard: Students
   a. know the differences between materials, techniques, and processes
   b. describe how different materials, techniques, and processes cause different responses
2. Content Standard: Using knowledge of structures and functions
   Achievement Standard: Students
   a. know the differences among visual characteristics and purposes of art in order to convey ideas
   b. describe how different expressive features and organizational principles cause different responses
   c. use visual structures and functions of art to communicate ideas
3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas
   Achievement Standard: Students
   a. explore and understand prospective content for works of art
   b. select and use subject matter, symbols, and ideas to communicate meaning
4. Content Standard: Understanding the visual arts in relation to history and cultures
   Achievement Standard: Students
   a. know that the visual art have both a history and specific relationships to various cultures
   b. identify specific works of art as belonging to particular cultures, times, and places
   c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art
5. Content Standard: Reflecting upon assessing the characteristics and merits of their work and the work of others
   Achievement Standard: Students
   a. understand there are various purposes for creating works of visual art
   b. describe how people’s experiences influence the development of specific artworks
   c. understand there are different responses to specific artworks
6. Content Standard: Making connections between visual arts and other disciplines
   Achievement Standard: Students
   a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
   b. identify connections between the visual arts and other disciplines in the curriculum.

Sunshine State Visual Arts Standard for K-5:
Skills and Techniques (PreK-2)
Standard 1:
VA.A.1.1 The Student understands and applies media, techniques, and processes.
1. Uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
2. Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.
3. Distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design.

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Approved/Revised 10/30/07
4. Uses good craftsmanship when producing works of art.

Creation and Communication

Standard 1:
VA.B.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
1. Knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.
2. Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. Knows a variety of purposes for creating works of art.
4. Uses the elements of art and the principles of design to effectively communicate ideas.

Cultural and Historical Connections

Standard 1:
VA.C.1.1 The student understands the visual arts in relation to history and culture.
1. Knows that specific works of art belong to particular cultures, times, and places.
2. Understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

Aesthetic and Critical Analysis

Standard 1:
VA.D.1.1 The student assesses, evaluates, and responds to the characteristics of works of art.
1. Uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.
2. Understands that works of art can be rendered realistically, symbolically, or abstractly.
3. Knows the difference between an original works of art and a reproduction.

Application to Life

Standard 1:
VA.E.1.1 The student makes connections between the visual arts, other disciplines, and the real world.
1. Understand that people create art for various reasons and that everyday objects are designed by artists.
2. Knows various careers that are available to artists.

Skills and Techniques (Grades 3-5)

Standard 1:
VA.A.1.2 The student understands and applies media, techniques, and processes
1. Uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
2. Uses control in handling tools and materials in a safe and responsible manner.
3. Knows the effects and principles of design when creating works of art.
4. Uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

Creation and Communication

Standard 1:
VA.B.1.2 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
1. Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
2. Understands what makes different art media, techniques, and processes effective in communicating various ideas.
3. Knows how to identify the intentions of those creating works of art.
4. Uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

Cultural and Historical Connections

Standard 1:
VA.C.1.2 The student understands the visual arts in relation to history and culture.
1. Understands the similarities and differences in works of art from a variety of sources.
2. Understands how artists have used visual languages and systems through time and across cultures.

Aesthetic and Critical Analysis

Standard 1:
VA.D.1.2 The student assesses, evaluates, and responds to the characteristics of works of art.
1. Develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.
2. Uses different approaches to respond to and to judge various works of art.
3. Understands perceived similarities and differences among different genres of art.

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Approved/Revised 10/30/07
Application to Life

Standard 1:
VA.E.1.2 The student makes connections between the visual arts, other disciplines, and the real world.
1. Understands the influence of artists on the quality of everyday life.
2. Knows the types of tasks performed by various artists and some of the required training.
3. Understands the similarities and differences and the various contributions of galleries, studios, and museums.

Florida Educator Accomplished Practices (FEAPs):
1. Assessment
   1. PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.
   1. PRE.f Guides students in developing and maintaining individual portfolios.
2. Communication
   2. PRE.d Encourages students in a positive and supportive manner.
   2. PRE.g Provides opportunities for students to learn from each other.
3. Continuous Improvement
   3. PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
4. Critical Thinking
   4. PRE.a Provides opportunities for students to learn higher-order thinking skills.
   4. PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
   4. PRE.i Encourages students to develop open-ended projects and other activities that are creative and innovative.
5. Diversity
   5. PRE.a Accepts and values students from diverse culture and linguistic backgrounds and treats all students equitably.
6. Ethics
   6. PRE.b Doe not unreasonably restrain a student from pursuit of learning.
7. Human Development and Learning
   7. PRE.d Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
8. Knowledge of Subject matter
   8. PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.
   8. PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.
9. Learning Environments
   9. PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.
10. Planning
   10. PRE.f Plans activities that utilize a variety of support and enrichment activities and materials.
11. Role of The Teacher
   11. PRE.d Uses the community to provide students with a variety of experiences.
12. Technology
   12. PRE.e Use technology in lesson and material preparation.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills:
1. Knowledge of the processes of drawing
   1.1. Identify and demonstrate knowledge of drawing materials, tools, processes, and visual characteristics.
   1.2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
   1.3. Identify materials, terminology, techniques, and methods appropriate for K-12 instruction.
2. Knowledge of the processes of painting
   2.1. Identify and demonstrate knowledge of painting materials, tools, processes, and visual characteristics.
   4. Knowledge of printmaking
   4.1. Identify and demonstrate knowledge of printmaking materials, equipment, tools, processes, and visual characteristics.
   4.2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
   4.3. Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
5. Knowledge of the processes of ceramics
   5.1. Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics used in ceramic production.
   6. Knowledge of the processes of fine crafts
6.1. Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics of fine crafts (e.g., wood, metal, glass, fibers).
6.2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
6.3. Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
7. Knowledge of the processes of graphic design
7.1. Identify and demonstrate knowledge of graphic design purposes, processes, tools, equipment, and materials.
7.2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
7.3. Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
8. Knowledge of the processes of photography
8.1. Identify and demonstrate knowledge of materials, tools, equipment, processes, and visual characteristics used in photograph.
9. Knowledge of computer technology and processes in art
9.1. Identify and demonstrate knowledge of computer-based processes, equipment, technology, and materials used for visual learning or for computer generated imagery.
9.2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
9.3. Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction.
10. Knowledge of the processes of graphic design
10.1. Identify hazardous substances and are commonly used in art procedures.
10.2. Apply knowledge of hazardous substances and safety procedures in an art class.
10.3. Identify procedures required for maintenance of basic tools and equipment used in art production.
11. Knowledge of the sources for forming ideas in art
11.2. Identify inner feelings and imagination as starting points for making art.
11.3. Identify universal themes and socially constructed environments as starting points for making art.
11.4. Identify existing art as a starting point for making art.
12. Knowledge of major artists and their works
12.2. Identify social, historical, and cultural influences on major artists and their works.
12.4. Compare the visual characteristics of past and present artists.
13. Knowledge of art styles, developments, and movements
13.3. Analyze a work of art on the basis of its style.
14. Knowledge of social, cultural, and historical influences
14.1. Identify social, cultural, and historical influences that shape particular art practices.
14.2. Apply knowledge of social, cultural, and historical influences as they affect interpretation and artistic experience.
14.3. Identify terminology, equipment, tool, materials, techniques, and technology used in the production of art forms of specific cultures.
15. Knowledge of art criticism processes
15.1. Identify the use of media and techniques in a work of art.
15.2. Identify sensory materials (i.e., elements of art) in a work of art.
15.3. Identify compositional devices (i.e., principles of art) in a work of art.
15.4. Identify theme, subject matter, or emotional impact in a work of art.
15.5. Judge the relative merit of an art work based on established criteria.
16. Knowledge of aesthetic philosophies and theories
16.1. Identify major philosophies that affect aesthetic theories.
16.2. Identify major philosophies that affect aesthetic theories.
17. Knowledge of major theories of learning in art
17.1. Identify events and persons instrumental in the historical development of art education.
17.2. Identify the social and philosophical foundations of art education.
17.3. Apply theories of child development to curriculum and instruction.
18. Knowledge of research, professional organizations, and journals
18.1. Identify issues and trends in current art research.
18.2. Identify activities in professional art and art education organizations.
18.3. Identify purposes of current professional art and art education journals.
18.4. Identify and interpret resources that can be used to address a range of educational objectives.
19. Knowledge of equity, fairness, and diversity in art education
19.1. Identify modifications and accommodations specific to the instruction of art to meet individual needs of students.
19.2. Apply instructional strategies to meet the diverse needs and varying exceptionalities of art students.

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19.3. Identify curricula to include various cultural and ethnic groups.
20. Knowledge of assessment and evaluation in art education
20.1. Identify formative and summative methods for evaluation of student learning.
20.2. Apply evaluative and diagnostic processes to individual works of students.
20.3. Knowledge of assessment and evaluation in art education
21. Knowledge of connections between visual arts, other disciplines, and real-world applications
21.1. Identify art skills related to the world of work.
21.2. Determine art resources and activities within the community.
21.3. Determine the relationship of art to other disciplines.
21.4. Identify the roles of visual images in contemporary culture.

Professional Organization/Learned Society Standards
National Art Education Association (NAEA)-National Visual Arts Standards for Grades K-12; Sunshine State Standard-Visual Arts K-12; Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills; Florida Educator Accomplished Practices (FEAPs); Interstate New Teacher Assessment and Support Consortium (INTASC) Standards; and the Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University.

Academic Learning Compact

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC</th>
<th>FEAP</th>
<th>FTCE</th>
<th>NAEA</th>
<th>SSS</th>
<th>PEU</th>
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<tbody>
<tr>
<td>Studio Projects: 1. Self-portrait collage 2. Contour Line Drawing 3. Hatching and crosshatching drawing 4. Color Marker drawing 5. Color pastel drawing 6. Tempera painting 7. Watercolor resist painting 8. Printmaking 9. Paper mask 10. Quilt making 11. Chinese brush painting and calligraphy 12. Shoe box-life space</td>
<td>Students will learn various basic art production skills and techniques, and apply them into a series of studio projects. Each project will emphasize specific media or special techniques by applying the elements and principles of design.</td>
<td>2.D; 2.E; 2.G; 2.H; 3.A;</td>
<td>1.PRE.f; 2.PRE.g; 4.PRE.c; 4.PRE.i; 6.PR.E.b; 7.PRE.d; 8.PRE.a; 9.PRE.k; 10.PR.E.f;</td>
<td>1; 1.1; 1.2; 1.3; 2; 2.1; 4; 4.1; 4.2; 4.3; 5; 5.1; 6; 6.1; 6.2; 6.3; 7; 7.1; 7.2; 7.3; 8; 8.1; 9; 9.1; 9.2; 9.3; 10;</td>
<td>1.a; 1.b; 2.a; 2.b; 2.c; 3.a; 3.b; 5.</td>
<td>VA.A.1.1; VA.A.1.1.1; VA.A.1.1.2; VA.A.1.1.3; VA.A.1.1.4; VA.B.1.1; VA.B.1.1.1; VA.B.1.1.2; VA.B.1.1.3; VA.B.1.1.4; VA.A.1.2; VA.A.1.2.1; VA.A.1.2.2; VA.A.1.2.3; VA.A.1.2.4; VA.B.1.2; VA.B.1.2.1;</td>
<td>1.1; 1.2; 1.3; 1.4; 1.5; 3.5; 5.5; 5.6;</td>
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Approved/Revised 10/30/07
| Weekly Chapter Reading-Journal Entry | Demonstrate students’ critical thinking skills by reading, critiquing chapters and articles related to major concepts in art and art education field. | 8.PRE.a; 10; 16.1; 16.2; 17; 17.1; 17.2; 17.3; 18; 18.1; 18.2; 18.3; 18.4; 20.3; 21.1; 4.a; 4.b; 4.c; VA.C.1.1; VA.C.1.1.1; VA.C.1.1.2; VA.E.1.1; VA.E.1.1.1; VA.E.1.1.2; |
| Art Criticism Assignment | Students utilize some of newly formed knowledge and skills in the visual arts to offer criticism and focused exploration of an exhibition. Students are required to attend three different art exhibitions and/or activities and write up a short critical response for each. | 4. PRE.a; 4.PRE.c; 11.PRE.d; 13; 13.3; 14; 14.1; 14.2; 14.3; 15; 15.1; 15.2; 15.3; 15.4; 15.5; 20; 21.2; 21.4; 5; 5.a; 5.b; 5.c; VA.D.1.1; VA.D.1.1.1; VA.D.1.1.2; VA.D.1.1; VA.D.1.1.3; VA.C.1.2; VA.C.1.2.1; VA.C.1.2.2; VA.D.1.2; VA.D.1.2.1; VA.D.1.2.2; VA.D.1.2.3; VA.E.1.2; VA.E.1.2.1; VA.E.1.2.2; VA.E.1.2.3; 4.1; 4.2; 4.3; 4.5; |
| Curriculum Resource Book | Students use library and 1.A; 1.D; 12.PR E.e. | 2.1; 2.2; 2.3; 2.4; |

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| Lesson Plan Assignment | Students will design four lesson plans as a unit. Students apply DBAE’s four art disciplines for their lesson plans. The Unit must relate to a major concept in art (i.e., color, space, shape…) Student must follow an example of lesson plan which includes objectives, frameworks, materials/tools, vocabulary, resources, activity, reflecting and responding, assessment, interdisciplinary, multicultural, technology, and re-teach/extension s. | 1.F; 1.J; 2.A; | 1.C; 1.E; 1.I; 1.L; 1.M; 2.B; 2.C; 3.D; 3.F; 3.G; 3.H; 3.K; | 1.PRE.e; 3.PRE.f; 5.PRE.a; 8.PRE.c; 12.PRE.e; 19; 19.1; 19.2; 19.3; 20; 20.1; 20.2; 21; 21.3; 6; 6.a; 6.b | 1.1; 2.1; 3.1; 3.3; 6.3 |

| Mid-term Exam, Final Presentation and Portfolio | Demonstrate knowledge gained through various measures, including exam and PowerPoint presentation. | 3.J; | 1.PRE.f; 2.PRE.d; 2.PRE.g; |

### Overall Goals of the Course

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Students will create works of art which emphasize developing knowledge and skills by applying elements and principles of design to art production. Students also will design their own curriculum including unit and lesson plans. The knowledge of the four areas of discipline-based art education will be implemented into teaching and learning process.

**Specific Behavioral Objectives**

1. Art Skills and Techniques. Students will learn various basic art production skills and techniques, and apply them into a series of studio projects. Each project will emphasize specific media or special techniques by applying the elements and principles of design.
2. Children and Their Art. The instructor will introduce the major research findings on children’s art, and students will understand various developmental stages of children’s art.
3. Change in Art Education. Historical and current trends of art education in elementary school will be introduced.
4. Assessment. Students will define important art terms and concepts, and they will critically analyze works of art using art vocabulary in description, interpretation, and evaluation.
5. Knowledge of Subject Matter. Students will learn the four disciplines of art education: art production, art history, art criticism and aesthetics. They will learn techniques for integrating these components into the elementary classroom curriculum.
6. Critical Thinking. Student will understand the use of higher order thinking and problem-solving skills via art projects and activities that relate to teaching inquiries.
7. Planning. Students will learn strategies in designing lesson plans and unit plans and will apply the national and state standards to their designs. Examples of curriculum design will be analyzed and studied, which will provide inspiration for students’ own lesson plans.
8. Role of the Instructor. Students will understand the role of the teacher in the classroom setting, including the idea of teaching and caring, empathy and communication with parents and school administration.
9. Diversity. Students will learn the meaning of multiculturalism through discussions, readings and art making. Students will build a repertoire of teaching techniques and strategies to effectively instruct students with diverse cultural backgrounds.
10. Technology. Students will learn how to search for teaching resources via the internet. Students will use technology in lesson preparation and will learn the importance of technological integration.

**Topical Outline**

The content will include a series of studio art products, assigned readings and journal response, a mid-term exam, and a final exam/final portfolio.

Art production projects include:

1. Pencil Drawing. Student will learn to use contour lines, hatching and cross-hatching, continues tone and other basic drawing techniques to render three-dimensional objects.
2. Color Marker Drawing. The student will combine line and color to create drawings based on “Themes”, such as, sunflower, ocean world, holiday, etc.
3. Color Crayon and Pastel Drawing on Black Paper. Students will incorporate drawing techniques and color theory into their drawing on the black paper.
4. Watercolor painting. Students will learn the basic color theory and how to mix colors.
5. Painting with tempera paint. The instructor will introduce the characteristics of tempera paint, and students will use tempera paint to create a painting.
6. Quilt Project. The instructor will introduce a quilt project & Faith Ringgold. Students will design a quilt.
7. Collage of self-portrait or a mask. Student will use color construction paper to create a self-portrait or a mask.
8. Printmaking Project. Student will create 3 prints by applying linocut techniques.
9. Shoe box. Students will use a shoe box and collected photo images from journals and magazines create a life space.
10. Chinese Brush Painting Project. Students will practice Chinese brush painting and calligraphy, such as draw bamboo, and sparrow.

**Teaching Methods**

a. Lecture  
b. Group Discussion  
c. Art Production  
d. Assigned Reading and Journal Response  
e. Writing Lesson plans  
f. Presentation  
g. Demonstration

**Course Evaluation**

The final grade will be an average of the grade received on all assignments. Work on the studio projects is expected to take place in class under supervision as well as outside of class time. Also course attendance, participation, and improvement shown during this semester will be considered for final grade.

Attendance………………………………………...20%  
Studio Projects…………………………………….30%  
Journal Response…………………………………...10%  
Mid-term Exam…………………………………....20%  
Final Exam/Final Portfolio………………………...20%

**Grading**

1. Mastery of basic techniques and concepts  
2. Personal efforts and improvement  
3. Successfully completing all assignments.  
4. Class participation and attendance.

A. Superior: Excellent work in craftsmanship, concept and skill development. Shows creativity, thought and strong effort.  
B. Work which surpassed the project’s requirements. Artwork is of good quality and shows above average level of effort.  
C. Average work which is acceptable and fulfills the project requirements.  
D. Below average work. Poorly executed and shows a lack of effort.  
F. Incomplete projects resulting from excessive absences.  
I. An incomplete grade is reserved for a student with a passing grade that cannot complete the course because of extraordinary circumstances. The work is to be completed the next term that the student is enrolled or the grade will become an F.

**Course Policies**

**Attendance**

**Attendance is mandatory to take advantage of the information and the varying exercises provided in class.** Each student is allowed one (1) unexcused absence per credit hour. Each absence (unexcused) over that prescribed amount will result in the lowering of the final grade by one letter grade (e.g.: A to B, B to C, etc.).

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The Sign-in Roll is collected each class period. Punctuality is important and can have an adverse effect for excessive tardiness. Please try to be in class on time. Early departure can also have an adverse effect so be prepared to work the entire class period.

No cell phone in class.

Assignments

All assignments must be completed by the specified due date. There will be no submissions thereafter. Late work will not receive full credit. Your attendance is essential due to the experiential nature of this course. An email or phone message is expected when a class must be missed. The final portfolio must consist of eight (8) studio projects.

**Tentative Course Calendar**

**Calendar (Subject to Change)**

**Week 1** (Day 1 8/25/09; Day 2 8/27/09)
Introductions/course requirements/fill out information cards.

**Homework:** Make a list of 10 things that describe you.

Read Emphasis Art chapters 1, 2, and 26. Write out two main ideas for the chapter and at least one paragraph response to as journal (how would you use & interpret ideas in the classroom)—here after referred to as journal entry OR complete two drawings no larger than 5"x5" exploring the basic elements and principles of art as you find them in nature. Bring in collage items.

**Week 2** (Day 3 9/1/09; Day 4 9/3/09)
Discuss readings. Work on self-portrait collages.

**Homework:** Read chapters 20, 21, & 22. (journal entries for each chapter).

**Week 3** (Day 5 9/8/09; Day 6 9/10/09)
Discuss readings. Introduce Art Criticism/Response assignment. Work on collage projects.

**Homework:** Read Emphasis Art chapters 14, 15, & 23. (journal entries for each chapter).

**Week 4** (Day 7 9/15/09; Day 8 9/17/09)
Collage due. Class critique. Drawing demonstration/ contour line, continuous tones, hatching and Crosshatching techniques. Work on drawing assignment.

**Homework:** Read chapter 16, 17 & 18. (journal entries for each chapter). Prepare a lesson plan for Grade K-6 level.

**Week 5** (Day 9 9/22/09; Day 10 9/24/09)

**Homework:** Read chapter 24 & 25. Develop the lesson plan to a unit including four disciplines of DBAE.

**Week 6** (Day 11 9/29/09; Day 12 10/1/09)

**Homework:** Read chapter 27 & 28.

**Week 7** (Day 13 10/6/09; Day 14 10/8/09)

**Homework:** Read chapter 29 & 30. (For ch.29 design a color construction paper mask).

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Week 8 (Day 15 10/13/09; Day 16 10/15/09)
Mid-term Exam. Discuss readings. Painting and printmaking due. Class critique.
Homework: Read chapter 7, 31, & 5. (journal entry for ch.9, for ch.5 write out 3-5 examples of objectives and how they could be evaluated, for ch.31 do research on quilting). Look up state education standards on the internet.

Week 9 (Day 17 10/20/09; Day 18 10/22/09)
Discuss readings. Introduce quilt project & Faith Ringgold. Work on quilt project.
Homework: Read chapter 3 & 4. (journal entries for each chapter).

Week 10 (Day 19 10/27/09; Day 20 10/29/09)
Discuss readings. Work on quilt project.
Homework: Journal readings (choose two articles from one or two art education journals, and journal entries for each)

Week 11 (Day 21 11/3/09; Day 22 11/5/09)
Quilt project due. Presentation of Journal readings. Class Critique. Begin Chinese brush painting project.
Homework: Research on four lesson plans.

Week 12 (Day23 11/10/09; Day 24 11/12/09)
Continue Chinese brush painting project. Work on Lesson Plans.
Homework: Read chapter 10. (journal entry.)

Week 13 (Day 25 11/17/09; Day 26 11/19/09)
Continue work on lesson plans. Discuss reading.
Homework: Access information about your hometown on the internet. Bring boxes to next class.

Week 14 (Day 27 11/24/09; Day 28 11/26/09-Thanksgiving, No class.)
Introduction to inner/outer self project. Work on boxes.
Homework: Read chapter 12 & 13 (journal entry).

Week 15 (Day 29 12/1/09; Day 30 12/3/09)
Last week of class. Discuss reading. Finish box project and class critique. Presentation of lesson plans.
Final Exam. Bring in final portfolio (include 8 projects), curriculum resource guide book, journal responses, and lesson plans. Pick up your final grade and portfolio on 12/8/09.

BIBLIOGRAPHY

Required Text (available at FAMU Bookstore)


Suggested Text


Additional Journal Readings

1. Art Education

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2. Studies in Art Education
3. School Art

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