



Professional Education Unit
Department of Art and Design

Art 121-001, Mondays and Wednesdays 9:10am – 11:20am
Fall 2011

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Office hours: Tuesdays and Thursdays 10:00am – 12:00pm, before or after class, or by appointment.

Course Description: Introduction to art and to the teaching of art in the lower (1-3) elementary grades. Field experience required.

Course delivery methods: This experiential, studio-oriented course will also include discussion, presentation and lecture.

Required Field Experience Hours: four (4) hours in the elementary setting (level 1)

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia - preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Demonstrate awareness and use of art materials and methods typically used by elementary children.
2. Express ideas and experience through creative, personal exploration using visual art media.
3. Identify, apply and evaluate methods and ideas as they relate to personal artwork and the artwork of elementary students.
4. Integrate art with other subject areas.
5. Develop lesson plans and curriculum, which include the visual arts and emphasize child development through creative exploration.
6. Consider theories and practice of art education both past and present.
7. Develop awareness of the need for creative activity in teaching and learning environments and for personal enrichment and understanding.
8. Relate individual experience and aesthetic awareness of art to the experiences of elementary students.
9. Apply constructive practices and recognize destructive practices when encouraging creative development in elementary students.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Art 121					
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	National Standards for Visual Art	NCATE
Art projects 40 pts. CFO: 1, 2 SLO: 1, 2, 3, 7		1.13 2.22 2.25 2.26		1, 2, 3	
Interdisciplinary group lesson/presentation 15 pts. CFO: 1, 3 SLO: 4, 5, 9	1, 2, 3, 4, 5, 8	1.12 1.13		1, 4, 5	
Readings and participation in discussion 20 pts. CFO: 1, 2, 3 SLO: 3, 6, 7,	1, 7	1.12 2.24 2.25 2.26		4, 5, 6	

Participation in field experience 15 pts. CFO: 3, 5 SLO: 3, 6, 8, 9	1, 2, 3, 4, 5,	2.24			
Field experience reports 10 pts. CFO: SLO: 1, 3, 6, 7, 8	7	1.12			

Assignment Descriptions:

Program: [program title] [course title]	
Assessment (point value)	Description
Art projects (40 pts.)	Students will create art projects using materials and approaches that can be used with elementary students. A variety of media and materials will be explored.
Interdisciplinary group lesson/presentation (20 pts.)	Each group of 3-4 students will work as a team of teachers to prepare a written lesson plan and present/teach this lesson to the class. This lesson will integrate art and another subject and will actively involve students in a creative, hands-on activity. Groups will research projects, gather materials and test their lessons before presenting them to the class. A written plan and assessment will be required.
Readings and participation in discussion (20 pts.)	Readings from required text and additional readings provided throughout the semester will be thoughtfully discussed.
Participation in field experience (10 pts.)	Students are required to participate in field experience.
Field experience reports (10 pts.)	Written field experience reports will be turned in and classroom experiences will be discussed.

Grading Scale (total points):

90 - 100 points	A
80 - 89 points	B
70 – 79 points	C
60 – 69 points	D
59 – or less	F

Required Textbooks:

Prince, E. (2008). *Art is Fundamental: Teaching the elements and principles of art in the elementary school*. Zephyr Press: Chicago.

Additional readings will be provided throughout the semester.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation: the following criteria will be used to determine point values for each assignment.

	86 – 100 points	70 – 85 points	0 - 69 points
Use of materials and media in work	Sensitive and meaningful involvement with materials and artistic processes; developed adeptness and flexibility; individualized, unique approaches working with materials; depth and breadth of exploration; expansive in thought and action.	Adequate involvement with materials and artistic processes; somewhat flexible and can vary use of media according to each situation; approach shows some uniqueness; exploration is conservative.	Sensitivity toward materials and artistic processes is minimal; relies on established and conventional approaches; exploration is timid and lacks depth.
Respect for others, the classroom, media and materials.	Student is respectful, sensitive, helpful and responsive to others; thoughtfully considers ideas of others; cooperative; keeps personal work area, materials and classroom clean and organized, noticing and helping to clean areas or put away materials even when he/she is not responsible; reports any safety	Student shows respect and responsiveness toward others; usually cleans personal work area; returns materials or cleans areas other than his/her own when asked; most assignments are completed on time.	Student is somewhat respectful of others; resistant to new ideas or experiences; sometimes cleans personal work area; may leave materials out and rarely takes care of areas other than his/her own; rarely hands in assignments on time.

	concerns; completes assignments on time.		
Creativity	Highly original and inventive work; depth of exploration; strong sense of individuality and purpose; breadth and depth of exploration; strong ability to use the unexpected as meaningful learning experience; highly imaginative and perceptive; inquisitive and curious; open-minded, expressive, experimental, flexible and resourceful.	Work shows some originality and inventiveness; individual effort and contributions are apparent, yet relies on established practice; some breadth and depth of exploration; developing awareness and acceptance of work; able to think imaginatively and is inquisitive; experimental and resourceful when encouraged.	Work shows little or no originality or inventiveness; relies heavily on established practice; shows minimal or no individuality/uniqueness in approach and work; not receptive, does not consider ideas and results that fall outside of expectation; lacks imagination and curiosity; needs concrete, highly structured direction.
Individual visual and aesthetic development	Work and participation reveals significant depth and advancement in understanding of ideas presented; primarily intrinsically motivated and takes initiative in personal exploration of visual and aesthetic considerations; generates ideas and challenges, then pursues possible solutions; self motivated; works independently.	Work and participation reveal some advancement in understanding of ideas presented; somewhat intrinsically motivated to pursue personal exploration of visual and aesthetic considerations; finds solutions to mainly given problems; can work independently sometimes.	Work and participation reveal little or no advancement in understanding of ideas presented; is primarily extrinsically motivated; lacks initiative; does not explore personal ideas or solutions; does not work without heavy direction.
Communication, presentation, leadership and professionalism.	In-depth and thorough written, verbal and visual understanding of topics explored; strong expression in work and ideas; highly effective interpersonal interactions; ability to initiate inquiry and discussion; developed presentation of personal work connecting it with both personal experience and established, historical practice; leadership that	Adequate written, verbal and visual understanding of topic explored; clear expression in work and ideas; considers ideas of others and gives some response; participates in discussion; sees and is able to explain the connection between personal work and established practice; leadership is mainly managerial; developing	Unable to clearly explain topic explored; weak expression in work and ideas; little or no communication with others; rarely initiates inquiry or discussion; does not explain relevance of personal work, its development and its connection to one's own experience and established practice; little or no ability to lead or manage students;

	challenges and inspires peers and students; professional appearance, demeanor and interactions in field experience settings.	professional appearance, demeanor and interactions in field experience settings.	appearance, demeanor and interactions in field experience settings are undeveloped.
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Attendance Policy:

Because much of this course is based on in-class, experiential work and participation, it is imperative that students make every effort to attend ALL classes and turn in assignments when due. Two absences will be allowed. Any absences beyond two will result in a lower final grade. Unavoidable absences (illness, accident, family emergency) beyond the given two will be considered on an individual basis. Three late arrivals or early departures from class will be counted as one absence. Attendance will be taken at the beginning of class. If a student arrives late, it is his/her responsibility to see the instructor after class to be counted present.

It is the student’s responsibility to obtain missed assignments and complete them in a timely manner. Missed assignments will be made up on the student’s own time.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or

e.day@moreheadstate.edu

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Course Calendar
Fall 2011 *Tentative* Weekly Schedule

Week of:

August 2

Introductions
Review syllabus
Reading assignment
Art activity

August 29

Discussion of reading assignment
Art activity

September 5

(Labor Day, no class on September 5)

Reading assignment
Art activity

September 12

Field experience handouts and instructions
Discuss reading assignment
Art activity

September 19

Reading assignment
Art activity

September 26

Discuss reading assignment
Art activity

October 3

Reading assignment
Art activity
Possible field experience week

October 10

(Fall break October 13 and 14)

Introduction of interdisciplinary group lesson assignment
Groups work on interdisciplinary lessons
Discuss reading assignment

October 17

Groups work on interdisciplinary lessons
Reading assignment

October 24

Groups work on interdisciplinary lessons
Discuss reading assignment
Art activity

October 31

(Halloween!)

Halloween art activity

Reading assignment

Finish preparation for interdisciplinary group lesson presentations

November 7

Interdisciplinary group lessons presented

November 14

Interdisciplinary group lessons presented

November 21

(Thanksgiving, no class on November 23)

Interdisciplinary group lessons presented

Field experience reports due

November 28

Reading assignment

Art activity

December 5

Discuss reading assignment

Art activity

December 12

(final exams)