COURSE SYLLABUS

EDU616 Art in the Elementary School
Winter 2012 R 5:55 On-line
Fairchild Hall, Room 109

INSTRUCTOR: Dr. June Hornsby
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OFFICE HOURS: Posted on office door

PURPOSE: Art activities and materials which stimulate thought processes and development of children from one stage of growth to another are studied. The analysis of successful teaching activities and their relationships between art and other subjects within the school curriculum are also explored.

OBJECTIVES: Upon completion of this course each student will be able to:
1. discuss the importance of art in the curriculum INTASC 1 & NSAE* 1/5
2. relate the relationship between art and the child’s growth and development INTASC 2 & NSAE 1
3. promote creative thinking in children. INTASC 6 & NSAE 2
4. increase children’s sensitivity to their own environment INTASC 6 & NSAE
5. recognize the importance of each individual’s creative expression INTASC 3
6. assist children in developing positive attitudes toward himself through creative activities. INTASC 2
7. provide encouragement for children to explore and investigate new ways and methods of art expression and provide opportunities for constructive divergent thinking. INTASC 4 & NSAE 3
8. positively affect children’s behavior by allowing them to develop through the process of creating. INTASC 2 & NSAE 3
9. give support for individual expression and creative thinking. INTASC 4 & NSAE 1/2
10. stimulate children’s thinking by encouraging depth of expression. INTASC 4 & NSAE 2/3
11. research the classic artists and develop activities that demonstrates their art. INTASC 7/9/10 & NSAE 4/5
12. use basic criticism techniques to evaluate art. INTASC 5/8 & NSAE 3.

*National Standards for Arts Education
www.ed.gov/gov/pubs/ArtsStandards.html
By completion of secondary school, students should be able to:
1. communicate at a basic level in the four arts disciplines – dance, music, theatre and the visual arts.
2. communicate proficiently in at least one art form.
3. develop and present basic analyses of works of art.
4. have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
5. relate various types of arts knowledge and skills within and across the arts disciplines.

REQUIREMENTS:
1. Attend the 1st class meeting (15 points). Information will be given during the first meeting for the 7 class meetings on-line. Each time a report is not posted, it is counted as an absence. According to the catalog you may miss 25% of class; therefore, you are allowed 2 and ½ absences before you are dropped from the class. Also there will be a drop box for assignments that are ONE WEEK late only and 5 points will be subtracted for each day it is late.
2. Each week you will prepare a response or research of at least 250 words. The class schedule will list the assignments each week. You are to submit the assignment by dropbox (except when “discussion” is listed on the assigned activities – weeks 7 and 8).

3. Each week you will prepare two art activities that can be utilized in your classroom that would be age appropriate, creative and supports your curriculum. Write directions for eleven (11) of them and state the common core standard(s) and the academic lesson you will be using with the art activity. These will be added to your portfolio.

4. The portfolio of your art work will include reflective writing for five of the best activities (your choice). Write a lesson plan for each and state the common core standard(s) for the academic class you will be using with the art.

An annotated bibliography will be included in the portfolio with 10 entries. (See sample). The art books should include activities that can be used in the classroom.

Please organize your portfolio with tabs labeled to separate the following topics in the following order: (Cover & title page) 1) 5 art activities with lesson plans & reflective writing, 2) annotated bibliography 3) all other lessons and completed samples (13). When completed, there should be a total of 18 art activities.

Note: The lesson plan and annotated bibliography are to be completed on the computer. The annotated bibliography should include the bibliographic information (APA) for each book, alphabetized and include an abbreviated summary (four to five statements) about each book. A sample will be given in class.

EVALUATION: 93-100=A  85-92=B  76-84=C  70-75=D  Below 70 =F
On-line reports = 50% (10 pts. each report, 15 points for attending 1st meeting and 15 points for handing in portfolio on week 9 =100 pts.) / Portfolio = 50% (100 pts.)

AMERICANS WITH DISABILITIES ACT STATEMENT
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

COLLEGE POLICY ON ACADEMIC INTEGRITY
William Carey College seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey College’s academic standards and Christian commitment. If such an incident occurs, students, faculty and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the
offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures manual and in the student handbook, The Lance.

Catastrophic Event Plan
In case of a catastrophic event, the following procedures will be maintained:
In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor.
In case of a closed campus with no internet access, follow all syllabus’ directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.

CLASS SCHEDULE
ART IN THE ELEMENTARY SCHOOL

Week 1  Introduction
Aligning Art Activities with the MS State Objectives or Common Core
Sample lessons: Letters, Shapes & Personal Collage (www.crayola.com)

Week 2  Color Theory
Issac Newton separated a beam of sunlight (white light) into a spectrum of colors (rainbow) by passing the beam through a prism. These colors are the ones on the color sheet. Read about color theory and explain it. www.colormatters.com/colortheory.html.

Week 3  Drawing
Explain “Contour Drawing and Still Life” in 250 words.
www.ehow.com or www.drawsketch.about.com

Week 4  Art Principles & Elements of Design
List and discuss the art principles & elements of design www.johnlovett.com/test.htm

Week 5  Children’s Literature Classic Illustrator
Write a 250 word report about Eric Carle or Robert Sabuda. www.eric-carle.com

Week 6  Classic Artist
Choose a classic artist and write a 250 word report about her/his life and Art. www.artcyclespedia.com/mostpopular.html. Choose one from the Top 30 classic artists listed in this website.
Week 7  
Visit a Museum  
Using the information given in class (Art Criticism) write a report about the painting you choose. Tell where you found the painting. (Only those students who visit a museum/gallery can receive full credit.)

Virtual Tour

Week 8  
Take a virtual tour of a museum. Go to “discussions” in D2L and describe your experience (250 words). Then make a meaningful response to one of your classmates. (www.lourve.fr).  
The Smithonians/National Gallery of Art & Metropolitan (NY) are other examples.

Week 9  
Portfolio is due in Dr. Hornsby’s office