

# FLORIDA ATLANTIC UNIVERSITY™

JAN 21 2010

UGPC APPROVAL \_\_\_\_\_  
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 BANNER POSTED \_\_\_\_\_  
 ONLINE \_\_\_\_\_  
 MISC \_\_\_\_\_

## Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: TEACHING AND LEARNING	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: ARE 6317	CURRENT COURSE TITLE: ART IN THE ELEMENTARY SCHOOL

### CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION  CHANGE CREDITS FROM _____ TO: _____  CHANGE GRADING FROM _____ TO: _____  X CHANGE PREREQUISITES TO: NONE  CHANGE MINIMUM GRADE TO: _____  CHANGE COREQUISITES TO: _____  X CHANGE OTHER REGISTRATION CONTROLS TO: NONE  X OTHER: REMOVE PERMISSION BY INSTRUCTOR	SHOW "X" IN FRONT OF OPTION  CHANGE PREFIX FROM _____ TO: _____  CHANGE COURSE NO. FROM _____ TO: _____  CHANGE TITLE TO: _____  X CHANGE DESCRIPTION TO: _____
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<b>CHANGES TO BE EFFECTIVE (TERM):</b>	Attach syllabus for <b>ANY</b> changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ NO X _____	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. All departments in the College of Education

**TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):**

Faculty Contact, Email, Complete Phone Number: Dr. Susannah Brown, <a href="mailto:sbrow118@fau.edu">sbrow118@fau.edu</a> , 561 297-2635
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### SIGNATURES

### SUPPORTING MATERIALS

<b>Approved by:</b> Department Chair: <u>Barbara Lidener</u> College Curriculum Chair: <u>Linda Webb</u> College Dean: <u>Valerie J. Kuster</u> UGPC Chair: _____ Dean of the Graduate College: _____	<b>Date:</b> <u>1/20/10</u> <u>2/3/10</u> <u>2/3/10</u> _____ _____	Syllabus—must include all criteria as detailed in UGPC Guidelines.  Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to access Guidelines and to download this form.  Written Consent—required from all departments affected.
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Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

## Kristy Demeo

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**From:** Barbara Ridener  
**Sent:** Tuesday, January 26, 2010 10:39 AM  
**To:** Linda L Webb; Kristy Demeo  
**Subject:** FW: Course change

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**From:** Sue Graves  
**Sent:** Monday, January 25, 2010 5:17 PM  
**To:** Barbara Ridener  
**Subject:** RE: Course change

Dr. Ridener:  
Our department does not have any conflict with ARE 6317. Regards, SG

B. Sue Graves, Ed.D., FACSM, HFS, FISSN  
Chair, Department of Exercise Science  
and Health Promotion  
Florida Atlantic University  
777 Glades Road, FH-11  
Boca Raton, Florida 33431  
561-297-2938 (Olga Duron, administrative assistant)  
561-297-2790 (direct)  
561-297-2839 (fax)  
[www.coe.fau.edu/eshp](http://www.coe.fau.edu/eshp)

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**From:** Barbara Ridener  
**Sent:** January 21, 2010 2:13 PM  
**To:** Mike Brady; wener@fau.edu; Irene H. Johnson Ph.D.; H. James McLaughlin; Sue Graves; Robert Shockley  
**Cc:** Susannah Louise Brown  
**Subject:** FW: Course change

Please review the attached course and indicate if your department has any conflicts.

Thank you,

Barbara

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**From:** Susannah Louise Brown [mailto:sbrow118@fau.edu]  
**Sent:** Thursday, January 21, 2010 12:30 PM  
**To:** Barbara Ridener  
**Cc:** Kristy Demeo; lwebb@fau.edu; sbrow118@fau.edu  
**Subject:** Re: Course change

Hello,

I have attached the graduate course change form and a syllabus for ARE 6317 Art in the Elementary School. Feedback from all depts. in COE will be sent once collected.

Thanks,

Susannah Brown

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On 1/21/10 12:21 PM, Barbara Ridener wrote:

Susannah,

Please send the syllabus and course change form to Kristy Demeo ([kdemeo@fau.edu](mailto:kdemeo@fau.edu)) as well as me, electronically.

Thanks!

Barbara

**Department of Teaching and Learning  
College of Education  
Florida Atlantic University**

**COURSE NUMBER: ARE 6317**

**COURSE TITLE: Art Education in Elementary School**

**CATALOG DESCRIPTION:**

**3 credits Course focuses on foundational methods for teaching visual art in the elementary classroom with special attention to art integration. Field experience in a visual art class setting at the elementary level is required.**

**PRE REQUISITES: None**

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

**As a reflective decision-maker, the student makes informed and ethical decisions and provides evidence of being a capable professional by developing and presenting lessons that demonstrate a respect for the developmental characteristics of young children, using current research in art education. Students demonstrate the ability to create artwork and evaluate historical and contemporary artwork using knowledge of art elements, principles of art and aesthetic theory.**

**REQUIRED TEXT/MATERIALS:**

Clements, R. D. & Wachowiak, F. (2009). *Emphasis art: A qualitative art program for elementary and middle schools* (9<sup>th</sup> ed.). New York: Pearson Education, Inc.

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the college to have an active LiveText account to track mastery of program skills, competencies and critical assignments and to meet program and college accreditation requirements. To receive a passing grade in this course you must have an active LiveText account. Information regarding obtaining an account is provided on the College of Education website, <http://coe.fau.edu/livetext>

**INSTRUCTOR: Dr. Susannah Brown**

**OFFICE: Boca Raton Campus, College of Education, #346**

**PHONE NUMBER: (561) 297-2635**

**EMAIL ADDRESS: sbrow118@fau.edu**

**GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES:**

Florida Educator Accomplished Practices—Preprofessional=EAP

Subject Matter Content Standards for Florida Teachers- Elementary=FSMCS-Elem.

Subject Matter Content Standards for Florida Teachers—Art=FSMCS-ART

Subject Matter Content Standards for Florida Teachers—ESOL=ESOL

Association for Childhood Education International Standards= ACEI

**COURSE OBJECTIVES:**

1. Students will identify the role and significance of visual art in relation to other disciplines. (FAU EAP: 8.1, 12.1; FSMCS- Elem.: 27.5, 27.6; FSMCS-ART: 17.1, 17.2, 18.1, 18.2, 18.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.2, 4.3; ACEI: 2.5, 2.8, 3.1)
2. Students will demonstrate an understanding of basic visual art concepts and skills: elements and principles of design, and the ways they are used in communicating ideas, meanings, and emotions, through the creation of artwork in a variety of media appropriate for students in the elementary learning environment. (FAU EAP: 4.2, 5.2, 7.2, 8.2; FSMCS-Elem.: 27.5, 27.6, 28.4; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4; ESOL: 17.1, 17.4, 17.5; ACEI: 2.5)
3. Students will demonstrate proficiency in planning and presenting high quality lesson plans in diverse settings that correlate and integrate subject matter of other disciplines using grade level objectives and the Florida Sunshine State Standards. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; FSMCS-Elem.: 27.5, 27.6, 28.4, 31.2; FSMCS-ART: 17.3, 18.4, 19.1, 19.2, 19.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2)
4. Students will apply knowledge and higher order thinking when participating in art criticism, aesthetics, art production, and art history activities appropriate for diverse learners in the elementary learning environment. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 11.1, 12.1, 12.2; FSMCS-Elem.: 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ESOL: 12.1, 12.2, 12.3, 17.1, 17.4, 17.5; ACEI: 2.5)
5. Students will demonstrate the ability to identify a variety of developmentally appropriate strategies and materials to assess skills, techniques, creativity, and communication in visual art for students in the elementary learning environment. (FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 12.1, 12.2; FSMCS- Elem.: 31.2; FSAS-ART: 20.1, ESOL: 13.3, 13.7, 17.1, 17.4, 17.5;; ACEI: 4.0)
6. Students will research and evaluate creative and higher order thinking activities for visual art using technology and electronic resources. (FAU EAP: 2.2, 4.2, 5.2, 7.2, 8.1, 8.2, 12.1, 12.2; FSMCS-Elem.: 27.6; FSMCS-ART: 18.4; ESOL: 17.1, 17.4, 17.5;ACEI: 3.3)

**COURSE REQUIREMENTS:**

C-F = Conceptual Framework connection to assignment

FAU EAP = Florida Educator Accomplished Practices—Preprofessional

FSMCS-Elem. = Subject Matter Content Standards for Florida’s Teachers

FSMCS-ART = Subject Matter Content Standards for Florida’s Teachers for Art

ESOL= English to Speakers of Other Languages, Florida K-12 Standards

ACEI= Association for Childhood Education International Standards

**Critical Assignments for NCATE assessment, must be completed by students enrolled in this course with a grade of C or better in order to receive a final grade of C or better for the course, regardless of grading average.**

**1. Critical Assignment - Examinations—20%- NCATE Assessment for EAP 8.1**

Mid-Term Exam – 10%

Final Exam – 10%

Midterm and final exam reviews will be conducted in class. You may not use the text, study guides, notes, etc. during the exams. Make-up tests and exams are given only with an excused absence at the instructor's discretion.

(C-F: The student gains information to become a reflective decision maker.

FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2 ; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 12.1, 12.2, 12.3, 16.2, 16.3; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1)

**2. Art Education Portfolio—5%** The portfolio should include artwork you have created in the course. Select one artwork to write a paragraph about the characteristics of the artwork that make this artwork stand out.

(C-F: As a reflective decision maker, students select resources from a variety of sources including technology and organize the resources in an accessible and informative way.

FAU EAP: 2.2, 4.2, 5.2, 6.1, 8.1, 8.2, 11.1, 11.2, 12.1, 12.2; FSMCS-Elem.: 27.5, 27.6; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 18.1, 18.2, 18.3, 18.4; ESOL: 16.2, 16.3; ACEI: 2.5, 2.8, 5.1, 5.2)

**3. Presentations – Jaffe Collection Group Presentation—5%** Students divide into groups to represent grades 4-6. Students must provide a typed lesson plan for the instructor following the format given in class. The lesson plans should integrate art with another discipline, such as language arts, mathematics, science, social studies, etc. (C-F: As a reflective decision maker, the student demonstrates capable behaviors by researching, planning, organizing, and presenting art integrated lessons to peers which are age and grade appropriate.

FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.4, 30.2, 31.2; FSMCS-ART: 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

**4. Critical Response to Schmidt Gallery and Jaffe Book Arts Collection—5%** This a written paper that describes, analyzes, interprets, and evaluates an original work of art viewed at an exhibition or art event.

(C-F: As a reflective decision maker, the student selects an art exhibit or event and chooses to practice professional, ethical behaviors while attending and writes an informed critique of the event.

FAU EAP: 4.2, 6.1, 8.1, 11.1, 12.1, 12.2; FSMCS-Elem.: 28.4, 29.3, 29.4, 30.2; FSMCS-ART: 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ESOL: 12.1; ACEI: 2.5, 5.1)

**5. Field Experience- 10%** Field Experience at the elementary school level will be completed with an Art teacher. You must observe and keep field notes in a journal for at least one art class. You must work with individual students or small groups for at least 1 art class. If the Clinical Educator (CE) allows you to teach a lesson, you must plan, prepare, and teach one art lesson. The art lesson, you plan to teach must be approved by Instructor for the course and the Clinical Educator (Art Teacher at School) in advance of teaching. After completing the lesson, you must assess student learning and provide documentation to support your assessment. You must complete a self-reflection concerning the lesson you taught. If the Clinical Educator does not allow you to teach a lesson, you must write a lesson plan using the format from class of another lesson that you assist the CE A specific assignment sheet will be given in class. (C-F: As reflective decision makers, students demonstrate ethical, capable, and informed behavior by observing and teaching elementary level students during art class. FAU EAP: 1.1, 2.2, 4.2, 5.1, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 17.3, 19.1, 19.2, 19.3, 21.3; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

**8. Class Work and Homework—25%** Assignments and studio projects in class are graded in proportion to the amount of class time assigned to the projects. Students are required to access and use LiveText for this course. Requirements for class: clean up after studio work is finished; actively participate in activities; and complete all requirements in a professional, ethical, and timely manner. Projects and activities that are completed in class and for homework are evaluated in part on the amount of work involved and the care and concern with which they are done. Assignments are due on the given date. Late work will not receive full credit. One class day late results in a loss of 10 points. An additional 5 points for each subsequent class late will be deducted. After two weeks, you will receive a zero for the assignment. All written assignments to be graded must be typed. Spelling and grammar are factored into the final grade.

(C-F: As a reflective decision maker, the student gains information, knowledge, and skills to become an informed, ethical, and capable professional.

FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

**9. Critical Assignment – Art Integrated Unit Plan with Artwork – 30%- NCATE assessment for EAP 8.1 & 10.1 Must be submitted through LiveText for credit. This is a typed unit plan of 3 connected lessons that integrate Art with other disciplines such**

as, Mathematics, Language Arts, Science, Social Studies, etc. The unit also reflects the Discipline-based Art Education approach (DBAE) or what is now known as the Comprehensive Arts Education Approach to teaching. This approach integrates art learning in art history, art criticism, aesthetics, and studio production with other disciplines. You must create the artwork, which meets the objectives of each of the lesson plans (3 artworks or products total). Please refer to the assignment sheet and criteria list with point scale given in class. (C-F; As a reflective decision maker, the student applies knowledge and skills acquired in the course to demonstrate their ability to become an informed and capable professional. FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; FSMCS-Elem.: 27.5, 27.6, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

**FAU GRADING SCALE:** Scores are cumulative and the grade scale represents percentage of total points earned.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

**Attendance Policy:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Students with Disabilities:**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require



special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**Honor Code:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

**References:**

Anderson, T., & Milbrandt, M. K. (2005). *Art for life: Authentic instruction in art*. New York: McGraw-Hill Companies, Inc.

Florida Department of Education. (1996). *The arts for all students: The Florida pre-K-12 sunshine state standards and instructional practices*. Tallahassee, FL: Author.  
Note: All Sunshine State Standards can be downloaded from:  
<http://www.fldoe.org/bii/curriculum/SSS/>

Greenway, S. (2000). *Art: An A-Z guide*. New York: Franklin Watts.

Herberholz, B., & Herberholz, D. (2001). *Artworks for elementary teachers with artstarts* (9<sup>th</sup> ed.). New York: McGraw-Hill.

Hurwitz, A., & Day, M. (1991). *Children and their art*. New York: Harcourt Brace Jovanovich.

**CONTENT OUTLINE: A general guide subject to modification based upon class progress.**

Day #	Activities/Content
Week 1	Syllabus review and introductions. Conceptual Framework connections to this course discussed. <b>Discuss course Academic Service-Learning requirements.</b> Discussion of Art Education Portfolio, LiveText, <b>Critical Assignments -Art Integrated Unit Plan and Artworks (must be uploaded to LiveText for credit) and Mid Term and Final Exams</b> , Group Presentations (Break into Groups by grade level), Critical Response to Schmidt Gallery and Jaffe Book Arts Collection, and all other course requirements.

	<p>What is art? What are “qualitative” art activities?  <b>Studio Activity: Name Art Design (Oil Pastel Activity- Blending and Mixing color), paper marbling, journal, complete Journal entry #1- Elements of Art (Line, Shape, Form, Color, Value, Space, Texture, Pattern- write definitions and illustrate).</b>  <b>Homework:</b> Go online to the Jaffe Book Arts Center website and browse over the collection. Select an artist to share about briefly in class. <a href="http://www.library.fau.edu/depts/spc/JaffeCenter/jaffeabout.htm">http://www.library.fau.edu/depts/spc/JaffeCenter/jaffeabout.htm</a>  Read Chapters 1 (The Role of Art in Society and in the Schools), 2 (Art as Art: The Design Fundamentals), 3 (Teacher’ Role: Strategies and Management, 23 (Drawing) &amp; 24 (Crayon and Oil Pastels). Write two paragraphs about your Best and Worst Teachers (no names of teachers, please). Consider how the performance of the teacher reflected being (or not being) a reflective, capable, ethical, informed decision maker (COE Conceptual Framework). Note: If you have any items for recycling such as plastic containers, bottles, boxes, etc. please bring to the next class for our recycled sculpture project.</p>
<p>Week 2</p>	<p><b>Discussion of chapters and effective/ineffective teacher paragraph. Share Jaffe Artist you selected. Work on 3D sculpture Name Art, Crayon Resist, and Crayon Engraving. Prepare Collograph Printing Plate for future class.</b> How to write an effective lesson plan. S.S.S. Lesson Plan Organization. <b>Discuss Art Integrated lesson concerning content, appropriateness (age, ability, adaptation, diverse learners, ESOL, special needs, materials, etc.), and assessment.</b>  <b>Work in groups with the Jaffe Book Arts Collection. Your group will be designing activities for grades 4, 5, or 6 on specific Jaffe Book Artists.</b>  <b>Homework:</b> Read Chapters 4 (Motivating Learning), 5 (Creating and Evaluating Objectives), 6 (Integration in the 3 Domains: Cognitive, Affective, and Psychomotor), 7 (Art and Social Studies: Understanding the Contextual Approach to the Visual Culture), 8 (Art and Literacy: Reading and Language Arts), 9 (Art and Mathematics), 15 (Kindergarten), 26 (Paper Projects in Two-Dimensions), 25 (Painting), 27 (Printmaking), &amp; 31 (Clay).</p>
<p>Week 3  Meet in class room #118 and walk over to the Jaffe Books Arts Center on the 3<sup>rd</sup> floor of the Library for on-site work with The Jaffe Books Arts Center Staff.</p>	<p>We will walk over from class to the Library to the 3<sup>rd</sup> floor Jaffe Collection. We will be in our groups to work on the lesson ideas after a brief introduction to the collection.  <b>Homework:</b> Read Chapters 10 (Art and Science), 14 (Cognitive and Psychological Factors in Children’s Learning and Creative Development), 16 (Grades 1 &amp; 2), 17 (Grades 3 &amp; 4), 18 (Grades 5 &amp; 6), 20 (Teaching Art Appreciation: From Picture Study to Visual Culture), &amp; 21 (Teaching Art History), <b>Journal entry #2- Principles of Design (Balance and Symmetry/asymmetry) Written reflection of the first class at the Jaffe Collection.</b></p>
<p>Week 4</p>	<p><b>Discuss reflections and turn in written reflection. Discussion of</b></p>

	<p><b>Chapters.</b> Printmaking Studio Activity (Foam prints, glue-line, collograph). Ceramics – pinch pot method, coil method, and slabs with drape molds.</p> <p>MID TERM REVIEW covers Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16,17, 18, 20, 21, 24, 25, 26, 27, &amp; 31</p> <p><b>Homework:</b> Complete <b>Journal Entry #3- Variety, Emphasis, and Domination-Subordination- write definitions and illustrate.</b> Work on lesson activity with group of Jaffe Collection.</p>
<p>Week 5 Jaffe Book Art Collection</p>	<p><b>We will walk over from class to the Library. Work in groups at the Jaffe Center with Artist Book that was selected for the integrated lesson activity.</b></p> <p><b>Homework: Journal Entry #4- Repetition and Pattern- write definitions and illustrate.</b></p>
<p>Week 6</p>	<p><b>Bring in Journals for Dr. Brown to grade during class.</b></p> <p>Art Integration Lesson Plan review and examples discussed in class. Glaze ceramics.</p> <p><b>Homework:</b> Work on Jaffe Integrated Art Lesson Activity. Complete lesson activity for group presentations on March 3<sup>rd</sup>.</p>
<p>Week 7</p>	<p><b>MID TERM EXAM</b></p>
<p>Week 8 Jaffe Collection</p>	<p><b>We will walk over from class to the Library. Group Presentations.</b> Bring a printout of the lesson activity for Dr. Brown to grade. Each group will share about the artist and book from the collection and all students in class will participate in the activity that was written by the group. Each student will write a reflection paper about the Jaffe Collection.</p> <p><b>Discuss concerning content, appropriateness (age, ability, adaptation, diverse learners, ESOL, special needs, materials, etc.), and assessment</b></p> <p><b>Homework: Journal Entry #5- Drawing outdoors- draw 2 sketches of landscapes (your choice) and Photograph the landscape bring in a print out of the photograph and Read Chapters 11 (Art and the Performing Arts), 22 (Teaching Art Criticism and Aesthetics), and 28 (Computer Art, Digital Photography, Video, and the Web)</b></p>
<p>Week 9</p>	<p><b>Lesson plan work.</b></p> <p><b>Homework:</b> 12 (Teaching Art to Children with Special Needs), 13 (Teaching Art to Students Who are Gifted), <b>Journal Entry #6 – What is Art? Bring into next class an object that you think is art and an object that you think is not art.</b></p>
<p>Week 10 Draft of Final lesson plan due to Dr. Brown. Share briefly with class.</p>	<p>Jaffe Book Arts Collection Reflection due and discussed in class. Discussion of Students with special needs and gifted art students. Aesthetic discussion with art and non art objects.</p> <p>Studio watercolor painting- landscapes</p> <p>Share draft of art integrated lesson plan and work on the studio project for your lesson plan.</p> <p>Weaving with a cardboard loom. Metal Repousse</p>

	<b>Homework:</b> Read Chapter 30 Crafts
Week 11 Schmidt Gallery Visit	Meet in class and walk over to the Schmidt Gallery in the Performing Arts Building. Complete critique after practicing the Critique Process of Description, Analysis, Interpretation, and Evaluation. <b>Homework:</b> Read chapter- 29 (Three-Dimensional Design) Research an artist and print out information about them for class with an example of their art work.
Week 12	Sculpture work.
Week 13	Start on 3D artist letter sculpture paper mache
Week 14	Paint 3D sculpture. All assignments are due for grading. Bring in Journal for final grading. Presentations of final lesson plan begin.
Week 15	Review for Final Exam covers chapters 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 25, 27, 29, 30, 31 Complete 3D sculpture. Return all graded assignments. Presentations for final lesson plan begin.
Week 16	Final day for presentations for final lesson plans.
FINAL EXAM	Final Exam

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