

Department of Art Syllabus

- I. ART 207 *Art in the Elementary Schools*, 3 Credit Hours
- II. PREREQUISITES
None
- III. TEXTBOOK
None
- IV. COURSE DESCRIPTION
An investigation into the literature, materials, and procedures appropriate to teaching art to children at the elementary level. Students will develop curricula and participate in studio experiences designed for the elementary classroom. (Lab fee required)
- V. RATIONALE
This course is designed to introduce teacher candidates to the four artistic processes: Creating, presenting, responding, and connecting. Emphasis is placed on the content of each of these disciplines in addition to providing a structure in which the content can be presented to students. Basic art theories are considered as a means of providing the basis for meaningful art experiences for children.
- VI. LEARNING OBJECTIVES AND OUTCOMES
Upon completion of this course, the student will be able to:
 - A. Articulate the need for and benefits of art instruction as gleaned from art education literature.
 - B. Examine scholarly writings of historic and contemporary art educators.
 - C. Distinguish between developmental stages of artistic growth.
 - D. Create lessons aligned with national and state arts standards.
 - E. Recognize that art can be integrated with other disciplines.
 - F. Demonstrate first-hand awareness of the need for developing problem-solving skills by creating exemplary works of art that might be used in the classroom.
 - G. Analyze relationships between art and the teachings of art to the Christian faith.
- VII. COURSE TOPICS
 - A. Art education
 - B. Children's graphic development
 - C. Art processes and techniques
 - D. Design
 - E. National and State Art Standards

F. Art education curriculum and instruction

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Lecture/discussion

B. Research

C. Critique

D. Video/media

E. Studio artwork

F. Notebook and portfolio

IX. GRADING SCALE

See Department of Art Syllabus Addendum for Grading Scale and Evaluation.

X. REFERENCES

Arnheim, R. (1974). *Art and visual perception: a psychology of the creative eye*. Berkeley, CA: University of California Press.

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Edwards, B. (1979). *Drawing on the right side of the brain*. Los Angeles, CA: Houghton Mifflin.

Efland, A. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Hubbard, G. (1982). *Art for elementary classrooms*. Englewood Cliffs, NJ: Prentice Hall.

Jasmine, J. (1996). *Teaching with multiple intelligences*. Westminster, CA: Teacher Created Materials.

Lazear, D. G. (1992). *Teaching for multiple intelligences*. Bloomington, ID: Phi Delta Kappa.

Lowenfeld, V. (1957). *Creative and mental growth* (3rd ed.). New York: Macmillan.

Milbrath, C. (1998). *Patterns of artistic development in children*.
Cambridge, England: Cambridge University Press.

Nicholson-Nelson, K. (1998). *Developing students' multiple intelligences*.
New York: Scholastic Professional Books.