

SYLLABUS

I. COURSE TITLE

ART 207

Art for Children

3 semester hours

II. PREREQUISITES:

None

III. TEXTBOOK

Hurwitz, A. & Day, M. (). Children and their art: Methods for the elementary school. (-- ed.), NY: Harcourt.

IV. COURSE DESCRIPTION

Utilizes content from the four art disciplines, studio art, art history, art criticism, and aesthetics as an exemplary model for providing meaningful art experiences for children. Recommended for those in church or school related service who work with children. Meets certification requirements for elementary education majors.

V. RATIONALE

- a. This course is designed to introduce teacher candidates to the four disciplines of art: studio art, art history, art criticism, and aesthetics. 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. To articulate the need for and benefits of art instruction as gleaned from art education literature.
- B. To examine scholarly writings of historic and contemporary art educators.
- C. To distinguish between developmental stages of artistic growth.
- D. To understand that the four disciplines of art (studio art, art history, art criticism, and aesthetics) can interrelate in the learning experience.
- E. To recognize that art can be integrated with other disciplines.
- F. To 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. To analyze relationships between art and the teaching of art to the Christian faith.

VII. COURSE TOPICS

The major topics to be considered are:

A. Art Education

1. Survey of Art Education History

- a. 20th century theories, movements, art educators
- b. 21st century theories, movements, art educators

2. Arts Organizations & Museums
 - a. Mississippi Department of Education (MDE)
 - b. National Art Organizations
 - c. National Art Education Association (NAEA)
 - d. Kennedy Center for Arts Education
3. Mississippi Art Education Organizations
 - a. Mississippi Art Education Association (MAEA)
 - b. Mississippi Alliance for Arts Education (MAAE)
 - c. Mississippi Arts Commission (MAC)
4. Museums
 - a. State & local museums
 1. Mississippi Museum of Art
 2. Walter Anderson Museum, Ocean Springs
 3. George Ohr Museum, Biloxi
 4. Lauren Rogers Museum, Laurel
 5. Meridian Museum of Art, Meridian
 - b. Regional Museums
 1. New Orleans Museum of Art (NOMA)
 2. Ogden Museum (New Orleans)
 3. Birmingham Museum of Art
- B. Children's Graphic Development (*The Stage Theory*)
 1. Stages of Graphic Development
 - a. Manipulative Stage
 - b. Symbol-making Stage
 - c. Pre-adolescent Stage
 2. Art Educators
 - a. Viktor Lowenfeld
 - b. Rhoda Kellog
 - c. Howard Gardner
 - d. C. Gaitskell
 - e. others
- C. Art Processes & Technique
 1. Drawing & Painting
 2. Printmaking
 3. Sculpture & 3D
- D. Design
 1. Elements of Art
 2. Principles of Design
 3. Application to art making
- E. The Disciplines of Art
 1. Studio Art: *Making Art*
 - a. Formal Qualities of Art: *The Elements and Principles of Design*
 - b. Drawing

- c. Painting
 - d. Sculpture / Ceramics
 - e. Printmaking
 - 2. Art History: A Study of Cultural Heritage
 - a. Basic Periods
 - b. Methods of Teaching
 - c. Art from other cultures
 - 3. Art Criticism: Talking About Art
 - a. Description
 - b. Formal analysis
 - c. Interpretation
 - d. Informed Preference: evaluation
 - e. Response activities
 - 4. Aesthetics: Questions concerning the nature and value of Art
- F. Art Education Curriculum & Instruction
 - 1. Goals
 - 2. Concepts
 - 3. Objectives
 - 4. Methodology
 - 5. Lesson Plans
 - 6. Assessment

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction will include:

- A. Lecture
- B. Discussion
- C. Research
- D. Critique
- E. Video / media
- F. Studio artwork
- G. Notebook and portfolio

IX. ASSIGNMENTS

Unit Planner / Resource Lesson Plans	15%
Original Lesson Plan	15%
2 Exams	20%
Portfolio of Artwork	35%
Resource Notebook for art education	15%

X. EVALUATION

Grades for the course will be based on:

- A. Unit Planner / Resource Lesson Plans.**

Ten lesson plans pulled from periodicals, web sources, or art education textbooks with written adoption plans and an art image. Lesson plans will be connected to the *Mississippi Framework for Visual Arts Education (2003)*.

B. Original Lesson plan.

Develop an art lesson plan for a given grade level using the national art education lesson plan format. Share the lesson plan with the class in a 10 to 15 minute presentation with a typed copy of the lesson distributed to the instructor and each of the class members on the day of the presentation.

C. Exam.

Two Exams will be given from the text, lectures, and notes.

D. Portfolio of Artwork.

Studio examples that correspond with the lesson plans presented in class. Artwork and lesson plans will be kept in the resource notebook.

E. Resource Notebook.

This will include notes from the textbook and lectures, completed study guides, historical information about artists and works of art, studio suggestions, and lesson plans organized in a 3-ring binder with cover design and title page.

XI. GRADING SCALE

A	=	93-100
B+	=	89-92
B	=	85-88
C+	=	80-84
C	=	76-79
D	=	65-75
F	=	0-64
I	=	

“Incomplete may be given to a student who has been providentially hindered from completing work required in a course - provided the student has made prior arrangements with the professor to complete work at a later date. A grade of I must be removed promptly or it becomes an F; it cannot be removed by repeating the course.” (*1999-2000 Graduate Bulletin*, p. 31)

XII. LIST OF MATERIALS

Notebook and dividers, sheet protectors, supplies for lesson plan, glue stick

XIII. REFERENCES

Reserve at Speed Library

Leland Speed Library:

Periodicals / Journals*:

Art Education

Arts & Activities Magazine

Journal of Aesthetic Education

School Arts Magazine

Studies in Art Education

Resource Books located in Leland Speed Library

Arnheim, R. (1974). *Art and visual perception: a psychology of the creative eye*. Berkeley, CA: Univ of CA Press. **701.15 Ar65a**

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. **370.1523 Ar58m**

Beacher, L. (2001). *Multiple intelligences and positive life habits: 174 activities for applying them in your classroom*. Thousand Oaks, CA: Corwin. **372.13 B353m**

Boas, B. (1924) *Art in the school*. Garden City, NJ: Doubleday Doran. **707 B63a**

Brittain, W. L. (1979). *Creativity, art and the young child*. NY: Macmillan. **372.5 B778c**

Broudy, H. S. (1954). *Building a philosophy of education*. NY: Prentice-Hall. **370.1 B796b**

Bruner, J. (1977). *The process of education*. Cambridge: Harvard University Press. **370.1 B8355p**

Chapman, L. (1978). *Approaches to art in education*. NY: Harcourt Brace Jovanovich. **372.5 C367a**

Dewey, J. (1934). *Art as experience*. NY: Pedigree. **701 D515a**

Dobbs, S. (1992). *The DBAE handbook: An overview of discipline-based art education*. Los Angeles, CA: Getty Center for Education in the Arts. **707 R311**

Edwards, B. (1979). *Drawing on the right side of the brain*. Los Angeles: Houghton Mifflin. **741.2 Ed95d**

Edwards, B. (1986). *Drawing on the artist within*. NY: Simon & Schuster. **741.2 Ed95dr**

Efland, A. (1990). *A history of art education*. NY: Teachers'College. **707.073 Ef67h**

Eisner, E. (1976). *The Arts, human development, and education*. Berkeley, CA: McCutchan. **707 Ar79**

Eisner, E. (1972). *Educating artistic vision*. NY: Macmillan. **707 E187e**

Faulkner, R. N. (1941). *Art today: An introduction to the fine and functional arts*. NY: H. Holt. **700 F273a**

Feldman, E. (1967). *Art as Image and idea*. Englewood Cliffs, NJ: Prentice-Hall. **701 F333a**

Gaitskell, C. D. (1952) *Children and their pictures* (2nd ed). Toronto: Ryerson. **707 G129c**

Gaitskell, C. D. (1949). *Arts and crafts in our schools* (9th ed). Peoria, IL: C A Bennett. **707 G129a.**

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

153.9 G173j

Gardner, H. (1999). *The disciplined mind: What all students should understand*. NY: Simon & Schuster.

371 G173d BR

Gardner, H. (1995). *How are kids smart? [videorecording]: multiple intelligences (M.I.) in the classroom /featuring Howard Gardner*. NY: National Professional Resources. **371.252 H83**

Gardner, H. (1994). *The arts and human development: A psychological study of the artistic process*. NY:

Basic Books. **700.1 G173ah 1994**

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. NY Basic Books. **370.1523 G173m**

Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. NY: Basic Books. **370.152 G173u**

Gardner, H. (1990). *Theory of Multiple intelligence [videorecording]*: Guest: Howard Gardner / American Federation of Teachers. **370.1523 G173t**

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. NY: Basic Books. **153 G173f**

Gardner, H. (1982). *Art, mind, and brain: A cognitive approach to creativity*. NY Basic Books. **700.1 G173a**

Gardner, H. (1980). *Artful scribbles: The significance of children's drawings*. NY: Basic Books. **155.413 G173a**

Guilford, J. P. (1959). *Personality*. NY: McGraw-Hill. **137 G944p**

Hegel, G.W. F. (1953). *The philosophy of Hegel*. NY: Modern Library. **193.5 H361p**

Horovitz, Betty Lark. (1967). *Understanding children's art for better teaching*. Columbus, OH: C. E. Merrill. **372.5 H785u**

Hubbard, G. (1982). *Art for elementary classrooms*. Englewood Cliffs, NJ: Prentice-Hall. **372.5 H861a**

Hubbard, G. (1963). *The development of the visual arts in the curriculums of American colleges and universities*. Palo Alto, CA: 1963. **707 H861d**

Hurwitz, A. & Day, M. (1991). *Children and their Art* (5th ed). NY: Harcourt Brace. **372.5 H949c 1991**

Hurwitz, A. & Day, M. (1995). *Children and their Art* (6th ed). NY: Harcourt Brace. **372.5 H949c 1995**

Jasmine, J. (1996). *Teaching with multiple intelligences*. Westminister, CA: Teacher Created Materials. **370.1523 J311t**

Kellog, R. (1969). *Analyzing children's art*. Palo Alto, CA: National Press. **704 K293a**

Kellog, R. (1967). *The psychology of children's art*. NY Random House. **704.054 K293p**

Lanier, V. (1991). *The world of art education: According to Lanier*. Reston, VA: NAEA. **700.7 L272w**

Lansing, K.M. (1976). *Art, artists, and art education*. Dubuque, IA: Kendall Hunt. **372.5 L291a**

Lazear, D. G. (1992). *Teaching for multiple intelligences*. Bloomington, ID: Phi Delta Kappa. **370.1 L458t**

Linderman, E.W. (1967). *Invitation to vision; Ideas and imagination for art*. Dubuque, IA:W. C. Brown. **704.94 L643i**

Logan, F. M. (1955). *Growth of art in American schools*. NY: NAEA. **707 L838g**

Lowenfeld, V. (1947). *Creative and mental growth* (1st ed.). NY: Macmillan. **707 L952c**

Lowenfeld, V. (1952). *Creative and mental growth* (2nd ed.). NY: Macmillan. **707 L952c**

Lowenfeld, V. (1957). Creative and mental growth (3rd ed.). NY: Macmillan. **707 L952c**

Lowenfeld, V. (1954). Your child and his art: A guide for parents. NY: Macmillan. **706.9 L952Y**

Lowenfeld, V. (1939). The nature of creative activity... NY: Harcourt Brace. **701 L952n**

Mathias, M. E. (1929). Art in the elementary school. NY: C. Scribner's Sons. **707 M426a**

Mattil, E. L. (1981). Meaning in children's art: Projects for teachers. Englewood Cliffs, N J: Prentice-Hall.
372.5 M434mc

McFee, J. K. (1961). Preparation for art. San Francisco: Wadsworth. **372.5 M167p**

Melton, L. (1999). Improving K-8 reading using multiple intelligences. Bloomington, ID: Phi Delta Kappa Educational Foundation. **372.4 M495i**

Mendelowitz, D. M. (1963). Children are artists; an introduction to children's art for teachers and parents.
Stanford, CA: Stanford University Press. **706.9 M522c**

Merritt, H. (1964). Guiding free expression in children's art. NY: Holt Rhinehart & Winston. **707 M553g**

Milbrath, C. (1998). Patterns of artistic development in children. Cambridge, England: Cambridge University Press. **704.054 M589p**

Multiple intelligences [videorecording]: Discovering the giftedness in all / Thomas Armstrong presents.
(1997). Port Chester, NY: National Professional Resources.

Multiple intelligences [videorecording]: Other styles of learning/ a production of AIT in cooperation with Phi Delta Kappa. (2000). Princeton, NJ: Films for the Humanities & Sciences. **370.1 M919o**

Munro, T. (1967). The arts and their interrelations. Cleveland, IN: Western Reserve Univ. **700 M926a**

Nicholson-Nelson, K. (1998). Developing students' multiple intelligences. NY: Scholastic Professional Books. **372.01 N528d**

O'Connor, A. T. (1994). Seven windows to a child's world: 100 ideas for multiple intelligences classroom. Arlington Heights, IL: IRI/Skylight Training. **370.1523 Oc5s**

Read, H. (1958). Education through art. NY: Pantheon. **370.11 R22e**

Read, H. (1951). The meaning of art. NY: Pitman. **704 R22m**