2014

222-01 Art in Early Childhood Education

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COURSE DESCRIPTION: This course is a comprehensive introduction to the teaching of art at the elementary school level (pre-K-6). The course consists of a combination of lectures, demonstrations, audio/visuals and classroom explorations. The student will obtain experience in both theory and practice in elementary art education.

COURSE OBJECTIVES:
- To convey the fact that art education is not “extra curricular,” but instead an integral part of a well-balanced curriculum;
- To understand that creativity is not only an indication of aesthetic growth, but also of emotional, intellectual, physical, perceptual, social and spiritual growth;
- To emphasize the importance of relating art experiences to other areas of the curriculum;
- To understand the importance of perception, and stimulating the avenues of all five senses when devising art experiences;
- To discover the importance of nurturing “creative individuals,” who become creative thinkers, who can then effectively contribute to society.

TEXT/RESOURCES:
- *Arts and Activities*, magazine
- *School Arts*, magazine
- OhioLINK

PROCEDURES: Each class session of the semester is outlined on the following pages. Students are expected to be on time and prepared for each class. In addition to class time, be prepared to spend extra hours completing the various assignments. There will be a grade deduction for absence - for every two (2) absences, your final grade will be lowered one (1) full letter grade. (Two (2) “tardies” equals one (1) absence.) There will also be a grade deduction for late assignments - for every day (not class) an assignment is late, your grade will be lowered one (1) full letter grade.

FINAL GRADES WILL BE BASED UPON:
- Evidence of consistent independent research in each unit
- Participation and involvement in class and during critiques
- Individual assignments and lesson plans
- Research Binder
- Exams (2)
- Prompt attendance (see policy)

ATTENTION ARTS 221/521 Students: You must see Jeff Hutton ASAP to arrange your 25-hour observation placement.

*NOTE: ARTS 521 section is a graduate student course with requisite performance standards exceeding undergraduate expectations.*

Xavier students are expected to check their Xavier email on a daily basis.

The professor reserves the right at all times to add to and/or delete from this syllabus when she deems necessary.

Turn off all cell phones, pagers and other electronic devices while in class. An environment of mutual respect is expected.
COURSE OUTLINE

Jan. 15

**Introduction** to Course
Read Chapters 1, 2, & 3 (Children and Their Art)
Read Chapters 6-9 (Creative and Mental Growth/McDonald Library)

22

**Lecture**: Developmental Stages  (Lowenfeld, Hurwitz/Day, Piaget)
Read Chapters 6 & 11

29

**DRAWING MEDIA**: Introduction
Curriculum Planning  (DBAE)
Art Elements of Design
Lesson Plans
Read Chapters 12 & 13

Feb. 5

**SNOW DAY!!!!!**

12

**Drawing Media**: Work Day
Read Chapter 7
Bring Research Binder to class

19

**CRITIQUE**: Drawing Techniques
(Turn in: Two (2) different techniques and one (1) lesson plan)

**PAINTING AND COLOR**: Introduction
Read Chapter 14

26

**Painting and Color**: Work Day

**MID-TERM EXAM**
Read Chapter 9

• SPRING BREAK • MID-SEMESTER •
Mar. 12

**LESSON PRESENTATION (Drawing)**

**CRITIQUE:** Painting and Color Techniques
(Turn in: Two (2) different techniques and one (1) lesson plan)

**PRINTMAKING AND PAPER:** Introduction

19

Printmaking and 2D Paper: Work Day
Read Chapter 8

26

**LESSON PRESENTATION (Drawing)**

Printmaking and 2D Paper: Work Day

April 2

**LESSON PRESENTATION (Painting)**

**CRITIQUE:** Printmaking and Paper Techniques
(Turn in: Two (2) different Printmaking techniques and one (1) lesson plan
Two (2) different Paper techniques and one (1) lesson plan)

**3D: SCULPTURE and PAPIER MÂCHÉ:** Introduction and DVD

9

**LESSON PRESENTATION (Painting)**

3D/Sculpture & Papier Mache Techniques: Work Day

16

**LESSON PRESENTATION (Printmaking)**

3D/Sculpture & Papier Mache Techniques: Work Day

23

**LESSON PRESENTATION (Printmaking or 2D Paper)**

**CRITIQUE:** 3D/Sculpture Techniques
(Turn in: Two (2) different 3D techniques and one (1) lesson plan)

Review for Final Exam

30

**2-LESSON PRESENTATIONS (2D Paper or 3D Sculpture)**

Research Binder Due
Final Exam

May 7

1:00-2:50

Exam and Binder Return

Studio Clean-Up
**RESEARCH BINDER**

Throughout the semester, you will be compiling a research binder, creating a wealth of invaluable information for teaching art at the elementary level. You will need to purchase a 4” thick, 3-ring binder with dividers.

If you work diligently throughout the semester, you will create an excellent resource book for easy reference when you are called upon to teach art.

Work hard **now** to make your job more efficient in the future. All articles must be **highlighted**!

The following is a list of categories for your semester-long research.

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<td>Drawing Techniques/Ideas</td>
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<td>3D Paper Techniques/Ideas</td>
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<td>Sculpture and Papier Mâché Ideas</td>
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<td>Sources for Supplies</td>
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<td>Miscellaneous</td>
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<td>Other Techniques (ex. masks, puppetry)</td>
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<td>Visual Aid Ideas</td>
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<td>Examples of Techniques</td>
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<td>Examples of Children’s artwork</td>
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<td>Related newspaper/magazine/text articles</td>
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<td>Museum Information</td>
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<td>Other Independent Research</td>
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<td>etc. etc. etc. . . . it’s endless!</td>
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Have the binder with dividers in place and bring it to class on February 12, 2014.