2014

221-01 521-01 Early and Middle Childhood Art

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DEPARTMENT OF ART
XAVIER UNIVERSITY

ARTS 221/521: EARLY AND MIDDLE CHILDHOOD ART
ARTS 222: ART IN EARLY CHILDHOOD EDUCATION
FALL 2014
WEDNESDAYS 1:30-4:00 PM
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Office Hours: Tues. & Thurs. 1:30-2:30 pm. (or by appt)

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 a necessary and 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, and finding the common thread woven throughout;
- 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 independent learners, critical thinkers, and complex problem solvers who can then effectively contribute to society.

TEXT/RESOURCES:
- Children and Their Art: Methods for the Elementary School
  by Al Hurwitz and Michael Day,
  9th Edition, Thomson Wadsworth
- Creative and Mental Growth
  by: Victor Lowenfeld & W. Lambert Brittain,
- 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

Aug.  27  
**Introduction** to Course  
Read Chapters 1, 2, & 3 (Children and Their Art)  
Read Chapters 6-9 (Creative and Mental Growth/McDonald Library)

Sept.  3  
**Lecture:** Developmental Stages  
(Lowenfeld, Hurwitz/Day, Piaget)  
Read Chapters 6 & 11

10  
**DRAWING MEDIA:** Introduction  
Model Lesson  
Curriculum Planning  
(DBAE)  
Art Elements of Design  
Lesson Plans  
Read Chapters 12 & 13

Sept.  17  
Model Lesson  
**Drawing Media:** Work Day  
Read Chapter 7  
Bring Research Binder to class

24  
**CRITIQUE:** Drawing Techniques  
(Turn in: Two (2) different techniques and one (1) lesson plan)  
**PAINTING AND COLOR:** Introduction  
Read Chapter 14

Oct.  1  
**Painting and Color:** Work Day  
**MID-TERM EXAM**  
Read Chapter 9

8  
**LESSON PRESENTATION** (Drawing)  
**CRITIQUE:** Painting and Color Techniques  
(Turn in: Two (2) different techniques and one (1) lesson plan)  
**PRINTMAKING AND PAPER:** Introduction

15  
**LESSON PRESENTATION** (Drawing)  
Printmaking and Paper: Work Day

• MID-SEMESTER •
LESSON PRESENTATION (Painting)
Printmaking and Paper: Work Day
Read Chapter 8

29

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

Nov. 5

LESSON PRESENTATION (Drawing or Painting)
3D: Sculpture and Papier Mâché: Work Day

12

2-LESSON PRESENTATIONS (Printmaking or Paper)
3D Art Techniques: Work Day

19

2-LESSON PRESENTATIONS (Printmaking or Paper)
3D Art Techniques: Final Work Day

26

NO CLASS – THANKSGIVING BREAK

Dec. 3

2-LESSON PRESENTATIONS (Paper or 3D/Sculpture)
CRITIQUE: 3D Art Techniques
(Turn in: Two (2) different 3D techniques and one (1) lesson plan)
Review for Final Exam

10

2-LESSON PRESENTATIONS (3D/Sculpture)
Research Binders Due
Final Exam

17

Exam Review and Research 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 and (preferably) plastic sheet protectors.

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 read and highlighted!

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

Categories:  
Class Notes/Handouts: Developmental Stages, Art Elements (non-technique)  
Drawing Techniques/Ideas/Lesson Plans and highlighted handouts  
Painting and Color Techniques/Ideas/Lesson Plans and highlighted handouts  
Printmaking Techniques/Ideas/Lesson Plans and highlighted handouts  
2D Paper Techniques/Ideas/lesson Plans and highlighted handouts  
3D Paper Techniques/Ideas/Lesson Plans and highlighted handouts  
Sculpture and Papier Mâché Techniques/Ideas/Lesson Plans and highlighted handouts

Resources:  
Books, Audio Visuals, free-bies, supply companies, etc.  
Motivational Ideas and Extensions to other areas of the curriculum

Miscellaneous:  
Other Techniques (ex. masks, puppetry)  
Visual Aid Ideas  
Examples of Techniques  
Examples of Children’s artwork  
Related newspaper/magazine/text articles  
Museum Information (Education Departments and program)  
Other Independent Research  
etc. etc. etc. . . it’s endless!

Bring the binder with dividers in place to class on September 17, 2014.

*Note: Compiling information shortly before the binder is due is unacceptable and will be graded accordingly.