

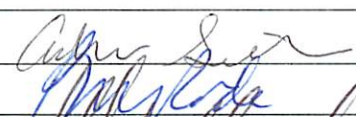
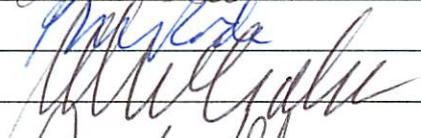



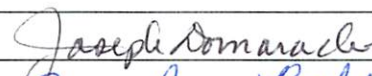
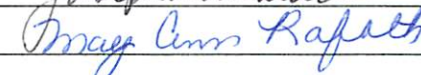

11-96

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-286	App - 10/18/11	App - 01/24/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person M. Mambo	Email Address mamambo@iup.edu
Proposing Department/Unit Art/Art Education	Phone 7-2530

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
ARED317: Art in K-6 Programs	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	 Date: 9/8/09
Department Chair(s)	 Date: 9/14/09 Date: 9/15/09
College Curriculum Committee Chair	 Date: 9/18/09
College Dean	 Date: 9/22/09
Director of Liberal Studies *	 Date: 10/5/10
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	 Date: 4-22-10  Date: 4-23-10
UWUCC Co-Chairs	 Date: 10/18/11

* where applicable

Received

OCT 7 2010

Liberal Studies

Received

APR 23 2010

Liberal Studies

I. Catalog Description:

ARED 317 (W01): Art in K-6 Programs

3 class hours

0 lab credits

Prerequisites: None.

3 credits

(3c-01-3c)

Examines children's artistic development and needs of special populations, types of art programs, and centers on planning, motivation, content and evaluation of art lessons for all students in elementary art classes. Students apply theories and knowledge to the design of instructional curricula, units and lessons, as well as practice and critique the delivery of instruction.

II. Course Outcomes:

Upon completion of this course, students will be able to:

1. Plan age-appropriate lessons in art which help students make, study, interpret and evaluate art.
2. Apply knowledge of child development and artistic, emotional and cognitive characteristics of children to art teaching situations.
3. Gain experience in applying prevailing theories of art education to practice, as they examine curriculum, integration of art with other disciplines, assessment, diverse populations, multicultural issues, etc., in relation to teaching art in the public school context.
4. Acquire skills in lesson and unit planning, emphasizing the safety and management aspects of the art classroom and control of student behavior within the art teaching context, as well as the aesthetic experience.
5. Utilize the technologies, resources and materials necessary to deliver instruction to children effectively and imaginatively.
6. Recognize needs, interests and abilities of children, including those with different types of special needs, and use this information in making instructional decisions regarding art.
7. Become familiar with the NAEA professional organization and its mission.
8. Become knowledgeable about the National and PA Standards for art education.
9. Practice oral communication and delivery of instruction.

Course Outcome	College Conceptual Framework / Danielson	INTASC standard	Course assessment measuring outcomes
1	1	7, 8	Curriculum Unit
2	1b	1, 7	Curriculum Unit
3	2a-e	2, 3	Mid-term
4	4a-f	8, 10	Lesson Plans
5	4a	4	Curriculum Unit
6	1a, 2a	7	Mid-term
7	4a-f	9, 10	Lesson plans
8	4a-f	1, 2, 9	Lesson plans
9	3a-c	4, 5	Delivery of Instruction

III. Course Outline:

A. Preparing to Teach Art in K-6 Settings (4 hrs.)

1. Art & society; the art teacher's role; Differences in rural, urban and suburban schools; community values.
2. Art room climate; motivation; discipline in the art room
3. Practical and organization issues; safety in the art room.

B. Approaches to Art Curricula (2 hrs.)

1. Media-based; design-based; contextual
2. Discipline-based Art Education
3. Visual Culture

C. The Artistic Development of the Child (5 hrs.)

1. Various theories from the early 20th C to the present.
2. Parallels and discontinuities with language acquisition and cognitive development.
3. Changing needs of children as they mature emotionally, intellectually and implications for teaching.

D. Children with Special Needs in K-6 art programs (5 hrs.)

1. Various types of needs—e.g. autism, cerebral palsy, emotional disturbance, Down's syndrome, deafness, blindness.
2. Adaptations in media and methods for each individual child.

Mid-Term Exam (1 hr.)

E. Writing Lesson Plans (3 hrs.)

1. Objectives and assessment measures.
2. Timing of delivery, planning for optimal management of time, space and materials.
3. Content: single-focused or multi-focused lesson; quality.
4. PA and National Standards for Art Education.

F. Delivery of instruction and critique of teacher's performance. (15 hrs).

Students practice teaching a mini-lesson and rate each other's effectiveness.

(This is interspersed throughout mid-semester with lectures).

G. Sequential Art Lessons (3 hrs.)

1. From simpler to more complex ideas.
2. From simpler to more complex processes within a medium.
3. Age-appropriate lessons for Grades K, 1, 2, 3, 4, 5 & 6.

H. Integration of Art with Other Disciplines (3 hrs.)

1. With other fine and performing arts.
2. With sciences and math.
3. With literature, language, history and social studies.

I. Introduction to Writing a Curriculum Unit (1hr.) [Key Assessment].

For students, aged 10-12 that encompasses art production, art history, art criticism and aesthetics, as well as thoroughly explores adaptations for students with special needs.

IV. Evaluation Methods:

Grades will be earned and apportioned as follows:

1. **Group exercises** completed in class, attendance and **class participation in oral discussion**—40 points (20%)
 2. Two objective tests based on the text and class notes—20 points each=40 (10% each=20%).
 3. A **field project and paper**, including on-site field observation and analysis of a school art class, inclusive of children with special needs-40 points (20%).
 4. A fifteen-minute **demonstration of a studio process** for one of grades K-3 with accompanying short lesson plan-- 20 points (10%).
 5. A **written lesson plan for an art appreciation lesson** for one of grades K-3, based on an art reproduction—20 points (10%)
 6. A **written curricular unit (culminating project)**, including 4 lessons for one of grades 4-6. This will include visual examples of art work either printed or on disc and detailed adaptations for students with special needs, discussion is final culminating activity—40 points (20%).
- Total=200 points or 100%.

V. Grading Scale: Points: A=200-180 (=or >90%); B=179-160 (or 89-80%); C=159-140 (or 79-70%); D=139-120 (or 69-60%); F= below 120 (<60%).

To earn an **A**, all work must be completed on schedule to an excellent level; this grade indicates a high level of understanding of the history and theories of art education, demonstrated through effective writing in all required papers and exams, as well as through oral discussion skills; a **B** indicates most work has been done very well and handed in on time, and the student has made good progress towards understanding and applying the concepts learned; to earn a **C** indicates fair progress; a **D** reflects weak writing and limited understanding of content and/or missing excessive classes; **F** indicates an unacceptable level of participation and poor quality work in the course.

VI. Attendance Policy:

Each professor teaching this course will develop his or her own attendance policy, included in individual syllabi, in accordance with that of IUP.

VII. Required textbooks, supplemental books and readings:

Primary Course Reading Material:

The following textbook is recommended for the quality of illustrations of children's art, as well as comprehensive content focused on young learners, including chapters on those with special needs:

Wachowiak & Clements (2006). Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools, 8th ed. (NY: Pearson Education of Allyn & Bacon) or Hurwitz, A. & Day, M. (2007). Children and Their Art. 8th Ed. (NY: Harcourt, Brace Jovanovich)

(This textbook could vary with the instructor).

Additional required readings:

Required:

PA Standards for Art Education (www.pde.state.pa.us/stateboard_ed/lib/stateboard_ed/pdfarts/pdf).

Gerber, B.L. & Guay, D.M. (Eds.). (2006). Reaching and Teaching Students With Special Needs Through Art. (Reston, VA: NAEA).

Susi, F. (1995). Student Behavior in Art Classrooms: the Dynamics of Discipline. (Reston, VA: NAEA).

In addition, viewing videos of art teaching, visiting an art class in an elementary school and preparing materials for a teaching demo are required.

VIII. Special Resource Requirements:

None

IX. Bibliography

Bain, C. (2009). Untangling legal issues that affect teachers and student teachers. Art Education, 62 (5), 47-53.

Clark, G. & Zimmerman, E. (2004). Teaching Talented Art Students, Principles and Practices. (Reston, NA, NAEA).

Douglas, K. M. & Jaquith, D.B. (2009). Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom (NY: Teachers College Press).

Eisner, Elliot. (2002). The Arts and the Creation of Mind. VA: R.R. Donnelley & Sons.

Gerber, B.L. & Guay, D.M. (Eds.). (2006). Reaching and Teaching Students With Special Needs Through Art. (Reston, VA: NAEA).

Henly, D. (1992). Exceptional Children, Exceptional Art (MA: Davis Publications, Inc.)

Hurwitz, A. & Day, M. (2007). Children and Their Art. 8th Ed. (NY: Harcourt, Brace Jovanovich)

Johnson, A. (Ed.) (1992). Art Education Elementary. (Reston, VA: NAEA).

Klein, S. (Ed.). (2003). Teaching Art in Context: Case Studies for PreService Educators. (Reston, VA: NAEA).

Lark-Horovitz, B., Lewis, H.P. & Lucas, M. (1999). Understanding Children' Art for Better Teaching. (Columbus, OH: Charles E. Merrill Books, Inc.)

Lowenfeld, V. & Brittain, W. L. (1947). Creative and Mental Growth. NY: Macmillan Co.)

Nyman, A.L & Jenkins, A.M. (Eds.). (1999). Issues and Approaches to Art for Students with Special Needs. (Reston, VA: NAEA).

Thompson, C. (Ed.). (1995). Visual Arts and Early Childhood Learning.
(Reston, VA: NAEA).

Part II. 2: Summary of Revisions

- (a) The course description was amended to include specific language about children with special needs.
- (b) The hours devoted to teaching specifically about children with special needs were increased from 3 to 5.
- (c) Some bibliographic sources were updated and texts specifically written to address students with special needs were added.

Part II. 3. Justification/Rationale for the revisions.

- (a) This course has been approved as a Writing Intensive course by the LS Department for six years. In addition, the professor completed the requisite training and was approved to teach Writing Intensive courses in Spring 2004. (See attached workshop certificate).
- (b) During the changes to our program necessitated by the 126 credits allowed Art Education by the state in 2004, this course was rewritten, submitted as a course revision and passed the Senate; we have been using this syllabus of record since then. At that time, the title was changed to Art in K-6 Programs from the old version: Art Education Methodology at the Elementary Level. The course description was also amended at that point. It seems that the Curriculum Committee might be referring to the old syllabus, in place prior to 2004. I have attached the old syllabus and an individual instructor syllabus based closely on the 2004 revision just before the Writing Intensive feature was added.(we cannot locate a copy of this more recent syllabus of record).
- (c) These present 2009/10 revisions were made in order to fulfill the Special Education requirements mandated by the State of Pennsylvania: in this course, the hours devoted to studying children with special needs was increased to 5 out of 42 contact hours. In addition, sources were updated and the course description altered to more closely reflect course content. These were the changes that we were told by the Department of Education and Educational Technology would be necessary to fulfill state requirements.
- (d) I was also told by the then Chairman of the Department, Dr. Richard Ciganko, to submit this as a new course, since the older syllabi could not be located. The Curriculum Committee of TECC passed it and, in fact, said that it was clearly written. Since it is actually a course revision, I have now omitted the Course Analysis Questionnaire.
- (e) I am reluctant to include "Fall only" and "prerequisite to student teaching" in the syllabus of record course description, since the time this course is offered may change, depending on circumstances, and all of our art education methods courses are prerequisites to student teaching.

Course Syllabus

I. Catalog Description:

AT 317: Art Education Methodology At The Elementary Level
3 credits 3 hours lecture
(Pre-requisite to student teaching): Fall Semester

Examines children's artistic development, art programs, planning, motivation, and evaluation. Weekly teaching experience is an integral part of the course.

II. Course Objectives:

1. To enable the student to develop the necessary knowledge, understanding, and skills germane to the delivery of high quality instruction within elementary school settings.
2. To increase student knowledge and understanding within the following areas of inquiry:
 - A. Application of the creative process within the elementary classroom.
 - B. Judicious incorporation of instructional units which focus upon the multi-dimensional components of the visual arts with specific attention to the history of art, analytical and responsive means of interacting with art objects, and inquiry into convergent and divergent strategies of knowing, making, and responding to art.
 - C. Discernible levels of growth that are manifest visually through various stages of a child's development.
 - D. The psychology of the child.
3. To enable effective curriculum construction, unit planning, and lesson planning that is applicable to the unique character of elementary art classroom.
4. To increase student knowledge and ability in effective time management strategies that enable qualitatively sound art instruction.
5. To promote and assist in the development of a philosophy of art education within the elementary context that can effectively enable the student to initiate exemplary curricular models and deliver highly qualitative art instruction.
6. To introduce students to the multi-dimensional roles that an elementary art instructor is expected to fulfill.
7. To promote sensitivity, tolerance, and respect for cultural differences.
8. To provide knowledge and understanding of special populations with respect to the emotionally, physically, and mentally

handicapped, and to provide the means for the incorporation of instructional units that enrich the life world of these these students.

9. To provide a base of knowledge and understanding for the broader range of exceptional students that one finds within the elementary classroom.
10. To provide an adequate base of observational and participatory experiences through pre-student teaching experiences within elementary settings with specific attention to the following components:
 - A. The Classroom and Institutional Environment
 - B. The Nature and Characteristics Of Elementary Children
 - C. Effective Classroom Management
 - D. The Variety To Teaching Methods, Styles, And Instructional Approaches
 - E. Exemplary Elementary Curricular Models And Practices
 - F. Typical and Atypical Means Of Evaluating Student Progress
 - G. The Nature And Characteristics Of Elementary Classroom Teachers And Elementary Art Educators
11. To provide forums for scholarly inquiry into any and all facets of the responsibilities and duties of an elementary art educator. These forums would incorporate the perspectives of veteran elementary art educators, supervisors of student teachers, student teachers, and the elementary classroom teacher.
12. To provide knowledge and understanding of elementary school administrative structures and other staff components that effect the elementary art education program.

III. Course Outline:

- A. Art In The Elementary School:
 1. Typical and atypical elementary classrooms and environments.
 2. Enhancing the learning environment through effective utilization of displays, visuals, bulletin boards, and creating visually stimulating and motivating environments.
 3. Health hazards and safe practices for the elementary art classroom.
 4. The role of classroom teacher, parents, and the administration. Advocacy of the elementary art program.
 5. Special topics: Art fairs/carnivals/displays/and contests.
 6. Budgetary concerns and constraints/resource development/ and supply requisition.
- B. Elementary Art Curriculums:
 1. Inquiry and analysis of exemplary curricular models.
 2. Writing curricular guides, unit plans, and qualitatively sound lesson plans. Goals/objectives/procedures/motivation/ and time management.
 3. Evaluation of programs and instructional units.

- 4. The Role Of Art In General Education: What Do We Teach? Why? Inquiry Into The Purposes Of Art In The Elementary Classroom.
- 5. Sequential Lesson Planning.
- 6. The Use Of High Technology and Other Tools Within Elementary Settings: Perils And Promise.
- 7. Field Experiences and Museum Education.
- 8. Identifying the necessary components for effective art instruction at the elementary level: Slides/Videos/ Prints/and Other Related Materials.

C. The Elementary Art Educator:

- 1. Characteristics of outstanding elementary art educators.
- 2. Teacher initiated strategies that promote scholarly, creative, and artistic explorations in the elementary classroom.
- 3. The multi-faceted role of the elementary art educator.
- 4. Effective communication with elementary students.
- 5. Competencies that enable and provide excellent art instruction.
- 6. Performance Reviews and Evaluations Of Teaching.

D. Classroom Routine:

- 1. Recommendations and cautionary instruction relative to classroom interaction and management.
- 2. Typical and atypical schedules within an elementary classroom.

E. The Elementary Student:

- 1. Characteristics Of Elementary Students
- 2. Stages Of Development
- 3. Analyzing the Visual Products Of Elementary Students
- 4. Deliberate/Spontaneous, Visual/Haptic, an array of categories for comprehending the visual products of children.
- 5. Evaluating Student Progress In The Elementary Classroom
- 6. Assigning Grades and/or Other Means Of Recording Student Progress.
- 7. Observations Of Elementary Students At The University School or Actual Elementary Settings.

F. Inquiry and Dialogue Through The Literature and Research Specific To Art In The Elementary Grades.

IV. Evaluation Methods:

The primary means of student evaluation will be based upon:

- 1. Objective examination scores.
- 2. Quality and content of written responses relative to essay examinations.

3. Participation in pre-student teaching experiences: Through observation and direct teaching experience, self-evaluation of one's teaching experience, evaluation of student progress through scholarly and creative approaches appropriate to the elementary setting.
4. Demonstrable knowledge and understanding gleaned from assigned readings that is manifest either in oral or written discourse.
5. Participation in professional activities and professional organizations.

V. Bibliography:

The following professional texts and references can be obtained through the National Art Education Association and provide a base resource of scholarly and practical reference material for inclusion into this elementary methods course:

- Brouch, Virginia M. Microcomputers In Art Education, 48 pages.
- Caucutt, Allen, editor. Focus: Elementary Art Education, 96 pages
- Dobbs, Stephen, editor. Research Readings For Discipline-Based Based Art Education: A Journey Beyond Creating. 180 pages.
- Lewis, Hilda P. Art For The Pre-Primary Child, 127 pages.
- New Jersey Art Educators. Insights: Art In Special Education-Education The Handicapped Through Art. 225 pages.
- Qualley, Charles A. Safety In The Artroom, 120 pages.

*established
revised syllabus
which is
missing in art
dept.*

ARED 317 (001): ART IN K-6 PROGRAMS
Indiana University of Pennsylvania, Department of Art

Dr. Marjorie Mambo

Office: 212 Sprowls Hall

724-357-2531 (My office); 724-357-2530 (Art Office);

724-349-4713 (H); e-mail: mamambo@iup.edu

Office Hours: Mon. & Wed. 11:30-12:30 PM; Wed. 3:15-4:15 PM 213 Sprowls

Tues. & Thurs. 4:45-5:45 PM

Fall 2004

T& TH: 3-4:30 PM

3 credits

COURSE DESCRIPTION: 3 credits: A methodology course in preparing elementary art education pre-service teachers. Examines children's artistic development; art programs, planning, motivation, content and evaluation of art lessons for elementary school art. Students apply theories and knowledge to the design of instructional curricula, units and lessons, as well a practice the delivery of instruction.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. plan age-appropriate lessons in art which help students make, study, interpret and evaluate art.
2. apply knowledge of child development and artistic, emotional and cognitive characteristics of children to art teaching situations.
3. gain experience in applying prevailing theories of art education to practice, as they examine curriculum, integration of art with other disciplines, assessment, diverse populations, multicultural issues, etc., in relation to teaching art in the public school context
4. acquire skills in lesson and unit planning, emphasizing the safety and management aspects of the art classroom and control of student behavior within the art teaching context
5. utilize the technologies, resources and materials necessary to deliver instruction to children effectively and imaginatively
6. recognize needs, interests and abilities of children and use this information in making instructional decisions regarding art
7. become familiar with the NAEA professional organization and its mission
8. become knowledgeable of the National and PA Standards for art education
9. practice oral communication and delivery of instruction

COURSE REQUIREMENTS:

Since this course is a foundational one for all art education majors, it is expected that students **attend class**. Missing classes will affect the ability to create art projects, participate in group exercises and class discussions, and view visuals as well as to gain knowledge from the professor and fellow students. Poor attendance, including arriving late or leaving early, will adversely affect the grade earned. Missing more than two classes will result in a lowering of the overall points towards a grade; missing more than six will earn a "fail". Work or studio schedules must not interfere with class time or examinations. (Attendance will be taken each class).

All **written assignments and art projects** are expected to be done conscientiously and handed in on time. It is the student's responsibility to be **present at the examinations**. No make-up exams will be given, except with a written medical excuse or written proof of an extreme crisis preventing attendance at the scheduled time.

GRADES: Grades will be earned and apportioned as follows:

1. **Group exercises** completed in class and **class participation in oral discussions** (40 points).
2. A **midterm** objective test (20 points) and a **final** examination based on the text and class notes. (20 points).
3. A **field project**, to be detailed in a handout (40 points).
4. A ten-minute **demonstration of a studio process** for one of grades K-3 (20 points).
5. A ten-minute **presentation of "Meet the Masterpiece"** lesson, grades K-3 (20 points).
6. A **group presentation of a Powerpoint of a curricular unit**, including 4 lessons for one of grades 4-6 (40 points).

Total: 200 points.

Note: Up to 10 points of **extra credit** may be earned for active participation in NAEA's "Bright Ideas" Saturday museum program and a short written paper on the experience.

Grading Scale: A=200-180; B=179-160; C=159-140; D=139-120; F= below 120. To earn an **A**, all work must be completed on schedule to an excellent level; this grade indicates a high level of understanding of the history and theories of art education, demonstrated through effective writing in all required papers and exams, as well as through oral discussion skills; a **B** indicates most work has been done very well and handed in on time, and the student has made good progress towards understanding and applying the concepts learned; to earn a **C** indicates fair progress; a **D** reflects weak writing and limited understanding of content and/or missing excessive classes; **F** indicates an unacceptable level of participation and poor quality work in the course.

All students must purchase a text: **Children and Their Art: Methods for the Elementary School** (7th ed. Harcourt College Publishers, 2001), as well as two NAEA publications: **Student Behavior in Art Classrooms: The Dynamics of Discipline** and **Appleseeds** (both available in the Co-op Store), a CD Rom disc, a loose leaf **binder** for notes with pockets or space for handouts, and two large blue **exam booklets** from the bookstore for the final examination.

ARED 317: TENTATIVE SCHEDULE OF TOPICS & ACTIVITIES

- Week 1: Tues. Aug. 31:** Introduction to the course: syllabus and requirements; Demo and field project; Foundations of Art Education
Assignment: Purchase texts and skim through them. Read Children & Their Art, Chapter 1; prepare demos.
- Thurs. Sept. 2:** Demonstrations of studio techniques.
Assignment: Read Children & Their Art, Chapter 2
- Week 2: Tues. Sept. 7:** Contemporary Issues in Art Ed. Discussion of demos.
Assignment: Prepare demos. Plan field research.
- Thurs. Sept. 9:** Demonstrations of studio techniques.
Assignment: Read Children & Their Art, Chapter 3
- Week 3: Tues. Sept. 14:** The Artistic Development of the Child.
Assignment: Prepare demos. Plan field research.
- Thurs. Sept. 16: no class:** work on field research paper.
Assignment: Read Children & Their Art, Chapters 4 & 5
- Week 4: Tues. Sept. 21:** The Artistic Development of the Child. Special Needs.
Assignment: Prepare demos. Read Children & Their Art, Chapter 6.
- Thurs. Sept. 23:** Demonstrations of studio techniques.
Assignment: Read Children & Their Art, Chapter 7.
- Week 5: Tues. Sept. 28:** Designing and writing lesson plans for studio: elements & principles of art; sequencing of processes.
Assignment: Read Children & Their Art, Chapter 8.
- Thurs. Sept. 30:** Demonstrations of studio techniques.
Assignment: Read Children & Their Art, Chapter 9.
- Week 6: Tues. Oct. 5:** Discipline-based Art Education; Studio areas & New Media
Assignment: Read Children & Their Art, Chapters 10. Study for mid-term.
- Thurs. Oct. 7:** Mid-term quiz. Methods and Approaches to teaching.
Assignment: Read Children & Their Art, Chapters 11 & 12.
- Week 7: Tues. Oct. 12:** Discussion of quiz; Integration of disciplines.
Assignment: Read Children & Their Art, Chapter 13. Prepare presentations.
- Thurs. Oct. 14:** "Meet the Masterpiece" presentations.
Assignment: Read Children & Their Art, Chapter 14.
- Week 8: Tues. Oct. 19: Fall recess:** no class.
Assignment: Field paper (due Oct. 21). Prepare presentations.
- Thurs. Oct. 21:** Field paper due. "Meet the Masterpiece" presentations.
Assignment: Read Children & Their Art, Chapters 15 & 16.

Week 9: Tues. Oct. 26: Curriculum Design.

Assignment: Read Children & Their Art, Chapter 17. Prepare presentations

Thurs. Oct. 28: "Meet the Masterpiece" presentations.

Assignment: Read Children & Their Art, Chapter 18.

Week 10: Tues. Nov. 2: Curriculum Design (cont.). Assessment.

Assignment: Read Children & Their Art, Chapter 17. Prepare Presentations.

Thurs. Nov. 4: "Meet the Masterpiece" presentations.

Assignment: Read Student Behavior in the Art Classroom: The Dynamics of Discipline

Week 11: Tues. Nov. 9: Discipline and classroom climate.

Assignment: Read Student Behavior in the Art Classroom: The Dynamics of Discipline

Thurs. Nov. 11: Visiting speaker.

Assignment: Read Appleseeds.

Week 12: Tues. Nov. 16: The Organization & Planning of the Art Room; Ordering Supplies & Equipment.

Assignment: Curricular Unit ideas.

Thurs. Nov. 18: Work in groups on Curricular Units.

Assignment: Research and writing drafts of curricular units.
Drafts due Nov. 23.

Week 13: Tues. Nov. 23: Curricular units.

Assignment: Refine and put together units.

Thurs. Nov. 25: Thanksgiving recess-no class

Assignment: More work on curricular units.

Week 14: Tues. Nov. 30: Peer editing of drafts of lessons for curricular units.

Assignment: Read National Visual Art Standards

Thurs. Dec. 2: Two groups present units.

Assignment: Curricular units.

Week 15: Tues. Dec. 7: Two more groups present curricular units.

Assignment: Curricular Units due Dec. 9.

Thurs. Dec. 9: Two more groups present units. All are due.

Assignment: Study for final. Study guide.

Final: Tuesday, December 14 from 8-10 AM in 213 Sprows.

Indiana University of Pennsylvania
The Liberal Studies Program

certifies that

Maryorie F. Wamba

has participated in the *IUP Writing Workshop*
with facilitator Dr. Robert Yagelski

May 19 and 20, 2004



Mary E. Sadler
Director
Liberal Studies



Course Analysis Questionnaire

A. Details of the Course

- A1. This course is a required course in the sequence for all art education majors.
- A2. This course does not require changes in any other course in the department.
- A3. This course has been offered as part of the art education program since its inception.
With the change in State requirements, the title was changed from *Elementary Methods in Art Education* to *Art in K-6 Programs*.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered in every institution in the nation with an undergraduate Art Education program, including Kutztown State University, Kent State University, The Ohio State University and Penn State University.
- A7. The NASAD (accreditation body) requires that students in art education be prepared to teach at classes in elementary schools.

B. Interdisciplinary Implications

- B1: This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.

C. Implementation

- C1. No new faculty member is required to teach this course. It will be counted as one preparation and three hours of equated workload.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course, beyond the audio-visual equipment already provided.
 - c. No laboratory supplies are needed for this course.
 - d. Library holdings are adequate.
 - e. The Department of Art funding is adequate for offering this course.
- C.3. No outside money is required to fund this course
- C.4. This course will be offered every Fall semester
- C.5. One section will be offered at a time unless enrollment dictates a additional section.
- C.6. Up to 25 students can be accommodated in this class, which is designated Writing Intensive
- C.7. No professional society recommends enrollment limits or parameters for this course.
- C.8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information is necessary.