

**Department of Art and Art History**  
**SYLLABUS**  
**Art 3540- Art Education In Elementary Schools**  
**3 Semester Credit Hours**  
**Spring 2015**

**DAYS/TIME:** Friday, 9:40am-12:40 pm. Art #362

**PROFESSOR:** Sandy Brunvand, MFA

**OFFICE HOURS:** (Office: Art #341) Thursday 3:50-5pm & Friday 12:50-1:50pm

**PHONE:** 801.581.8677art department office-leave a message

**E-MAIL:** [slbrunvand@hotmail.com](mailto:slbrunvand@hotmail.com) \*best way to reach me \*

**COURSE OVERVIEW** Art Education in the Elementary Schools (3)

This course provides an overview of the methods of elementary art education. Students explore the content areas of art education (studio art, art criticism, art history, and aesthetics) as well as art education pedagogy. The course is a hands-on methods course in which students are required to design and implement art lessons to be taught to elementary school students in educational settings.

**COURSE FEE \$50** (paid with tuition). Fees are used to maintain department image database, purchase student materials for special projects, and basic room supplies and equipment.

**COURSE OBJECTIVES**

This course will present material and use experiential learning to facilitate your understanding of the following concepts:

- To develop an understanding of the history, theory, and practice of teaching art in elementary schools
- To understand and practice appropriate curriculum and teaching methods for elementary schools
- To gain experience in creative ways to teach studio lessons and activities
- To work collaboratively with peers in the course and members of the public schools system
- To gain hands-on experience planning, implementing and evaluating arts integration unit and lesson plans
- To create an ART portfolio

**REQUIRED TEXTS AND READINGS**

**Books:**

Bates, J. (2000). Becoming An Art Teacher. Belmont, CA: Wadsworth/Thomson Learning.  
Xerox/or online readings may be added.

## REQUIRED MATERIALS

*Materials: I recommend Utrecht (1025 E. 2100 S.) for these items, although other art stores-Michael's, Reuel's, U of U book store, should have them in stock*

Sketchbook (about 7x10 ) for studio exercises, visual journal and writing notes

Drawing pad 18x24 70 lb paper (listed on tablet) or heavier

Portfolio for drawing pad and finished drawings. (optional- but helpful)

Apron (optional)—Please wear clothes that are OK to get dirty-because they will.

Materials may be added during the semester

## TEACHING AND LEARNING METHODS

Students will participate in class discussion, readings, guest lectures, studio development and outside events. Students will prepare and teach peers in one class lesson. Students will develop a “portfolio” of lessons plans and will create cultural exemplars developed and taught by peers.

## COURSE REQUIREMENTS AND GRADING/Evaluation Methods

**Discussion Facilitation (5 points)** You will be responsible for facilitating one of the week's reading discussions by writing three discussion questions and by planning a 10-20 minute presentation or activity that addresses the week's topic. This facilitation can include visuals (slides, videos, etc.), an activity, or a more formal presentation. This facilitation should not be a summary of the week's readings, but should help the class to deepen their understanding of the issue.

**Reading Responses (10 points)** For each reading you can turn in or e-mail me (due *WEDNESDAY before class by midnight*) a 2 paragraph response to each chapter for the week's reading. What struck you most? What do you agree/disagree with? How does this reading impact your idea(s) of art teaching?

**Active Participation in Class Art Assignments (10 points)** You will be responsible for participating in daily activities that include in-class artistic exercises. We may have intermittent art homework that will fall under this category.

**Journal /Sketchbook(15 points)** You will be responsible for creating a Visual Journal that will include journal & Sketchbook exercises, in class art exercises as well as “Explorer” assignments. This should also include examples of lessons you receive from your peers.

**Gallery Visit (5 points)** to become more acquainted with local contemporary art you will visit a local gallery (from approved list) and write one 2 page paper.

**2 Unit Outlines/ with 3 Lesson plans each: (15 points each for a total of 30 points)** You will be responsible for creating two different detailed Unit Outlines with at least three lessons plans. Please turn in the entire assignment UNSTAPLED- use a clip or folder to hold the pages together.

**Unit outline:** This should contain the: 1) theme; 2) goals; 3) concepts to be taught; 4) cultural exemplar(s) to be used; 5) sequence of lessons; 6) evaluation component; 7) Integration with Common Core/USOE Core Standards

**1 Demonstration lesson for peers: (25 points)** You will be responsible for performing a 30 minute demonstration from your newly written lesson plans to the class. You will provide all the necessary exemplars, historical references and supplies for your demonstration.

**Missed Class/make up work:** Students will have the opportunity to make up **TWO** homework assignments if needed and **TWO** in-class art projects due to missing class. This must be completed within two weeks of the original due date. Late work should be prearranged if possible. Revised work/ new work may be submitted for a higher score up to **two weeks** after original graded assignment was returned. Late work is not eligible for revision.

**PLEASE NOTE:** Due to the hands-on nature of this class, attendance is mandatory. Full and active participation is expected. All classes will start promptly at 9:40am in room 362 unless otherwise noted. This participation will enhance your learning and helps to support the entire class. You must be present and involved in the discussion to earn participation points. Late assignments will be reduced for each day late. Any absence beyond 2 will lower your final grade from missing participation. Please leave cell phones **OFF** during class.

**Grading total = 100 points**

**A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75  
C-: 70-71; D+: 66-69; D: 62-65; D-:60-61; E: 0-59**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services: <http://disability.utah.edu>, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

### **Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student

Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

**PLEASE NOTE:**

Wednesday, September 3: last day to drop classes

Monday, September 8: last day to add classes

Friday, October 24: last day to withdraw from term length classes

Gallery Stroll every 3<sup>rd</sup> Friday

Visiting artists/performances announced in class and on CANVAS

**Evening for Educators | *The British Passion for Landscape: Masterpieces from the National Museum Wales***

**Wednesday, November 4 | 5:30-8:30 pm | FREE for teachers**

Drawing inspiration from our concurrent exhibition, we will explore the use of landscapes as cross-curricular learning tools. The work in the exhibition simultaneously references the poetry of landscape and the environmental threats posed by industrialism, key themes that resonate in Utah as well.

**Links to other student resource centers:**

**Veterans Center** <http://veteranscenter.utah.edu/>

**LGBT Resource Center** <http://lgbt.utah.edu>

**Women's Resource Center** <http://womenscenter.utah.edu//>

**Learners of English as an Additional/Second Language**

<http://linguistics.utah.edu/esl-program/>

**The Writing Program** (<http://writing-program.utah.edu/>);

**The Writing Center** [www.writingcenter.utah.edu](http://www.writingcenter.utah.edu). 587-9122.

**Center for Ethnic Student Affairs** <http://diversity.utah.edu/students/cesa>

**American Indian Resource Center.** <http://diversity.utah.edu/students/airc/airc-mission> Please Note:

**Wednesday, January 21: last day to drop classes**

**Monday, January 26: last day to add classes**

**Friday, March 6: last day to withdraw from term length classes**

**Gallery Stroll every 3<sup>rd</sup> Friday**

**Visiting artist talks or workshops**

**UMFA Evening for Educators | *Our America: The Latino Presence in American Art***

**April 15, 2015 | 5:30-8:30 pm**

ArtsLINK: A free conference for Arts Education and Elementary Education students currently enrolled at any higher education institution. March 28 from

8:30-5:00 at the University of Utah in the Beverley Taylor Sorenson Arts and Education Complex.