

EDUC 407: Creative Art Methods, Spring 2015

Professor: Les LaFountain, M.Ed.

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Office Hours: As posted.

Meeting Times: Tuesday & Thursday from 1:00 to 2:20 in Room FA109

Office Location: Room 210J

Textbooks:

- Clements, Robert, D., and Wachowiak, Frank., Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools, Ninth Edition
- Various Handouts on Early Learning and Elementary Education (To be distributed in class)

Purpose of the Course: The purpose of the course is to develop a basic understanding of the Fine Arts, varied approaches in teaching art techniques, and to acquire skills needed to translate this information to elementary students; and to apply it to the Early Learning Guidelines of North Dakota. The focus is to gain new insights into the usage of the arts within the classroom, integration into the curriculum, and multi-cultural activities.

Catalog Description: This course studies a variety of Fine Art materials, methods, projects and philosophy applicable for kindergarten, elementary and special education students. Emphasis is on inter-curricular creativity using both 2-dimensional and 3-dimensional projects, dance, drama, movement and music, featuring multiple intelligence and disciplined-based education.

Methods of Instruction: The course instruction includes on-line and direct instruction, group work, discussion, peer teaching, student presentations, hands-on projects/demonstrations, reading and writing. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds. In addition, Jenzabar is used for grading purposes and transmitting other course information. Note: Art projects can be messy so plan ahead to wear appropriate clothing.

Your Rights and Responsibilities: If you have special learning or physical disabilities, which have been formally diagnosed, you have legal rights to course modifications. Please identify yourself to the professor so that he may assist you with your course progress.

Academic Integrity: Every student is expected to complete their own work. Plagiarism and or enabling cheating on assignments or exams or other course work will result in a zero grade and may lead to additional action as stated in the TMCC policy. All assignments will follow the American Psychological Association (APA) format for citations and failure to do so will result in a zero grade and may lead to further disciplinary actions. Also, late assignments are rarely acceptable and should be avoided at all times.

Class Participation: The class lecture and activities require your active participation therefore your involvement is worth up to 5 points per class/session. An absence will constitute make-up coursework but no participation points will be earned because it's impossible to replicate classroom participation with your course mates. Also, late arrivals and early departures from a class will be equated to loss of participation points. If you are ill or have a family emergency, leave a message on my voice mail (477-7813) or email the instructor at (llafountain@tm.edu) as soon as possible. TMCC email is the primary method of documented communication and it will be used to correspond with you. Please make a habit of checking your college email daily. Cell phones (all non-essential electronic devices) must be turned off or put into vibrate mode during class to avoid disruptions, unless stated otherwise by the instructor.

Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	INTASC	Artifacts	Outcomes
EDUC 407: Creative Art Methods	✓ 50015.2f The program requires the study of the arts. ✓ 50037.3 Study in developmentally appropriate practices, development, and implementation, of curriculum instruction based on knowledge of individual children and community	Standards No.2 Learning Differences, No. 4 Content Knowledge, No. 5 Application of Content, No. 6 Assessment No. 7 Planning for Instruction, and No. 8 Instructional Strategies	<ul style="list-style-type: none"> • Projects • Exams • PowerPoint or Flip Chart Presentations • Lesson Plans • Reflections • Field Experiences • Portfolios • Rubrics 	1.) Students will demonstrate knowledge of sequential art curriculum for elementary education. 2.) Students will demonstrate technical competence in a variety of art media as it pertains to ND Early Learning and Elementary Education. 3.) Students will design effective integrated lesson plans using the arts. 4.) Students will document their work through digital photography and write a high quality reflection for each art composition.

General Education Outcomes: Cultural/Diversity, Critical Thinking, and Technology.

Turtle Mountain Community College Mission: TMCC is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.

Criteria used to evaluate your work will depend on your ability to demonstrate the following: You have a thorough understanding of the core concepts, philosophical foundations and cultural contexts of the course. Your papers and projects indicate understanding of course content and the subtle, metaphorical implications of readings and lectures. You actively participate in small and large group discussions as indicated by both non-verbal and verbal communication. You come to class having completed assigned readings for that topic. You actively listen to others with respect and courtesy.

Grading System: Effort and hard work are indications of one's disposition toward character and teaching and learning. Grading: 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% below = F

The concept of art is alien to the Eskimo (aka Yupik, Inuit and Aleut), but the thing itself, the act of art, is certainly there, carefully implemented as a dimension of culture. It is not, however, always easy to recognize. The Eskimo don't put art into their environments; they treat the environment itself as art form.

Edmund Carpenter

Schedule of Objectives and Activities

Date	Standard/Objective(s)	Assignments/Objectives	Pts
Tuesday, January 13 th	<ul style="list-style-type: none"> ✓ 100% of students will be given an opportunity to ask questions regarding the course syllabus and course expectations. ✓ 100% of students will create a cover sheet and side panel for the portfolio. ✓ 100% of students will create academic and personal goals for the semester. ✓ 100% of the students will complete pre-assessment. 	<ul style="list-style-type: none"> ✓ Introduction Course Overview: Syllabus Review, Course Expectations, Art Portfolio & Power Point Project ✓ Create art portfolio cover design & side panel (5 points) ✓ Pre-assessment (5) ✓ Read Clements & Wachowiak, Chapters 1 & 2, pages 3-21 	15
Thursday, January 15 th	<ul style="list-style-type: none"> ✓ 100% of students will identify at least five of the ten rationales for art education. ✓ 100% of students will demonstrate primary, secondary and tertiary colors through a visual composition. ✓ 100% of students will document their work through digital photography and write a high quality reflection for each art composition. 	<ul style="list-style-type: none"> ✓ Revisit syllabus and expectations, and reflections (see rubric), on-line quizzes, etc. ✓ Presentation on Ten Rationales for Art Education ✓ Create a color wheel project (10 points) ✓ Write reflection on color wheel project (5 points) 	20
Tuesday, January 20 th	<ul style="list-style-type: none"> ✓ 100% of students will identify at least seven of the ten rationales for art education. ✓ 100% of students will demonstrate tints and shades by adding black and white paints to an art composition. ✓ 100% of students will document their work through digital photography and write quality reflections. ✓ 100% of students will create a template Power Point or Flip Chart (5 points) 	<ul style="list-style-type: none"> ✓ Review ten rationales, three methods of teaching art education and color chart. ✓ Activity: Tints and shades in Tempera project (10 points) ✓ Write reflection on the tints and shades project (5 points) ✓ Power Point/Flip Chart (5 pts.) ✓ Read Clements & Wachowiak, Chapters 3 and 4, pages 25-47 	25
Thursday, January 22 nd	<ul style="list-style-type: none"> ✓ 100% of students will identify the elements of design and the principles of art. ✓ 100% of students will demonstrate the application of elements of design and principles of art by applying the concepts to a composition. ✓ 100% of students will document digital photography and write a high quality reflection. ✓ 100 of students will demonstrate they are committed to work toward each learners' mastery of disciplinary content and skills (4r). 	<ul style="list-style-type: none"> ✓ Presentation on the fundamental elements and principles of art ✓ Elements of design and principles of art project (15 points) ✓ Write reflection on elements of design and principles of art project (5 points) 	25
Tuesday January 27 th	<ul style="list-style-type: none"> ✓ 100% of students will work in groups to produce a unique costume design using newspapers and duct tape materials. ✓ 100% of students will describe the elements of art and principles of design. ✓ 100% of students will compare and contrast formative and summative evaluation (6j). ✓ 100% of students will create learning objectives using five types of objectives and assessments for art projects. 	<ul style="list-style-type: none"> ✓ Complete on-line quiz no. 1 (prior reading in Clements & Wachowiak) 20 points ✓ Creative art newspaper project (15 points) ✓ Write a reflection on the newspaper art project (5 points) ✓ Read Clements & Wachowiak, Chapters 5 and 15, pages 48-64 and 183-195. 	45

Thursday, January 29 th	<ul style="list-style-type: none"> ✓ 100% of students will identify major cultural characters in Turtle Mountain tribal history. ✓ 100% of students will explain the meaning of the winter count and pictograph. ✓ 100% of students will learn at least four Anishinabe and or Michif words. ✓ 100% of students will demonstrate they can engage others in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives (4b). 	<ul style="list-style-type: none"> ✓ The art of storytelling; oral traditions and pictographs. ✓ Presentation on the Turtle Mountain culture and lore. ✓ Activity: Prepare simulated-hide for winter count project; and identify major life events to be used with this project. 	5
Tuesday, February 3 rd Fourth Week of Semester	<ul style="list-style-type: none"> ✓ 100% of students will develop a lesson plan using multiple disciplines with a winter count. ✓ 100% of students will explain cognitive, affective and psychomotor domains. ✓ 100% of students will correlate social studies and art into a two dimensional art project. ✓ 100% of students will demonstrate they know how to integrate culturally relevant content to build on learners' background knowledge (4m) 	<ul style="list-style-type: none"> ✓ Begin winter count project and lesson plan ✓ Read Clements & Wachowiak, Part 3, Chapters 6, 7 and 16 pages 67-98 and 196-207. 	5
Thursday, February 5 th	<ul style="list-style-type: none"> ✓ 100% of students will create a lesson plan using multiple disciplines with a winter count. ✓ 100% of students will describe the developmental characteristics of first and second graders as it applies to art. ✓ 100% of students will create a rubrics to apply to the assignment. ✓ 100% of students will demonstrate they take responsibility for aligning instruction and assessments with learning goals (6r). 	<ul style="list-style-type: none"> ✓ Complete on-line quiz no. 2 (prior reading in Clements & Wachowiak) 20 points ✓ Review lesson plan samples, expectations, and assessments (rubrics). ✓ Continue winter count project 	25
Tuesday, February 10 th	<ul style="list-style-type: none"> ✓ 100% of students will explain the purpose of a winter count. ✓ 100% of students will create a lesson plan using the winter count as the art project and ingrate other subject matters. ✓ 100% of students will demonstrate they understand content and content standards and how these are organized into the curriculum (7g). 	<ul style="list-style-type: none"> ✓ Students will begin presentations on mini-lesson plan related to the winter count project (20 points for the project and 10 points for lesson plan) ✓ Read Clements & Wachowiak, Chapters 8, 9, and 17 pages 99-124 and 208-216 	35
Thursday, February 12 th	<ul style="list-style-type: none"> ✓ 100% of students will present a mini-lesson on the winter count project/topic. ✓ 100% of students will demonstrate the public speaking etiquette and effective lesson plan presentation skills. ✓ 100 of students will demonstrate they can individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners (7a). 	<ul style="list-style-type: none"> ✓ Continue presentations on the mini-lesson plan and winter count. ✓ Write reflection on the winter count project and lesson plan (5 points). 	10
Tuesday February 17 th	<ul style="list-style-type: none"> ✓ 100% of students will create objectives to create an art and math project. ✓ 100% of students will compare and contrast collages and mosaics. ✓ 100% of students will design a mosaic art project. 	<ul style="list-style-type: none"> ✓ Presentation on mosaic art by the instructor. ✓ Begin the mosaic art project ✓ Read Clements & Wachowiak, Chapters 10, 11, and 18, pages 125-143 and 217-227 	5

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Thursday, February 19 th	<ul style="list-style-type: none"> ✓ 100% of students will describe the historical and geographical use of mosaic art. ✓ 100% of students will explain how the elements of design and principles of art are reflected in a mosaic. 	<ul style="list-style-type: none"> ✓ Continue mosaic art project 	5
Tuesday, February 24 th	<ul style="list-style-type: none"> ✓ 100% of students will explain the developmental characteristics of third and fourth graders. ✓ 100% of students will demonstrate techniques reflective of crayon etching. 	<ul style="list-style-type: none"> ✓ Complete on-line quiz no. 3 (prior reading in Clements & Wachowiak) 20 points. ✓ Complete mosaic art project (20) ✓ Write reflection on the mosaic art project (5 points) ✓ Begin crayon etching project ✓ Read Chapters 12, 13 and 19, pages 145-165 and 229-239 	50
Thursday, February 26 th	<ul style="list-style-type: none"> ✓ 100% of students will produce two versions of crayon etching art pieces. 	<ul style="list-style-type: none"> ✓ Complete the crayon etching project(15 points) ✓ Write reflection on the crayon etching project (5 points) 	25
Tuesday, March 3 rd Midterm Week	<ul style="list-style-type: none"> ✓ 100% of students will submit an organized and complete mid-term portfolio based on the rubric. ✓ 100% of students will demonstrate the use of appropriate strategies and resources to adapt instruction to the needs of individual and groups of learners (8a). ✓ 100% of students will identify a polyfoam puppet character; to be used in lesson plan. 	<ul style="list-style-type: none"> ✓ Mid-term Portfolio (20 points) ✓ Introduce the puppet project (30 points), lesson plan (10 points) and presentation (10 points). ✓ Read Chapters 14, 22, and 24 pages 169-181, 259-269, and 290-299 	25
Thursday, March 5 th Eighth Week of Semester Midterm Week	<ul style="list-style-type: none"> ✓ 100% of students will demonstrate twenty-five percent progress with the puppet project and lesson plan. ✓ 100% of students will design lesson plan integrating local culture and at least one other disciplines. ✓ 100% of students will demonstrate they can develop and implement supports for learner literacy across content areas (5h) 	<ul style="list-style-type: none"> ✓ Submit puppet character and lesson plan concept on-line (5 points) ✓ Continue puppet project and lesson plan. ✓ Read Chapters 29 and 30, pages 343-369 	10
Tuesday, March 10 th	<ul style="list-style-type: none"> ✓ 100% of students will demonstrate progress with the puppet project and lesson plan. ✓ 100% of students will demonstrate they understands creative thinking processes and how to engage learners in producing original work (5o). ✓ 100% of students will provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances (8e). 	<ul style="list-style-type: none"> ✓ Continue puppet project and lesson plan. 	5
Thursday, March 12 th	<ul style="list-style-type: none"> ✓ 100% of students will demonstrate progress with the puppet project and lesson plan. 	<ul style="list-style-type: none"> ✓ Complete the on-line quiz no. 4 (Prior reading in Clements & Wachowiak, Chapters) 20 points. ✓ Continue puppet project and lesson plan. 	25
Tuesday, March 17 th	No Class - Enjoy Spring Break!		
Thursday, March 19 th	No Class - Enjoy Spring Break		

Tuesday, March 24 th	<ul style="list-style-type: none"> ✓ 100% of students will demonstrate a lesson plan that integrates puppets and local culture. 	<ul style="list-style-type: none"> ✓ Continue puppet project and lesson plan 	5
Thursday, March 26 th	<ul style="list-style-type: none"> ✓ 100% of students will present a lesson plan that integrates puppets and local culture; and effective presentation skills. ✓ 100% of students will demonstrate that they know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction (2k) 	<ul style="list-style-type: none"> ✓ Complete puppet project and lesson plan ✓ Read Chapters 25, 26, and 27, pages 300-332 	45
Tuesday, March 31 st	<ul style="list-style-type: none"> ✓ 100% of students will present a lesson plan that integrates puppets and local culture; and demonstrate effective presentation skills. ✓ 100% of students will collaborate to demonstrate that all learners can achieve at high levels and persist in helping others reach their potential (2l). 	<ul style="list-style-type: none"> ✓ Student Presentations begin on Puppet Lesson Plan and video-reflections. 	15
Thursday, April 2 nd	<ul style="list-style-type: none"> ✓ 100% of students will present a lesson plan that integrates puppets and local culture; and demonstrate effective presentation skills. ✓ 100% of students will demonstrate they know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction (2k). 	<ul style="list-style-type: none"> ✓ Complete on-line quiz no. 5 (prior reading in Clements & Wachowiak) 20 points ✓ Student Presentations continue on Puppet Lesson Plan and video-reflections. 	5
Tuesday April 7 th	<ul style="list-style-type: none"> ✓ 100% of the students will describe how to teach art criticism and aesthetic appreciation. ✓ 100 of students will demonstrate learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ variety of forms of communication that addresses varied audiences and purposes (5e) ✓ 100% of students will present a lesson plan that integrates puppets and local culture; and effective presentation skills. 	<ul style="list-style-type: none"> ✓ Complete student presentations on Puppet Lesson Plan and write reflection (5 points) ✓ Prepare for painted sheets for fantasy space art project 	5
Thursday, April 9 th	<ul style="list-style-type: none"> ✓ 100% of students will integrate art and science in a fantasy space project. ✓ 100 of students will demonstrate they understand students with exceptional needs, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs (2h). 	<ul style="list-style-type: none"> ✓ Introduce fantasy space art project ✓ Read Chapters 23 and 28 pages 273-288 and 333-341 	5
Tuesday, April 14 th	<ul style="list-style-type: none"> ✓ 100% of students will demonstrate that they have a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches (4n). ✓ 100% of students will create a fantasy space art project using creative thinking. 	<ul style="list-style-type: none"> ✓ Continue space art project 	5

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Thursday, April 16 th	<ul style="list-style-type: none"> ✓ 100% of students will create an art assessment score guide or rubric. ✓ 100% of students will demonstrate they can design assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results (6b). 	<ul style="list-style-type: none"> ✓ Complete fantasy space art project (15 points) ✓ Write reflection on fantasy space art project (5 points) ✓ Prepare for globe sculpture 	25
Tuesday, April 21 st	<ul style="list-style-type: none"> ✓ 100% of students will describe how to integrate various art forms into educational learning experiences. ✓ 100% of students will complete the first layer of papier-mâché on the globe. 	<ul style="list-style-type: none"> ✓ Complete on-line quiz no. 6 (prior reading in Clements & Wachowiak) 20 points ✓ Begin globe sculpture project 	25
Thursday, April 23 rd	<ul style="list-style-type: none"> ✓ 100% of students will complete the second layer of papier-mâché on the globe. 	<ul style="list-style-type: none"> ✓ Continue globe sculpture project 	5
Tuesday, April 28 th	<ul style="list-style-type: none"> ✓ 100% of students will paint the first coat of blue paint depicting oceans. 	<ul style="list-style-type: none"> ✓ Continue globe sculpture project 	5
Thursday, April 30 th	<ul style="list-style-type: none"> ✓ 100% of student will paint the final coat of paint representing the geographical continents or political boundaries of countries. ✓ 100% of students will organize and submit the art portfolio. 	<ul style="list-style-type: none"> ✓ Complete globe sculpture project (20 points) ✓ Write reflection on the globe sculpture art project (5 points) ✓ Binder (20) and Power Point Art Portfolios due (20 points) 	65
Tuesday, May 5 th Finals Week	<ul style="list-style-type: none"> ✓ 100% of students will present a summary of their art work through media technology. ✓ 100% of students will complete the post-assessment (20 points). 	<ul style="list-style-type: none"> ✓ Student art portfolio presentations. ✓ Complete Course Assessments (TED and or TMCC) 	25
Thursday May 7 th	<ul style="list-style-type: none"> ✓ 100% of students will present a summary of their art work through media technology. 	<ul style="list-style-type: none"> ✓ Continue student art portfolio presentations (10 points) 	5

Disclaimer Statement: The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, like inclement weather. Any changes will be posted to Jenzabar and noted in class prior to assignment due dates.