

Revised 12/13/2016

EDUC 407: Creative Arts Spring 2016

Professor: Kathy Henry

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Course: EDUC 407A Creative Arts Methods and Materials

Credits: 3

Class Hours: Monday, Thursday 1:00 – 2:20

Office Hours: 10:00 – 12:00 Monday through Thursday

Textbooks:

- Clements, Robert, D., and Wachowiak, Frank., *Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools*
- Evans, Joy, *How to Teach Art to Children*, Evan-Moor Company, Monterey, California
- Various Handouts on Early Learning and Elementary Education (to be distributed as class progresses)

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 me 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 address daily. Cell phones (all non-essential electronic devises) must be turned off or put into vibrate mode during class to avoid disruptions, unless otherwise stated in class 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	InTASC 2 Learning Differences, InTASC 7 Planning for Instruction InTASC 8 Instructional Strategies	<ul style="list-style-type: none">• Surveys• Projects• Exams• PowerPoint or Flip Chart Presentations• Lesson Plans• Reflections• Field Experiences• Portfolio	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.

Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

Students will be required to:

1. develop an understanding of the role of the arts in the education and well-being of elementary students
2. become familiar with developmental stages in children’s creative development
3. research and develop instructional strategies for the learning of specific skills and techniques in then creative arts
4. learn how to integrate the arts with other subjects across the curriculum

General Education Course 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

Online Quizzes:

January 17th Timed and one question at a time. Opening to take the quiz is from 6:am until 12:00am

Schedule of Objectives and Activities

Date	Standard/Objective(s)	Assignments/Objectives	Pts
January 9 Monday 1:00 – 2:20	<ul style="list-style-type: none"> ➤ 100% of the students will acknowledge and be given an opportunity to ask questions regarding the course syllabus and course expectations. ➤ 100% of the students will create an electronic cover sheet and side panel for their Creative Arts portfolio. 	Introduction Course Overview: Syllabus Review, Course Expectations, Art Portfolio & Power Point Project Create electronic art portfolio cover design (5 points) NEXT CLASS complete the following: Read Clements & Wachowiak, Chapters 1 & 2	
January 11 Wednesday 1:00 -2:20	100% of the students will identify at least seven of the ten rationales for art education.	<ul style="list-style-type: none"> ➤ Revisit syllabus and expectations, including on-line quizzes, reflections, etc. ➤ Discussion Ten Rationales for Art Education and elements in art. 	15

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	<p>100% of the students will identify primary, secondary and tertiary colors and demonstrate it through a visual composition.</p> <p>100% of the students will create a color graphic using primary and secondary colors.</p>	<p>NEXT CLASS</p> <ul style="list-style-type: none"> ➤ Create a color wheel project (5 points) Complete the following pages from Evan-Moor 28, 29, & 34. Take pictures of your work and up load them to your art portfolio. ➤ Write reflection on color wheel project (10 points) and attach within portfolio projects. 	
<p>January 16 NO CLASS</p>	<p>Martin Luther King Day</p>	<p>ONLINE QUIZ January 17, 2016 Timed and one question at a time. Clements & Wachowiak, Chapters 1 & 2</p>	
<p>January 18</p>	<p>100% of the students will identify at least seven of the ten rationales for art education.</p> <p>100% of the students will practice making tints and shades by adding black and white paints.</p> <p>100% of the students will create spontaneous designs to demonstrate the use of tints and shades.</p>	<p>Sharing and Discussion of Evan-Moor projects.</p> <p>Activities: secondary colors, memory color game, coloring mixing.</p> <p>Activity: Tints and shades in Tempera project (10 points)</p> <p>Write reflection on the tints and shades project (5 points)</p> <p>Read Clements & Wachowiak, Chapters 3, 4, and 5</p>	<p>20</p>
<p>January 23 Monday 1:00 – 2:20</p>	<ul style="list-style-type: none"> ➤ 100% of the students will identify the basic elements of design, and recognize the principles of art. ➤ 100% of the students will demonstrate the application of elements of design and principles of art by applying the concepts to an image. 	<p>Presentation on the fundamental elements and principles of art</p> <p>Elements of design and principles of art project (15 points)</p> <p>Write reflection on elements of design and principles of art project (5 points)</p>	<p>25</p>
<p>January 25 Wednesday 1:00 – 2:20</p>	<ul style="list-style-type: none"> ➤ 100% of the students will work in groups to produce a unique costume design using newspapers and duct tape materials. ➤ 100% of the students will analyze the elements of art and principles of design. 	<p>Complete on-line quiz no. 1 (Clements & Wachowiak, Chapters 1-5) 20 points</p> <p>Creative art newspaper project (15 points)</p> <p>Write a reflection on the newspaper art project (5 points)</p> <p>Read Chapters 6 & 7</p>	<p>45</p>
<p>January 30th Monday 1:00 – 2:20</p>	<ul style="list-style-type: none"> ➤ 100% of the students will identify major cultural characters in Turtle Mountain tribal history and lore. ➤ 100% of the students will explain the meaning of the winter count. ➤ 100% of the students will learn at least four Anishinabe and or Michif words. 	<p>The art of storytelling; oral traditions and pictographs.</p> <p>Presentation on the Turtle Mountain culture and lore.</p> <p>Activity: Prepare simulated-hide for winter count project; and identify major life events to be used with this project.</p>	<p>5</p>
<p>February 1 Wednesday 1:00 - 2:20</p>	<ul style="list-style-type: none"> ➤ 100% of the students will develop a lesson plan use multiple disciplines with the winter count. ➤ 100% of the students will explain the developmental characteristics of kindergarteners as it applies to art. 	<p>Begin winter count project and lesson plan</p> <p>Read Chapters 8 & 22</p>	<p>5</p>
<p>February 6 Monday 1:00 – 2:20</p>	<p>100% of students will complete the winter count lesson plan.</p> <p>100% of the students will describe the developmental characteristics of first and second graders as it applies to art.</p>	<ul style="list-style-type: none"> ➤ Complete on-line quiz no. 2 (Clements & Wachowiak, Chapters 6, 7, 8 & 22) 20 points ➤ Review lesson plan samples, expectations, and assessments. ➤ Continue winter count project 	<p>25</p>

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February 8 Wednesday 1:00 – 2:20	100% of the students will identify the characteristic of a winter count and apply those concepts to their own lives. 100% of the students will explain the developmental characteristics of first and second graders. 100% of the students will create a lesson plan using the winter count as the art project and ingrate other subject matters.	Students will begin presentations on mini-lesson plan related to the winter count project (15 points for project and 15 points for lesson plan) Read Clements & Wachowiak, Chapters 9 & 24	35
February 13 Monday 1:00 – 2:20	100% of the students will present a mini-lesson on the winter count topic. 100% of the students will demonstrate the public speaking etiquette and effective lesson plan presentation skills.	Continue presentations on the mini-lesson plan and winter count. Write reflection on the winter count project and lesson plan (5 points).	10
February 15 Wednesday 1:00 – 2:20	100% of the students will describe the developmental characteristics of third and fourth graders. 100% of the students will compare and contrast collages and mosaics. 100% of the students will design a mosaic art project.	Presentation on mosaic art by the instructor. Begin the mosaic art project Read Chapters 10 & 13	5
February 20 NO CLASS	President's Day		
February 22 Wednesday 1:00 – 2:20	100% of the students will describe the historical and geographical use of mosaic art. 100% of the students will explain how the elements of design and principles of art are reflected in a mosaic.	Continue mosaic art project Write reflection on mosaic art project (5 points)	10
February 27 Monday MIDTERMS 1:00 – 2:20	100% the students will explain the developmental characteristics of third and fourth graders. 100% of the students will demonstrate techniques reflective of crayon etching.	Complete on-line quiz no. 3 (Clements & Wachowiak, Chapters 9, 10, 13 & 24) 20 points. Complete mosaic art project (15) Write reflection on the mosaic art project (5 points) Begin crayon etching project Read Chapters 11 & 12	45
March 1 Wednesday 1:00 – 2:20	100% of the students will produce a crayon etching art piece.	➤ Complete the crayon etching project(15 points) ➤ Write reflection on the crayon etching project (5 points)	25

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March 6 Monday 1:00 – 2:20	100% of the students will organize and submit a mid-term portfolio. 100% of the students will identify a polyfoam puppet character; to be used in lesson plan	Mid-term Portfolio (20 points) Introduce the puppet project, lesson plan and presentation. Read Chapters 14 & 15	25
March 8 Wednesday 1:00 – 2:20	100% of the students will demonstrate twenty-five percent progress with the puppet project and lesson plan. 100% of the students will design lesson plan integrating local culture.	Submit puppet character and lesson plan concept on-line (5 points) Continue puppet project and lesson plan. Read Chapters 29 & 30	10
March 13 NO CLASS	SPRING BREAK SPRING BREAK		
March 15 NO CLASS	SPRING BREAK SPRING BREAK		
March 20 Monday 1:00 – 2:20	100% of the students will demonstrate fifty-percent progress with the puppet project and lesson plan.	Continue puppet project and lesson plan.	5
March 22 Wednesday 1:00 – 2:20	100% of the students will demonstrate seventy-five percent progress with the puppet project and lesson plan.	Complete the on-line quiz no. 4 (Clements & Wachowiak, Chapters 14, 15, 29 & 30) 20 points. Continue puppet project and lesson plan.	25
March 27	<ul style="list-style-type: none"> ➤ 100% of the students will demonstrate a lesson plan that integrates puppets and local culture. ➤ 100% of the students will demonstrate the public speaking etiquette and effective lesson plan presentation skills. 	Continue puppet project and lesson plan Read Chapters 20 & 21	30
March 29	<ul style="list-style-type: none"> ➤ 100% of the students will present a lesson plan that integrates puppets and local culture; and effective presentation skills. ➤ 100% of the students will explain how to effectively integrate cognitive, affective and psychomotor domains in art. 	Anishinabe Speaker Larry Aiken (Philosophy, art, self-esteem, language, history, and other topics) Auditorium	5
April 3	➤ 100% of the students will present a lesson plan that integrates puppets and local culture; and effective presentation skills.	Student Presentations begin on Puppet Lesson Plan (20 minutes) Read Chapters 26 & 28	5
April 5	100% of the students will present a lesson plan that integrates puppets and local culture; and effective presentation skills.	<ul style="list-style-type: none"> ➤ Student Presentations continue on Puppet Lesson Plan ➤ Write reflection on landscape or cityscape drawing (5 points) 	10
April 10	100% of the students will describe how to teach art criticism and aesthetic appreciation. 100% of the students will present a lesson plan that integrates puppets and local culture; and effective presentation skills.	<ul style="list-style-type: none"> ➤ Complete on-line quiz no. 5 (Clements & Wachowiak, Chapters 20, 21, 26 & 28) 20 point ➤ Student Presentations continue on Puppet Lesson Plan ➤ Prepare for painted sheets for fantasy space art project 	30

Every child is an artist. The problem is how to remain an artist once we grow up. Pablo Picasso

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April 12	100% of the students will integrate art and science in a fantasy space project.	➤ Introduce fantasy space art project	5
April 17 Monday NO CLASS	EASTER MONDAY	➤	
April 19 Wednesday 1:00 – 2:20	100% of the students will explain various methods of assessing art learning. 100% of the students will demonstrate 75 percent completion of the fantasy art project.	➤ Continue space art project ➤ Read Chapters 18 & 19	5
April 24	➤ 100% of the students will complete a fantasy space art project. ➤ 100% of the students will create an art assessment score guide or rubric.	➤ Complete fantasy space art project (15 points) ➤ Write reflection on fantasy space art project (5 points) ➤ Prepare for globe sculpture	25
April 26 Wednesday 1:00 – 2:20	CULTURE FEST	➤	
May 1 Monday 1:00 – 2:20	FINAL	➤	
	100% of the students will describe how to integrate various art forms into educational learning experiences. 100% of the students will complete the first layer of papier-mâché on the globe.	➤ Complete on-line quiz no. 7 (Clements & Wachowiak, Chapters 18 & 19) 10 points ➤ Begin globe sculpture project	15
Thursday, April 24 th	100% of the students will complete the second layer of papier-mâché on the globe.	➤ Continue globe sculpture project	5
Tuesday, April 29 th	100% of the students will paint the first coat of blue paint depicting oceans.	➤ Continue globe sculpture project	5
Thursday, May 1 st	➤ 100% of the student will paint the final coat of paint representing the geographical continents or political boundaries of countries.	➤ Complete globe sculpture project ➤ Write reflection on the globe sculpture art project (5 points)	10
Tuesday, May 6 th Finals Week	➤ 100% of the students will organize and submit the art portfolio. ➤ 100% of the students will present a summary of their art work through media technology. ➤ 50% of the students will present a summary of their art work through media technology.	➤ Art Portfolio due (20 points) ➤ Student art portfolio and Power Point/Flip Chart Presentations. ➤ Complete Course Assessments (TED and or TMCC)	25
Thursday May 8 th Finals Week	➤ 100% of the students will present a summary of their art work through media technology.	➤ Continue student art portfolio and Power Point/Flip Chart Presentations (10 points)	15