**Revised 12/13/2016**

**EDUC 407:  Creative Arts   Spring 2017**

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

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|  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 7Planning for Instruction InTASC 8 Instructional Strategies | * 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**

***The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.***

**Candidate Knowledge, Skills, and Professional Dispositions**

* 1. Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Provider Responsibilities**

* 1. Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
	2. Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
	3. Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
	4. Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**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

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| **Date** | **Standard/Objective(s)** | **Assignments/Objectives** | **Pts** |
| January 9Monday1:00 – 2:20 | * 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 ProjectCreate electronic art portfolio cover design (5 points)NEXT CLASS complete the following: Read Clements & Wachowiak, Chapters 1 & 2 |  |
| January 11Wednesday1:00 -2:20 | 100% of the students will identify at least seven of the ten rationales for art education. 100% of the students will identify primary, secondary and tertiary colors and demonstrate it through a visual composition.100% of the students will create a color graphic using primary and secondary colors. | * Revisit syllabus and expectations, including on-line quizzes, reflections, etc.
* Discussion Ten Rationales for Art Education and elements in art.

NEXT CLASS* 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.
 | 15 |
| January 16NO CLASS | Martin Luther King Day | ONLINE QUIZ January 17, 2016Timed and one question at a time. Clements & Wachowiak, Chapters 1 & 2 |  |
|  January 18  | 100% of the students will identify at least seven of the ten rationales for art education. 100% of the students will practice making tints and shades by adding black and white paints.100% of the students will create spontaneous designs to demonstrate the use of tints and shades. | Sharing and Discussion of Evan-Moor projects. Activities: secondary colors, memory color game, coloring mixing.Activity: Tints and shades in Tempera project (10 points)Write reflection on the tints and shades project (5 points) Read Clements & Wachowiak, Chapters 3, 4, and 5 | 20 |
| January 23Monday1:00 – 2:20  | * 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.
 | Presentation on the fundamental elements and principles of artElements of design and principles of art project (15 points) Write reflection on elements of design and principles of art project (5 points)  | 25 |
| January 25 Wednesday1:00 – 2:20  | * 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.
 | Complete on-line quiz no. 1 (Clements & Wachowiak, Chapters 1-5) 20 pointsCreative art newspaper project (15 points) Write a reflection on the newspaper art project (5 points)Read Chapters 6 & 7 | 45 |
| January 30th Monday1:00 – 2:20 | * 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.
 | 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 |
|  February 1Wednesday1:00 - 2:20 | * 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.
 | Begin winter count project and lesson plan Read Chapters 8 & 22 |  5 |
| February 6 Monday1:00 – 2:20 | 100% of students will complete the winter count lesson plan.100% of the students will describe the developmental characteristics of first and second graders as it applies to art.  | * 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
 | 25 |
| February 8Wednesday1:00 – 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 Monday1:00 – 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 15Wednesday1:00 – 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 20NO CLASS | President’s Day |  |  |
| February 22Wednesday 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 27MondayMIDTERMS1:00 – 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 projectRead Chapters 11 & 12  | 45 |
| March 1Wednesday1:00 – 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)
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|  March 6Monday 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 8Wednesday1:00 – 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 13NO CLASS  |  SPRING BREAK SPRING BREAK |  |  |
| March 15NO CLASS  | SPRING BREAKSPRING BREAK  |  |  |
| March 20Monday1:00 – 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 22Wednesday 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 | * 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 | * 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. | * 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. | * 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 17MondayNO CLASS  |  EASTER MONDAY |  |  |
| April 19Wednesday1:00 – 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 24th  | 100% of the students will complete the second layer of papier-mâché on the globe.  | * Continue globe sculpture project
 | 5 |
| Tuesday, April 29th  | 100% of the students will paint the first coat of blue paint depicting oceans. | * Continue globe sculpture project
 | 5 |
| Thursday, May 1st  | * 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 6th 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 8th 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 |

**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.