**Arte 530: Art of Children**

**Dianne Mahaffee, Professor USC Lancaster**

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**(803)289-6473 HOME 2nd 8 weeks (Fall II)**

**(803)283-2001 ext.260 OFFICE 3 Credit Hours**

**Hubbard Hall 120 and LHS 103 No textbook, supplies only**

**Office Hours: by appointment**

**Course overview:**

This course emphasizes five main areas: Art Teaching (instructional strategies,methods and techniques), Art Curriculum Development (unit and lesson planning and presentation), Art Field Experiences (working 2 ½ hours per week with an elementary art teacher in the school assigned), Art Research (acquire knowledge of proficiency levels and children’s developmental stages in art), In- depth study of author and illustrator, Eric Carle (hands-on project will connect with Eric Carle’s style).

**Course Description and Methodology:**

To acquaint students with the visual arts as part of a general elementary school education and how they can integrate meaningful visual art experiences into elementary teaching and art curriculum development. Emphasis will be on developing basic artistic and pedagogical skills, techniques, procedures, and strategies involving aesthetic perception, creative expression, art historical and cultural context, and aesthetic valuing, and other content domains. Students will become familiar with Viktor Lowenfield’s theories and learn to recognize and acknowledge a child’s developmental stages. This will enable students to more appropriately foster children’s growth and learning.

**Major Topics:**

Children’s Books (authors and illustrators)

Short-Range Planning of Instruction

Planning Assessments and Using Data

Establishing and Maintaining High Expectations for Learners

Using Instructional Strategies (including technology) to Facilitate Learning

Providing Appropriate Content for Learners (including using appropriate guidelines/ standards)

Monitoring, Assessing, and Enhancing Learning

Maintaining an Environment that Promotes Learning

Managing the Classroom

Fulfilling Professional Responsibilities

Lesson Plans

**Modes Instruction:**

Field Experiences

Small Group Discussions

Individual Conferencing

Self-directed learning (via research papers, etc)

Hands-on (creating a book Eric Carle styled)

**Student Learning Outcomes:**

\*Students will write and illustrate a children’s book using collage techniques to illustrate an elementary student level of interest. (This original story book will be used as part of the field experience.)

\*Students will give oral presentations about Eric Carle and Viktor Lowerfield’s study.

\*Students will develop a lesson plan using the following criteria: A)Eric Carle B)Collage technique C)Painting technique D)Presentation to the art elementary class

\*Students will self-reflect about each field experience (oral and written).

\*Students will actively become a team member with their assigned elementary art teacher by assisting where needed.

**Required Research:**

Eric Carle-(great video interview on [www.readingrockets.org](http://www.readingrockets.org)). This includes his

biography and how he writes and illustrates his books.

Collage- What? Why? When? Where? Who? and How?

Victor Lowenfield- His impact on Art Education; his studies on childrens developmental

stages in art, ect.

Visual Arts Impact on Education

Art Elements and Principles of Design

Copple, C. &Bredekamp, S. (2009). *Developmentally appropriate practice in early*

*childhood programs serving children from birth through age 8* (3rd Ed.).

Washington, DC: National Association for the Education of Young

Children.

Feeney, S.,& Freeman, N.K. (1999,2005). *Ethics and the Early Childhood Educator*:

*Using the NAEYC Code of Ethics*. Washington, DC: National Association for the

Education of Young Children.

Long, S., Abramson, A., Boone, A., Borchelt, C., Kalish, R., Miller, E., Parks, J., &

Tisdale, C. (2006). *Tension and triumphs in the early years of teaching*. NCTE.

**Attendance**

Attendance will be taken at each class meeting. There will not be any differentiation made between excused and unexcused absences. Arriving late and leaving early count as “late arrival”. Three “late arrivals” add up to one absence. Each absence beyond one, lowers the final grade averaged by 10 points each.

**Grading System of Student Performance and Evaluation**

20%-*Written research materials*- Prepare papers in a professional and timely way.

Points will be deducted for late assignments.

20%-*Professionalism*-Cell phones are not to be in sight at any time. Attentiveness in

field experiences is a must. Checking one’s cell phone during class shows lack of

focus and is not professional. Attitude, Focus and Attendance are one part of the

assessment of Professionalism.

20%-*Hands-on Project*- Original illustrated and written book to motive and inspire

elementary art students.

20%- *Curriculum Portfolio*- 3 ring notebook containing all research, journal entries from

field experience, lesson plans, photographs to document field experience, etc.

20%-*Field Experience*- All major and minor roles in the classroom will be assessed

by the assigned mentor teacher.

**Grading Scale**

92-100= A, 89-91=B+, 88-85=B, 81-84=C+, 75=80=C, 72-74=D+, 70-71=D

**Materials:**

\*Assorted colors of Tempera Paint \*Xacto Knife \*Tracing Paper or Acetate sheets

\*Tempera Brushes in assorted sizes \*Tweezers \*Scissors \*3 ring notebook

\*Rubber cement glue or gel medium \*Camera(to document field experience)

\*Approximately 50 sheets of painting paper 12X18, 60-80lb (Do not get newsprint)

\*Spiral bound watercolor pad approximately 15x22 or 18x24 (140 lb.)

**Field Teaching Experience Objectives**

Students will:

1. Identify characteristics of the professional educator and educational leader.
2. Identify responsibilities associated with each of the above roles.
3. Effectively communicate with the mentor teacher assigned for the term.
4. Implement suggestions for improvement of personal effectiveness.
5. Demonstrate reliable, ethical, and responsible behavior in a professional setting.
6. Demonstrate positive attitude appropriate for the professional setting.
7. Demonstrate the ability to interact and communicate with the teacher, administrators, school staff, fellow classmates and students in the classroom setting.

**Tentative Schedule**

Week 1: Introduction to course and materials/ Videos; Eric Carle, Principles and

Elements of Design/ Contact Field Experience Teacher/ Proposal for book/ Acquire your name tag/ In class: research “collage”/ HW: Research “Lowenfield and His Studies”/ Also, read Why Do We Draw?

Week 2: Video: Dynamic design/ Discuss Lowenfield’s Study/ Check notebooks/ Work

on Book/ Journal Field Experience/Discuss Article “ Why Do We Draw” by Marvin

Bartel. / 1st Field Experience

HW: work on book

Week3: Discuss Field Experience/ work on book/ Lesson Plans/ Journal F.E/ Study

National Art Educational Standards. /2nd Field Experience.

HW: work on book

Week 4: Discuss Field Experience/ Complete book and present it to the

Class on Thursday / Lesson Plan/ Study Major Concepts by Harry K. Wong

3rd Field Experience/ Journal the Field Experience.

HW: work on Lesson Plan

HW: Research “ Visual Arts Impact on Education”

Week 5: Discuss “Visual Arts Impact on Education”/Check notebooks/

Lesson Plan Sharing/Discuss Field Experience/ Journal the experience

4th Field Experience

Week 6: Discuss Field Experience./ Lesson Plan Sharing/ Check notebooks/ Discuss

Appropriate Management Practices/ Journal Field Experience

5th Field Experience

Week 7:Discuss Field Experience/ Check Notebooks/ Analyze and Evaluate Teaching

Strategies and Procedures/Journal Field Experience

6th Field Experience

Week 8:Discuss Field Experience / Final Exam

7th Field Experience

USCL STUDENT MENTOR TEACHER

FIELD EXPERIENCE

DATES

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | Signatures of mentor teacher |
| Student interacted in a supportive way in the classroom |  |  |  |  |  |  |  |  |  |  |
| Student was on time. |  |  |  |  |  |  |  |  |  |  |
| Student communicated well with children. |  |  |  |  |  |  |  |  |  |  |
| Student was available at least 2 ½ hours. |  |  |  |  |  |  |  |  |  |  |
| Student was focused the entire time. |  |  |  |  |  |  |  |  |  |  |
| Student has a professional appearance. |  |  |  |  |  |  |  |  |  |  |
| Student demonstrated a good attitude. |  |  |  |  |  |  |  |  |  |  |
| Student wore the appropriate USCL name tag. |  |  |  |  |  |  |  |  |  |  |

**Signature of** √**=YES**

**Mentor teacher**

**X=NO**