
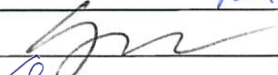
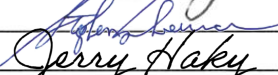
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3-1-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Teaching and Learning College Education	
Current Course Prefix and Number ARE 4313	Current Course Title Art: Elementary School	
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: 2 To: 3 Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>	Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Summer 2021	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone P. Peluso/ppeluso@fau.edu/7-3570		
Approved by Department Chair <u>Paul R. Peluso</u>  College Curriculum Chair  College Dean  UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____	Date <u>1/22/21</u> <u>2/5/21</u> <u>2/9/2021</u> <u>3-2-21</u> <u>3-2-21</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



**College of Education
Department of Teaching and Learning**

SEMESTER and YEAR:

CRN: COURSE Name and Section #:

TITLE: Art: Elementary School, 3 credits

PRE-REQUISITES: None

CAMPUS: BLDG. & ROOM:

DAYS AND TIMES:

INSTRUCTOR:

OFFICE: PHONE NUMBER:

EMAIL ADDRESS:

OFFICE HOURS:

CATALOG DESCRIPTION:

3 credits

Students focus on foundational methods for teaching visual art in the elementary classroom.

GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES:

Florida Educator Accomplished Practices 2013= FEAP

Subject Matter Content Standards for Florida Teachers- Elementary=FSMCS-Elem.

Subject Matter Content Standards for Florida Teachers—Art=FSMCS-ART

Florida Teacher Standards for ESOL Endorsement 2010—ESOL=ESOL

Association for Childhood Education International Standards= ACEI

COURSE OBJECTIVES:

1. Students will identify the role and significance of visual art in relation to other disciplines. (FEAP: A.2.e; FSMCS- Elem.: 27.5, 27.6; FSMCS-ART: 17.1, 17.2, 18.1, 18.2, 18.3, 21.1, 21.2, 21.3, 21.4; ESOL: 3.2.a, 3.2.i, 3.2.j; ACEI: 2.5, 2.8, 3.1)
2. Students will demonstrate an understanding of basic visual art concepts and skills: elements and principles of design, and the ways they are used in communicating ideas, meanings, and emotions, through the creation of artwork in a variety of media appropriate for students in the elementary learning environment. (FEAP:A.2.e ; FSMCS-Elem.: 27.5, 27.6, 28.4; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1,

- 10.2, 10.3, 11.1, 11.2, 11.3, 11.4; ESOL: 3.3.a; ACEI: 2.5)
3. Students will demonstrate proficiency in planning and presenting high quality lesson plans in diverse settings that correlate and integrate subject matter of other disciplines using grade level objectives and the Next Generation Florida Sunshine State Standards. (FEAP: A.1.a, A.1.f, A.2.c, A.2.e; FSMCS-Elem.: 27.5, 27.6, 28.4, 31.2; FSMCS-ART:17.3, 18.4, 19.1, 19.2, 19.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1.a, 4.1.c, 4.1.d, 4.1.e; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2)
 4. Students will apply knowledge and higher order thinking when participating in art criticism, aesthetics, art production, and art history activities appropriate for diverse learners in the elementary learning environment. (FEAP:A.1.a, A.1.f; FSMCS-Elem.: 29.3, 29.4, 30.2, 31.2; FSMCS-ART:12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ESOL: 3.2.a, 3.2.g, 3.2.i, 3.2.j, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e; ACEI: 2.5)
 5. Students will demonstrate the ability to identify a variety of developmentally appropriate strategies and materials to assess skills, techniques, creativity, and communication in visual art for students in the elementary learning environment. (FEAP: A.1.a, A.2.c, A.2.e; FSMCS- Elem.: 31.2; FSMCS-ART: 3.3.a, 3.3.b; ACEI: 4.0)
 6. Students will research and evaluate creative and higher order thinking activities for visual art using technology and electronic resources. (FEAP: A.2.c; FSMCSElem.: 27.6; FSMCS-ART: 18.4; ESOL: 3.3.c; ACEI: 3.3)

COURSE EVALUATION

C-F = Conceptual Framework connection to assignment FEAP

= Florida Educator Accomplished Practices 2013

FSMCS-Elem. = Subject Matter Content Standards for Florida's Teachers

FSMCS-ART = Subject Matter Content Standards for Florida's Teachers for Art

ESOL= Florida Teacher Standards for ESOL Endorsement 2010

ACEI= Association for Childhood Education International Standards

Competency Assessments for CAEP assessment, must be completed by students enrolled in this course with a grade of C or better in order to receive a final grade of C or better for the course, regardless of grading average.

1. Competency Assessment – Content Area Examinations for Art Education—30%-CAEP Assessment on LiveText using rubric for FEAP- A.2.c

Florida Subject Matter Content Standards for Art K-12 Assessment on LiveText using rubric.

Mid-Term Content Area Exam – 15%

Final Content Area Exam – 15%

Midterm and final exam reviews will be conducted on line through Blackboard. Make-up tests and exams are given only with an excused absence at the instructor's discretion.

Please email Dr. Brown immediately if you encounter a problem during the exam online.

(C-F: The student gains information to become a reflective decision maker.

FEAP: A.2.c; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL:3.2.a, 3.2.j; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1)

2. Art Education Portfolio—5% The portfolio should include artwork you have created in the course. You should create a power point which includes photographs of 3 of your favorite artworks we have created this semester and insert a paragraph about one artwork that you think was the most successful or explain how you would incorporate this project in your future classroom. Post the Portfolio with paragraph on the Discussion Board of the class BlackBoard site.

(C-F: As a reflective decision maker, students select resources from a variety of sources including technology and organize the resources in an accessible and informative way.

FEAP: A.2.e; FSMCS-Elem.: 27.5, 27.6; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 18.1, 18.2, 18.3, 18.4; ESOL: 3.2.j; ACEI: 2.5, 2.8, 5.1, 5.2)

3. Critical Response to Artwork —10% This is written Engaged Learning Activities 3.15, 3.16 & 3.17 that describes, analyzes, interprets, and evaluates an original work of art. Other forms of critiques may be given in class. The instructor will announce the location of the gallery or museum at least two weeks prior to the visit in order for students to make transportation arrangements. Sometimes, galleries on campus will serve as the visitation site. Please see the instructor for more information.

(C-F: As a reflective decision maker, the student selects an art exhibit or event and chooses to practice professional, ethical behaviors while attending and writes an informed critique of the event.

FEAP: A.1.f, A.2.e; FSMCS-Elem.: 28.4, 29.3, 29.4, 30.2; FSMCS-ART: 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ESOL: 3.2.i, 3.2.j; ACEI: 2.5, 5.1)

4. Class Work and Homework—25% Assignments and studio projects are graded in proportion to the amount of time and effort assigned to the projects. Students are required to access and use LiveText and Blackboard for this course. Each student must actively participate in activities; and complete all requirements in a professional, ethical, and timely manner. Projects and Engaged Learning Activities that are completed for homework and during class are evaluated in part on the amount of work involved and the care and concern with which they are done. Assignments are due on the given date each week by instructor. Late work will not receive full credit. One class day late results in a loss of points as per the instructor. Additional points for each subsequent class late will be deducted. After two weeks, you will receive a zero for the assignment, unless instructor accepts later assignments. Spelling and grammar are

factored into the final grade. There are 48 Engaged Learning Activities in your textbook and several different artworks completed in class. All of these assignments factor into your classwork/homework portion of your final grade.

(C-F: As a reflective decision maker, the student gains information, knowledge, and skills to become an informed, ethical, and capable professional.

FEAP: A.1.a, A.1.f, A.2.c, A.2.e; FSMCS-Elem.: 27.5, 27.6, 28.4, 29.3, 29.4, 30.2, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 3.2.i; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

5. Competency Assessment – Art Integrated Lesson Plan with Artwork – 30%-CAEP assessment for this assignment must be submitted on LiveText for evaluation and must be graded with a C or higher in order to pass this course with a final grade of C or higher.

CAEP Assessment on LiveText using rubric for FEAPs: A.1.a, A.1.f, A.2.e

This is a typed lesson plan that integrates Art with other disciplines such as, Mathematics, Language Arts, Science, Social Studies, etc. Following the format listed in Chapter 2 in our textbook and using a lesson plan guide provided by the instructor. Points will be deducted for not using this lesson plan format. The lesson plan also reflects the Discipline-based Art Education approach (DBAE) or what is now known as the Comprehensive Arts Education Approach to teaching. This approach integrates art learning in art history, art criticism, aesthetics, and studio production with other disciplines. You must create the artwork, which meets the objectives of the lesson plan and include the photograph of the artwork you made on LiveText. (C-F: As a reflective decision maker, the student applies knowledge and skills acquired in the course to demonstrate their ability to become an informed and capable professional. This assignment is posted on LiveText under Art Integrated Lesson Plan. FEAP: A.1.a, A.1.f, A.2.e; FSMCS-Elem.: 27.5, 27.6, 31.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1.a, 4.1.c, 4.1.d, 4.1.e, 4.2.a; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67

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C+ 79-81 = 2.33 F Below 62 = 0.00

POLICY on MAKE-UP WORK, ABSENCES, LATE WORK, and INCOMPLETES

Complete work by the due date assigned. You are required to keep track of all assignment due dates. If any assignment is not completed on time as per the due date, contact the instructor by email and discuss how to make up work. Make-up work will not be accepted more than 2 weeks after the original due date, unless accepted by the instructor.

Attend classes regularly. "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Your final grade is affected by unexcused absences (3=20 points deducted from the classwork portion of your grade, 4= 25 points deducted from the classwork portion of your grade, 5 or more= a failing grade in the course). Students are expected to be on time and to remain for the duration of each class session. After the second late arrival or early departure, the instructor will discuss with the student the reasons for not attending class. After the third late arrival or early departure, 10 points will be deducted from the classwork portion of your grade. Unavoidable absences include the following: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Proper documentation is required and must be provided to the instructor to consider excusing an absence. The instructor reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence. All work from an excused absence must be completed by the next class (one week) in order to receive full credit.

Also, note that grades of Incomplete (I) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. The student and instructor will agree on a timeline for work to be completed. The chair of the department will be informed by the instructor of the course of the agreed upon deadlines and assignments. The instructor will input the incomplete into the FAU electronic grading system. If the student does not complete the work as per the instructor by the agreed upon deadline, the student will receive a failing grade for the course. It is the responsibility of the student to turn in all completed assignments to the instructor.

SPECIAL COURSE REQUIREMENTS

In order to complete the art critique assignments, students must attend the gallery or museum selected for the assignment. Each instructor will notify the students about this requirement and the location of the gallery or museum at least two weeks in advance of the activity.

REQUIRED LIVETEXT POLICY:

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the

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first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

As a reflective decision-maker, the student makes informed and ethical decisions and provides evidence of being a capable professional by developing and presenting lessons that demonstrate a respect for the developmental characteristics of young children. Students demonstrate the ability to create artwork and evaluate historical and cultural artwork using knowledge of art elements and principles of art and aesthetic theory.

HONOR CODE POLICY STATEMENT:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4/001_Honor_Code.pdf.

Attendance

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity

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Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

REQUIRED TEXT/MATERIALS:

Brown, S. (2012). *Art Integration in Schools*. Cengage Custom Edition.

ISBN **9781285565408** 10 digit: 1285565401

Accessible through: <http://www.cengagebrain.com/micro/1-1D03135>

SUPPLEMENTARY/RECOMMENDED READINGS:

Herberholz, B., & Herberholz, D. (2001). *Artworks for elementary teachers with artstarts* (9th ed.). New York: McGraw-Hill.

Hurwitz, A., & Day, M. (1991). *Children and their art*. New York: Harcourt Brace Jovanovich.

OTHER RESOURCES:

Getting To Know The World's Greatest Artists, a series of short books about individual artists by Children's Press

Lincoln Center Institute for the Arts in Education: www.lcinstitute.org

National Art Education Association: www.naea-reston.org (the publication list) Florida

Art Education Association: www.faea.org

AUDIO/VISUAL TECHNOLOGY:

Computer: LiveText This is required in order to post final lesson plan assignment.

Computer: Email. This is required. Go to MyFAU to obtain a free email account.

Computer: Blackboard This is required as assignments are on this site.

Computer: On-line Research

Computer: Word Processing

CONTENT OUTLINE: A general guide subject to modification based upon class progress.

Day #	Activities/Content
Day 1	<p>Review of Syllabus and course assignments. Throughout the course, we will complete engaged learning activities which are featured in the textbook. I will collect the written assignments and factor these grades into the classwork/homework percentage of your final grade (25%). Please see course guidelines for missing or late work.</p> <p>Studio Activity: Name Art Design (Chapter 3 Engaged Learning Activity 3.5 & 3.6), paper marbling with shaving cream, journal (Chapter 3 Engaged Learning Activity 3.4)</p> <p>Review Elements of Art (Line, Shape, Form, Color, Value, Space, Texture, Pattern- write definitions and illustrate) and Design Principles. Complete Engaged Learning Activity in Chapter 1- 1.1 and in Chapter 3- 3.2.</p> <p>Homework: Readings Chapter 1 and 3. Complete Engaged Learning Activities Chapter 1-1.2, Chapter 3- 3.1, and 3.3. All homework assignments are due on the next class date.</p>
Day 2	<p>Complete Artworks- Crayon Resist and Crayon Engraving. Complete Engaged Learning Activities 3.7 & 3.8.</p> <p>Homework: Read Chapter 2 & 4. Complete Engaged Learning Activities in Chapter 3- 3.9, 3.10 & 3.11 and Chapter 4- 4.1 & 4.2. These assignments are due on the next class meeting date.</p>
Day 3	<p>Review Chapter 2 How to write an effective lesson plan. S.S.S. Lesson Plan Organization, Art Integrated lesson concerning content, appropriateness (age, ability, adaptation, diverse learners, ESOL, special needs, materials, etc.), and assessment of student learning.</p> <p>Paper projects- Mosaics and Collage to create an Altered Book Page. Complete Chapter 4 Engaged Learning Activity 4.6 in class. Create Collograph for next week. Complete Chapter 4 Engaged Learning Activity 4.7 in class.</p> <p>Homework: Review Chapter 2. Read Chapter 5 pages 137- 143(Ceramics) & pages 146 (Paper Sculpture) through 158 (Artist's Books). Begin planning art lesson by completing Engaged Learning Activities in Chapter 2 - 2.1 & 2.2, Complete Engaged Learning Activities: Chapter 3 – 3.15 & 3.17 and Chapter 4- 4.3 These assignments are due on the next class meeting date.</p>
Day 4	<p>Printmaking projects- Collograph and Styrofoam printing</p> <p>Ceramics Engaged Learning Activity 5.2</p> <p>Complete Engaged Learning Activity 5.4, 5.5 & 5.6</p> <p>Homework: Review /Read Chapter 4 and Complete Engaged Learning Activities 2.3 & 2.4 for Chapter 2. Engaged Learning Activities: Chapter 4- 4.4, 4.5 & 4.8 and Chapter 5- 5.1.</p>

Day 5	Art Gallery critique. Engaged Learning Activity 3.16 small critique book.. MID TERM REVIEW covers Chapters 1,2,3,4
Day 6	Watercolor techniques and Watercolor Landscape painting. Complete Engaged Learning Activity 5.3 Homework: Study for Mid Term Exam.
Day 7	MID TERM EXAM Homework: Read Chapter 5
Day 8	Complete weaving and metal repousse. Complete Engaged Learning Activity 5.7 Review art integrated lesson planning and artwork. Homework: Read Chapter 2 Lesson planning.
Day 9	Pop Ups and Flip Books Homework: Complete Lesson Plan with artwork.
Day 10	Sculpture project Instructor will provide feedback on lesson plans and artwork for editing prior to posting on LiveText. Homework: Finalize Lesson plan with artwork and post on LiveText for grading.
Day 11	Aesthetics- What is Art? Bring to class an object that is Art and an object that is not Art for the aesthetic discussion. Engaged Learning Activities 3.12, 3.13 & 3.14. Complete Chapter 3
Day 12	Art portfolio of 3 favorite artworks that you made during the course with paragraph explaining your work. Be prepared to discuss how you would teach visual art in your future classroom. Post lesson plan and artwork sample on LiveText for final grading. Homework: Read Chapter 6.
Day 13	Recycling project Final Exam Review in class.
Day 14	Book Design using Artists Books
Day 15 Final Exam	Final Exam . Final Grades will be posted on the MyFAU system no later than Monday. Final Exam covers chapters 1, 2, 3, 4, 5, 6.

TEACHING METHODOLOGIES:

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Posted Written Discussion on Blackboard site
Cooperative Learning through Blackboard site
Internet Communication (use of e-mail, Web sites, Blackboard)
Power Point Presentations
Lesson Plan Writing
Use of Computer
Studio Production using a variety of media

ASSESSMENT PROCEDURES:

Exams
Art Exhibit Critiques
Lesson Plans
Meaningful Class Participation
Studio Production Portfolios

USE OF STUDENT WORK

All teacher education programs undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

BIBLIOGRAPHY:

A. Books

- Alexander, K., & Day, M. (1991). *Discipline-based art education: A curriculum sampler*. Los Angeles: The Getty Center for Education in the Arts.
- Anderson, T., & Milbrandt, M. K. (2005). *Art for life: Authentic instruction in art*. New York: McGraw-Hill Companies, Inc.
- Arnheim, R. (1974). *Art and visual perception: A psychology of the creative eye*. Berkeley: University of California Press.
- Atkins, R. (1990). *Artspeak: A guide to contemporary ideas, movements, and buzzwords*. New York: Abbeville Press.
- Barkan, M. (1966). *Through art to creativity*. Boston: Allyn and Bacon.
- Beattie, D. K. (1997). *Assessment in art education*. Worcester, MA: Davis Publications, Inc.

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Bruner, J. S. (1966). *The process of education*. Cambridge, MA: Belknap Press of Harvard University Press.

Burnaford, G. E., Aprill, A., & Weiss, C. (Eds.). (2001). *Renaissance in the classroom: Arts integration and meaningful learning*. Mahway, New Jersey: Lawrence Erlbaum Associates.

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B. JOURNALS:

Art Education, The Journal of the National Art Education Association
Arts Education Policy Review
Childhood Education
International Journal of Education & the Arts
Journal of Research in Childhood Education
School Arts
Studies in Art Education

C. INTERNET SITES: (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

1. Organizations

National Art Education Association
Florida Art Education Association

Palm Beach County Art Teachers Association
 Getty Institute for the Arts (ARTSEDNET)
 Kennedy Center for the Arts

2. Reports and Standards

Florida Department of Education, Sunshine State Standards
 National Art Education Association, Advancing Art Education Report

3. Resources (Materials, Lesson Plans, etc.)

Smithsonian American Art Museum <http://www.mnaa.si.edu>
 Crayola Creativity Central <http://www.crayola.com/educators>
 Kids Art <http://www.kidsart.com>
 Art Education Resources <http://www.cedarnet.org/emig/nj.html>
 Art Resources <http://www.eduationindex.com/art>
 Multiple Intelligence Theory <http://www.ncbe.gwu.edu>

LIVETEXT Rubric:

FEAP	ASSIGNMENT	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
FL-FAU- FEAP- 2013.A.2.c To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently conveys high expectations to all students	Content Test	Exceeds expectations of demonstrating visual art subject matter knowledge by scoring 89% or above on the Content Area Examination.	Meets expectations of demonstrating visual art subject matter knowledge by scoring 75-88% on the Content Area Examination.	Does not meet expectations of demonstrating visual art subject matter knowledge by scoring 74% or below on the Content Area Examination.
FL-FAU- FEAP- 2013.A.1.a	Art Integrated Lesson Plan	Candidate aligns learning objectives and	Candidate aligns learning objectives and	Candidate aligns learning objectives and

<p>Applying concepts from human development and learning theories, the effective educator consistently aligns instruction with state-adopted standards at the appropriate level of rigor</p>		<p>initiating, core and closure activities in an art integrated lesson plan with 4 of the 5 Big Ideas in the appropriate grade level (K-5) Visual Art NGSSSs by connecting the Enduring Understanding and Benchmarks to instruction.</p>	<p>initiating, core and closure activities in a lesson plan with 3 of the 5 Big Ideas in the appropriate grade level (K-5) Visual Art NCSSSs by connecting the Enduring Understanding and Benchmarks to instruction.</p>	<p>initiating, core and closure activities in a lesson plan with 0-2 of the 5 Big Ideas in the appropriate grade level (K-5) Visual Art NCSSSs by connecting the Enduring Understanding and Benchmarks to instruction.</p>
<p>FL-FAU- FEAP- 2013.A.1.f Applying concepts from human development and learning theories, the effective educator consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p>	<p>Art Integrated Lesson Plan</p>	<p>Candidate develops learning experiences within a written lesson plan that requires elementary level students from a selected appropriate grade level (K-5) to demonstrate 1 or more various applicable skills and competencies in each area and 2 or more various applicable skills and competencies in at least one area of: 1) art production; 2) art criticism; 3) art history; and</p>	<p>Candidate develops learning experiences within a written lesson plan that requires elementary level students from a selected appropriate grade level (K-5) to demonstrate 1 or more various applicable skills and competencies in each area of: 1) art production; 2) art criticism; 3) art history; and 4) aesthetics. The written lesson plan includes a minimum of 4 various</p>	<p>Candidate does not develop learning experiences within a written lesson plan that requires elementary level students from a selected appropriate grade level (K-5) to demonstrate a variety of applicable skills and competencies in each area of: 1) art production; 2) art criticism; 3) art history; and 4) aesthetics. Some areas of visual art are not included in the written lesson plan or</p>

		4) aesthetics. The written lesson plan includes a minimum of 5 various applicable skills and competencies described in the instructional activities section.	applicable skills and competencies described in the instructional activities section.	none of the visual art areas are included or described in the instructional activities section. The written lesson plan includes a 3 or less various applicable skills and competencies described in the instructional activities section.
FL-FAU- FEAP- 2013.A.2.e To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently models clear, acceptable, oral and written communication skills	Art Integrated Lesson Plan	Candidate models clear, acceptable oral and written communication skills by writing a visual art activity that clearly explains the sequential steps to complete the activity and orally presenting the visual art activity in a clear and acceptable manner.	Candidate models clear, acceptable oral and written communication skills by writing a visual art activity that explains most of the sequential steps to complete the activity and orally presenting the visual art activity in an acceptable manner.	Candidate does not model clear, acceptable oral and written communication skills by writing a visual art activity that explains some of the sequential steps to complete the activity and does not orally present the visual art activity in an acceptable manner.