



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

COURSE NUMBER: ARE 4313

COURSE TITLE: Art: Elementary School, 2 credits

TERM and YEAR:

CLASS LOCATION AND TIME:

COURSE INFO:

INSTRUCTOR:

OFFICE:

PHONE NUMBER:

EMAIL ADDRESS:

OFFICE HOURS:

CATALOG DESCRIPTION:

2 credits

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

GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES:

Florida Educator Accomplished Practices—Preprofessional= EAP

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

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

Subject Matter Content Standards for Florida Teachers—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. (FAU EAP: 8.1, 12.1; 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: 4.2, 4.3; 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. (FAU EAP: 4.2, 5.2, 7.2, 8.2; 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: 17.1, 17.4, 17.5; 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 Florida Sunshine State Standards. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; 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, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; 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. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 11.1, 12.1, 12.2; 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: 12.1, 12.2, 12.3, 17.1, 17.4, 17.5; 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. (FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 12.1, 12.2; FSMCS- Elem.: 31.2; FSAS-ART: 20.1, ESOL: 13.3, 13.7, 17.1, 17.4, 17.5;; ACEI: 4.0)
6. Students will research and evaluate creative and higher order thinking activities for visual art using technology and electronic resources. (FAU EAP: 2.2, 4.2, 5.2, 7.2, 8.1, 8.2, 12.1, 12.2; FSMCS-Elem.: 27.6; FSMCS-ART: 18.4; ESOL: 17.1, 17.4, 17.5;ACEI: 3.3)

COURSE EVALUATION

C-F = Conceptual Framework connection to assignment

FAU EAP = Florida Educator Accomplished Practices—Preprofessional

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

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

ESOL= English to Speakers of Other Languages, Florida K-12 Standards

ACEI= Association for Childhood Education International Standards

Competency Assessments for NCATE 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 - Examinations—30%- NCATE Assessment for EAP 8.1

Mid-Term Exam – 15%

Final Exam – 15%

Midterm and final exam reviews will be conducted in class. You may not use the text, study guides, notes, etc. during the exams. Make-up tests and exams are given only with an excused absence at the instructor’s discretion.

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

FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2 ; 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: 12.1, 12.2, 12.3, 16.2, 16.3; 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 all the artwork we have created this semester and insert a paragraph about one artwork that you think was the most successful or your favorite project. Please either print out thumbnails of the power point and bring in to class or email the power point to me (usually this works if you send through FAU email in three sections rather than one whole power point because of FAU file size limitations). Another option is to bring in your flash drive or burn a CD for me to view before or after class.

(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.

FAU EAP: 2.2, 4.2, 5.2, 6.1, 8.1, 8.2, 11.1, 11.2, 12.1, 12.2; 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: 16.2, 16.3; ACEI: 2.5, 2.8, 5.1, 5.2)

3. Critical Response to Schmidt Gallery and Jaffe Book Arts Collection—10% This a written paper that describes, analyzes, interprets, and evaluates an original work of art viewed at an exhibition or art event. The paper will be given during the gallery visit and completed during class. If you are absent for this class it is your responsibility to make an appointment at each gallery and make up the work that was completed by the next week of class.

(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.

FAU EAP: 4.2, 6.1, 8.1, 11.1, 12.1, 12.2; 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: 12.1; ACEI: 2.5, 5.1)

4. Class Work and Homework—25% Assignments and studio projects in class are graded in proportion to the amount of class time assigned to the projects. Students are required to access and use LiveText for this course. Each student must clean up after studio work is finished; actively participate in activities; and complete all requirements in a professional, ethical, and timely manner. Projects and activities that are completed in class and for homework 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. Late work will not receive full credit. One class day late results in a loss of 10 points. An additional 5 points for each subsequent class late will be deducted. After two weeks, you will receive a zero for the assignment. All written assignments to be graded must be typed unless noted by instructor. Spelling and grammar are factored into the final grade.

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

FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; 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: 4.1, 4.2, 4.3,

12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; 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%- NCATE assessment for EAP 8.1 & 10.1 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.

This is a typed lesson plan that integrates Art with other disciplines such as, Mathematics, Language Arts, Science, Social Studies, etc. 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. Please refer to the assignment sheet and criteria list posted on MyFAU course website. (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. FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; 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, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; 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
C+	79-81	= 2.33	F	Below 62	= 0.00

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

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= 30 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. 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 must be completed by the next class (one week) in order to receive full credit. Make-up work will be accepted within two weeks after the absence but 10

points will be taken off the assignment. Make-up work will not be accepted more than 2 weeks after the absence. 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. Incomplete forms must be completed and signed by the student and instructor prior to being processed through the College of Education. If the incomplete form is not signed and processed, the student will receive a failing grade for the course. This is the responsibility of the student.

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 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.

CLASSROOM ETIQUETTE POLICY

“In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

DISABILITY POLICY:

“In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building (SU 80) in Room 133 (297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441)- and follow all OSD procedures.”

CODE OF ACADEMIC INTEGRITY 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.

“FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The following constitute academic irregularities.

- a. The use of notes, books, or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor—acts defined as cheating.
- b. The presentation of words or ideas from an existing source (including the Internet) as one’s own—acts defined as plagiarism.
- c. Other activities that interfere with the educational mission within the classroom.” For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

REQUIRED TEXT/MATERIALS:

Clements, R. D. & Wachowiak, F. (2010 custom edition for FAU). *Emphasis art: A qualitative art program for elementary and middle schools*. New York: Pearson Education, Inc. ISBN # - 978-0-558-64419-2

SUPPLEMENTARY/RECOMMENDED READINGS:

Florida Department of Education. (1996). *The arts for all students: The Florida pre-K-12 sunshine state standards and instructional practices*. Tallahassee, FL: Author.

Note: All Sunshine State Standards can be downloaded from:

<http://www.fldoe.org/bii/curriculum/SSS/>

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: www.myeducationlab.com (This is the publisher’s website to guide you through the textbook. Each instructor will decide how this resource will be used in the classroom).

Computer: LiveText This is required.

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

Computer: Power Point presentations posted on MyFAU under course files.

Computer: On-line Research

Computer: Word Processing

Visual Aides: Video tapes, CD-ROMs, DVDs, Art Teaching Posters, Overheads, Slides

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

Week #	Activities/Content
Week 1	<p>Syllabus review and introductions. Conceptual Framework connections to this course discussed.</p> <p>Discussion of Art Education Portfolio, LiveText, Critical Assignments -Art Integrated Lesson Plan and Artworks (must be uploaded to LiveText) and Mid Term and Final Exams, Critical Response to Gallery or Museum, and all other course requirements.</p> <p>What is art? What are “qualitative” art activities?</p> <p>Studio Activity: Name Art Design (Oil Pastel Activity- Blending and Mixing color), paper marbling, journal, complete Journal entry #1- Elements of Art (Line, Shape, Form, Color, Value, Space, Texture, Pattern- write definitions and illustrate).</p> <p>Homework: Read Chapters 1 (The Role of Art in Society and in the Schools), 2 (Art as Art: The Design Fundamentals), 3 (Teacher’ Role: Strategies and Management, 23 (Drawing) & 24 (Crayon and Oil Pastels). Write two paragraphs about your Best and Worst Teachers (no names of teachers, please). Consider how the performance of the teacher reflected being (or not being) a reflective, capable, ethical, informed decision maker (COE Conceptual Framework).</p>
Week 2	<p>Discussion of chapters and effective/ineffective teacher paragraph. Work on Crayon Resist and Crayon Engraving. How to write an effective lesson plan. S.S.S. Lesson Plan Organization. Discuss Art Integrated lesson concerning content, appropriateness (age, ability, adaptation, diverse learners, ESOL, special needs, materials, etc.), and assessment.</p> <p>Homework: Read Chapters 4 (Motivating Learning) & 26 (Paper Projects in Two-Dimensions) Research The Jaffe Book Arts Collection website. Select an artist from the Jaffe Book Arts Collection and research this artist online.</p>
Week 3 We will meet in class first and then after the projects we will walk over to the Library 3 rd floor, to the Jaffe Collection.	<p>Paper projects- Mosaics and Collage to create an Altered Book Page. Create Collograph for next week.</p> <p>Jaffe Book Arts Collection Presentation and Video.</p> <p>Homework: Read Chapters 14 (Cognitive and Psychological Factors in Children’s Learning and Creative Development), 20 (Teaching Art Appreciation: From Picture Study to Visual Culture), 21 (Teaching Art History), 25 (Painting), 27 (Printmaking), & 31 (Clay). Journal entry #2- Principles of Design (Balance and Symmetry/asymmetry).</p>
Week 4	<p>Ceramics</p> <p>Printmaking projects.</p>

	<p>Homework: Complete Journal Entry #3- Variety, Emphasis, and Domination-Subordination- write definitions and illustrate. Journal Entry #4- Repetition and Pattern- write definitions and illustrate. Read Chapter: 11 (Art and the Performing Arts)</p>
Week 5	<p>Discussion of Chapter and artists. Art Integration Lesson Plan review and examples discussed in class. Ceramics fired in the kiln. MID TERM REVIEW covers Chapters 1, 2, 3, 4, 11, 14, 20, 21, 23, 24, 25, 26, 27, & 31</p>
Week 6 Green Scantron needed for the exam.	<p>MID TERM EXAM Glaze Ceramics.</p>
Week 7 We will meet in class at 9am and then walk over to the Schmidt Gallery for the critique.	<p>Complete critique at Schmidt Gallery after practicing the Critique Process of Description, Analysis, Interpretation, and Evaluation in class. Mid-term exam grades shared in class before we walk to the gallery. Homework: Journal Entry #5- Drawing outdoors- draw 2 sketches of landscapes (your choice) and Photograph the landscape bring in a print out of the photograph and Read Chapters 22 (Teaching Art Criticism and Aesthetics) and 28 (Computer Art, Digital Photography, Video, and the Web)</p>
Week 8	<p>Weaving Project Homework: 30 Crafts</p>
Week 9	<p>Metal Repousse and Sculpture project Homework: Read chapter- 29 (Three-Dimensional Design) Bring to next class an object that is Art and an object that is not Art for aesthetic discussion next class. Begin Journal #6.</p>
Week 10	<p>Aesthetics and completion of journal #6. Art and Not Art objects discussion. Share informally the lesson plan and artwork.</p>
Week 11	<p>Lesson plan development.</p>
Week 12	<p>Pop up books and flip books. Post lesson plan with artworks on LiveText for final grading.</p>
Week 13	<p>Watercolor Painting- textures Mini-landscape paintings. Review for Final exam covers chapters 1, 2, 11,14, 20, 21, 22, 25, 27, 29, 30, & 31 All other assignments due for grading- Portfolio, journals, field experience assignment, etc.</p>
Week 14	<p>Studio work in class.</p>
Week 15	<p>Return all graded assignments. Critique of class work.</p>

Date on Published Final Exam Schedule Final Exam- bring a green scantron for the exam.

TEACHING METHODOLOGIES:

Lecture
Modeling
Guided Practice
Discussion
Presentations
Cooperative Learning
Internet Communication (use of e-mail, Web sites, Blackboard)
Power Point Presentations
Lesson Plan Writing
Use of LCD Projector, Videos, Computer
Studio Production using a variety of media

ASSESSMENT PROCEDURES:

Exams
Presentations
Teacher Interviews
Art Exhibit Critiques
Lesson Plans
Professional Ethical Behavior in class and when dealing with other educators in the community/
Meaningful Class Participation
Studio Production
Rubrics
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.
- Bruner, J. S. (1966). *The process of education*. Cambridge, MA: Belknap Press of Harvard University Press.
- Burnafor, G. E., Aprill, A., & Weiss, C. (Eds.). (2001). *Renaissance in the classroom: Arts integration and meaningful learning*. Mahway, New Jersey: Lawrence Erlbaum Associates.
- Chapman, L. H. (1978). *Approaches to art in education*. New York: Harcourt Brace Jovanovich.
- Dewey, J. (1934). *Art as experience*. New York: Minton, Balch.
- Dobbs, S. M., Hermine, F., & MacGregory, R. (Eds.). (1991). *Research readings for discipline based art education: A journey beyond creating*. Reston, Virginia: National Art Education Association.
- Edwards, L. C. (1997). *The creative arts: A process approach for teachers and children* (2nd ed). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Feldman, E. B. (1996). *Philosophy of art education*. Upper Saddle River, NJ: Prentice Hall.
- Florida Department of Education. (1996). *The arts for all students: The Florida pre K-12 sunshine state standards and instructional practices*. Tallahassee, FL: Author.
- Florida Education Standards Commission. (1996). *Teachers of the twenty-first century: Educator accomplished practices*. Tallahassee, FL: author.
- Herberholz, B., & Herberholz, D. (2001). *Artworks for elementary teachers with artstarts* (9th ed.). New York: McGraw-Hill
- Hobbs, J. A., & Rush, J. C. (1997). *Teaching children art*. Upper Saddle River, NJ: Prentice Hall.
- Hurwitz, A., & Day, M. (1991). *Children and their art*. New York: Harcourt Brace Jovanovich.
- Linderman, M. G. (1997). *Art in the elementary school* (5th ed). Madison, WI: Brown & Benchmark.
- Lowenfeld, V., & Brittain, L. *Creative and mental growth* (8th ed). Upper Saddle NJ: Prentice Hall.

- McFee, J. K. (1970). *Preparation for art*. San Francisco: Wordsworth Publishing Co.
- Michael, J. (1982). *Lowenfeld lectures*. University Park, PA: The Pennsylvania State University Press.
- Parks, M. E. (1994). *The art teacher's desktop reference*. Englewood, NJ: Prentice Hall.
- Piaget, J. (1969). *The psychology of the child*. New York: Basic Books.
- Read, H. (1958). *Education through art*. New York: Pantheon Books.
- Roberts, P. L., & Kellough, R. D. (1996). *A guide for developing an interdisciplinary thematic unit*. Englewood Cliffs, NJ: Simon & Schuster.
- Schwartz, J. (1992). *Purpose, principles, standards for school art programs*. Reston, VA: National Art Education Association.
- Spandorfer, M., Curtiss, D., & Snyder, J. (1992). *Making art safely*. New York: Van Nostrand Reinhold.
- Thompson, C. M. (Ed). (1995). *The visual arts and early childhood learning*. Reston, VA: National Art Education Association.
- Topol, C. W. (1992). *Children and painting*. Worcester, MA: Davis Publications.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.
- Young, B. (Ed). (1990). *Art, culture, and ethnicity*. Reston, VA: National Art Education Association.

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)

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>

Course Syllabus Checklist

COURSE NUMBER: ARE 4313

COURSE TITLE: Art: Elementary School, 2 credits

- 1. Course title/number, number of credits
- NA 2. Prerequisites, corequisites, where course fits in program of study (if applicable)
- 3. Course logistics (term, class location and time)
- 4. Instructor contact information (name, office address, office hours, phone, email)
- 5. TA contact information (if applicable)
- 6. Course description
- 7. Course objectives/student learning outcomes
- 8. Course evaluation method (breakdown of graded course components and their weight in determining the overall course grade)
- 9. Course grading scale (optional)
- 10. Policy on makeup tests, late work, and incompletes (if applicable)
- 11. Special course requirements (if applicable)
- 12. Classroom etiquette policy (if applicable)
- 13. Disability Policy statement
- 14. Code of Academic Integrity statement
- 15. Required texts/readings
- 16. Supplementary/recommended readings (if applicable)
- 17. Course topical outline (dates for exams/quizzes, papers, completion of readings)

Reviewed By: EVillares Date: 11/22/11

DEAR DR. BROWN,

I DO NOT SEE ANY PROBLEM WITH THE CHANGES YOU ARE PROPOSING TO ARE 4313 AND ARE 6342. I SUPPORT YOUR CHANGES TO THE CATALOG DESCRIPTIONS.

WITH BEST REGARDS,
DR. DEENA LOUISE WENER

**DEENA LOUISE WENER, PH.D., CCC-SLP
ASSOCIATE PROFESSOR & CHAIR
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY
777 GLADES ROAD
BOCA RATON, FL 33431-0991**

**PHONE: 561-297-2259
FAX: 561-297-2268
E-MAIL: WENER@FAU.EDU**

Hello Susannah:

I approve the proposed catalog changes.

Irene H. Johnson
Professor/Chair Counselor Education Department

The EDLRM department has no problem with these proposals. RS

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

I have reviewed the syllabi and supporting material for ARE 4313 and ARE 6342. I do not see any conflict or redundancy with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

I support these changes.

Linda Johnson
Chair, Department of Visual Arts and Art History

The Department of Visual Arts and Art History depends on your support. A donation of any size helps sustain high-quality programming, state of the art facilities and provides scholarships to deserving students. [Give to Visual Arts & Art History](#)

Susannah:

I see no conflict with the Department of Curriculum, Culture, and Educational Inquiry. Take care.

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965



Dr. Brown, our department does not have any conflicts with these two classes in Art Education. Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11
Boca Raton, Florida 33431
561-297-2938 (main office)
561-297-2790 (office)
561-297-2839 (fax)
Website: <http://www.coe.fau.edu/academicdepartments/eshp/default.aspx>
Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

**College of Education
Undergraduate Curriculum Committee
Summary of Feedback**

Course: ARE 4313

Nature of Request: Add/change the course description

Department: Teaching and Learning

Department	Representative	VOTE
Counselor Education	Elizabeth Villares, Chair	YES
Curriculum, Culture, and Educational Inquiry	Yash Bhagwanji	YES
Exceptional Student Education	Peggy Goldstein	YES
Exercise Science and Health Promotion	Michael Whitehurst	YES
Teaching and Learning	Sharon Crawley	YES