



ART 354 01E / Teaching Art in the Elementary Classroom

Tuesday/Thursday 3:30-4:45PM

INSTRUCTOR INFORMATION

Instructor Dr. Beatriz Galuban

Office Location: Art building Room 211

Office Hours: Tuesdays 12:45-1:45PM

Office Phone: 903-886-5208- Commerce Campus

University Email Address: Beatriz.Galuban@tamuc.edu

Preferred Form of Communication: **email only.**

Communication Response Time: Mon-Thurs- 24 hours

COURSE INFORMATION

Textbook Required:

Deborah Sickler-Voigt. *Teaching and learning in art education: cultivating students' potential from pre-K through high school.* New York: Routledge, 2020.

Online Access:

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/7i396/alma991006794821806041

Copy Available on Course Reserve at the Library

Supplemental readings will be assigned weekly and will be linked as PDF readings and article links posted to course modules on D2L

Course Description

This course examines art education strategies and methodologies for teaching art in the elementary classroom. The course will cover an array of methodologies for teaching art

and practical guidelines for creating lesson plans for the K-6 classroom. The course time and assignments will include lectures, in-class discussions, oral presentations, group sharing, and individual/group project work. The course is focused primarily on teaching with contemporary art with emphasis on basic elements of curriculum construction (big idea framework).

1. Students will understand wide approaches to art education and explore the historical development in art education and importance of social justice in the classroom.
2. Gain an understanding of major methodologies and strategies used in the elementary art classroom including national and Texas art education standards for the K-6 classroom.
3. Learn the importance and significance of art education in the elementary classroom. Consider how art helps child development, critical thinking and creativity in different areas of life.
4. Students will experiment with addressing contemporary art, place-based, choice-based, and other methodologies for teaching in their lessons.
5. Gain a deeper understanding of classroom management, modes of evaluation/assessments and inclusive approaches to teaching.
6. Students will learn how to design and create original lesson plans which integrate big ideas, themes, learning targets and objectives for different age-level classrooms.

Minimal Technical Skills Needed

Using D2L Bright space learning management system for accessing readings, submitting some assignments/discussions in the course via Turn it in on D2L, Microsoft Word, Microsoft PowerPoint.

Course Instruction Methods and Student Expectations:

This course has been structured to introduce students to both theoretical and practical components of lesson planning and teaching. For this reason, classes have been divided into three categories that address pedagogical frameworks, the act of teaching and the logistics of working with students. Please see specific color coding in the syllabus for a detailed breakdown of readings and topics covered in each section.

This course will require both reading material located in the D2L classroom, weekly reading assignments from the course textbook, and working collaboratively with other students in class. Assessments will include writing assignments, creative projects, group presentation and discussions. Weekly attendance is mandatory in the course as well as participation in discussion and in-classroom activities. Students are responsible for attending class and completing weekly readings or assignments. Class time will be devoted to lectures, discussion of readings, and applying concepts to teaching (includes activities, group work and handouts).

Artmaking and Teaching Student Learners Methodologies and Frameworks

COURSE REQUIREMENTS

Grading

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

15% **Participation**- Ongoing (in class work)

15% **Teaching Philosophy** Due October 31st on D2L

20% **Aesthetic Encounter Project** Due October 22nd on D2L

20% **Group Presentation** Starts: Oct. 22nd-Nov. 28th in class

30% **Lesson Plan Final** Due Dec. 10th on D2L

Student Responsibilities or Tips for Success in the Course

Please communicate with me if you have questions about the course or are confused about assignments/expectations for the course. My goal is to support you to be a thoughtful, critical, and grounded student and future educator. Please feel free to email me or stop by office hours on Thursdays. I will do my best to address emails within 24 hours from Monday to Thursday. (See interaction with instructor statement).

Tips for Engaging with the readings:

-Pre-read and look for the organization of ideas first. You can do this by scanning the text, chapter subheadings and specific topics discussed in text boxes.

-Underline/Highlight passages you find interesting or important.

-Circle words you want to look up or people who seem important- look at the citations and find artists/researchers/educators researching similar topics.

-Write thoughts or questions in the margins (unless it's a library book).

-After reading the chapter or article, look through again to reflect on the case author made.

-Do you agree or disagree with argument or theory?

-Write down questions you still have or thoughts that are fresh in your mind.

The Teaching Philosophy (or Pedagogical Statement)

Who are you as a teacher? What do you believe to be the purpose of learning art in elementary school? What methods and strategies of teaching do you believe to be most effective? This assignment invites you to critically consider these questions and begin to formulate your educator identity. This does not have to be perfect or completely thought out- the idea is that your philosophy will change as you experience teaching observations, student teaching and then have your very own classroom. This class and specifically this assignment is a good place to start reflecting and thinking about this.

Getting Started: *What were some of the teaching frameworks that resonated with you so far? What were some of the articles that caught your attention (ideas and opinions)? What does it mean to teach a choice-based curriculum? How do I think students learn best? What examples of teaching did I have as a K-6 student? (both good and bad).*

Your Philosophy must be between 1.5 -2 pages double spaced (12 pt Times New Roman). Write in first-person, use reflective/narrative language and point to examples in the readings and class lectures that demonstrate your engagement and understanding of concepts and ideas.

The Aesthetic Encounter Assignment

Imagine you are a K-6 classroom teacher, and your class is taking a virtual fieldtrip to the local museum. You have selected one work for your students to look at, discuss and respond to creatively. What will this project look like and why? This assignment asks you to encounter a work of art from a museum or gallery in a new and creative way. The assignment contains two parts; the first will entail a creative project where you will create an aesthetic project in response to a work of art using any materials or media of your choice. The second part will entail a 2-page reflection on your process, ideas and how the project can be turned into an activity to be introduced in an elementary classroom. The aesthetic project must be in response to an original work. This does not mean that you are to re-create an already existing, painting or sculpture. Instead, you are being asked to make a new work of art that is a response to this original work.

Part 1: Creating your aesthetic response.

Begin by spending some time with a work of art from a museum collection. This can be done online via the collection databases of local museums in DFW. Find a work of art that speaks to you or that you think would be interesting to learn about in an art classroom. Learn what you can about the work, its context, materials used and history. Ask yourself, what is important about the work and your understanding of it, what major themes does it communicate and how can this translate to a big idea? Some of other questions to keep in mind: what materials can I use to respond to this work? How can I create a work of art inspired by this work or the ideas it represents. Create your

response with any materials available to you. **Hint:** Think about your chosen grade-level, material choice and examples from the lectures thus far.

Part 2: Reflecting and thinking about your lesson.

The other part of the assignment is to think about how the original work of art you selected, can be presented to a group of K-6 students. What ideas can they explore by looking at this work in the classroom? How can your aesthetic project be part of this lesson? Reflect on these questions and submit a 1.5-2 -page double-spaced paper that explains your idea, process, and application of the aesthetic project to a big idea or major lesson theme.

Contemporary Artist and Big Idea Presentation

During the last few weeks of class, you will be tasked with creating and co-presenting an elementary lesson for the rest of the class. This presentation allows you to put what you've learned and practiced throughout the semester into a teaching experience, lasting about the entire class time (approximately 1 hour). You will begin by doing some research and finding a contemporary artist that is age appropriate. You will present a brief history and description of the artist and their work to the rest of the class along with the major themes or ideas that could be used in K-6 classroom. From the big idea, you will develop a short activity that students could complete over a long period of time (working towards a major project). You don't need to guide the class through this activity, but you will need to describe it and explain instructions/show us relevant images. Your presentation should include a breakdown of the learning targets, objective and big idea of your imagined lesson and art-activity.

Lastly, your presentation must include at least three discussion questions that connect to your activity and big idea. Theoretically, the questions could be used if you were to create a lesson from your work. Your presentation must be about 60 minutes and it must include the following:

1. A brief history/background on the artist and their practice
2. A big idea that will be introduced alongside the artist and their work.
3. An art project that connects this together (students must complete over 1-2 weeks).
4. A structured lesson plan including a big idea, objectives, learning targets and an art project.
5. Discussion questions or a way to engage us (the classroom audience) in discussion or art activity.

Lesson Plan Assignment

In this course, we have looked at and discussed the importance of an organized and well-rounded lesson plan. Throughout the semester, you had the opportunity to dissect and structure lesson plan examples, looking at specifics from objectives, goals, tasks, and big ideas. You've also had a chance to look specifically at art media and how they can be used in the classroom for engaging with big themes or projects. This assignment

asks you to take what you've learned and apply it to practice by creating your own lesson plan for an elementary grade level. Your lesson plan must feature a big overarching idea, clear objectives, discussion questions and one art-making activity. The lesson plan must be detailed and span the period of about 2-hours.

Your lesson plan must include the following:

1. A big idea or theme that drives the entire lesson.
2. A contemporary artist and works of art that are relevant to the theme discussed.
3. An art project (what is the goal or objective? What will students create?)
4. A specific media and teaching strategy (place-based or choice-based method)
5. Discussion questions that guide the lesson plan and conclude the learning.
6. A short 1-page paragraph rationale where you explain your pedagogical choices and how your lesson aligns with the Texas Standards for the grade-level selected.

Getting Started:

1. Think of the examples of lessons we explored as a class (either through PDF readings, presentations, or textbook chapters). What were some of the elements that stuck out to you? What ideas (current or culturally relevant) do you think would be worth discussing in the classroom?
2. Revisit the Texas TEKS standards for Fine arts for grades K-6. What are some of the areas and goals students need to obtain by the end of the school year? What are some of the artmaking projects that could fit with those objectives?
3. Review the media discussed in the readings, textbook or even in your presentation. Which one could be interesting to develop an art lesson with?
4. Think back to the strategies for teaching from the semester (place-based education, choice-based) Which stood out to you? What could you implement in your lesson plan?

Please visit D2L Bright space for further instruction/guidelines on each assignment and a lesson plan template.

COURSE POLICIES:

Attendance: This class takes place in-person on Tuesdays and Thursdays from 3:30 to 4:45 PM. Regular class attendance is expected. It is the responsibility of each student to monitor their attendance. Each student in this course is allowed five (5) absences. If you will be absent, please email the instructor and let them know you will not be attending class. You do not need to explain why you will be absent or to provide a formal accommodation for three absences throughout the semester.

When a student accrues more than five (5) absences the instructor has the prerogative to drop the student 1 letter grade for each absence exceeding 5.

For example, 6 absences will drop an “A” to a “B” and so forth. Note: It is the student’s responsibility to sign the attendance sheet each class and keep track of your absences. If your signature is not on the sign-in sheet, you are considered absent. If you forget to sign in or come in more than 15 minutes late for class, you are absent. No, you cannot show the professor you were in class on a later date if you forgot to sign in. **NO EXCEPTIONS. The only exception where additional absences beyond 5 may be excused: (1) participation in preapproved University activities such as athletic events, sponsored field trips, and travel for specific University-related academic reasons; (2) verifiable legal proceedings; and (3) cases of severe illness, injury, or emergencies. Documentation will be required.**

Classroom Etiquette: CELL PHONE USE IS NOT PERMITTED IN THE CLASSROOM. Please do not use headphones or earbuds while class is in session. If you need to take an emergency phone call or text, please excuse yourself and take this out in the hallway or after/before class time.

Please be mindful and respectful of others in the classroom, this includes listening quietly and attentively to others when they are speaking, not interrupting another student or the professor. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex and sexual orientation, gender identity, gender expression, age, disability, veteran status or any other characteristic protected under law will not be tolerated.

In all communication including email and discussion groups please adhere to the following guidelines:

Use of profanity, slang or racial slurs is unacceptable and NOT permitted.

Ask for and use the correct pronouns when addressing other students and instructor. Speak from personal experience using “I think” statements. Try not to speak for entire groups of people or on behalf of other’s experiences.

Be mindful of tone, keep it professional and respectful of others.

Avoid jokes, as they may not come across as such by others. **Any behavior that is deemed disruptive by the instructor may result in a student being asked to leave class, and continued disruptions may also result in expulsion from the class.**

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Academic dishonesty: *Instructors are required use of Turnitin.com for written assessment to help with plagiarism. Please not that all assignments (except for the presentations) will be submitted via D2L.*

PLAGIARISM: Taking credit for someone else's words, ideas, art works and lesson plans etc without giving them credit constitutes plagiarism. Plagiarism is a serious matter at this university and will be treated as such. Plagiarized work will receive a zero, a warning and may be reported to the department.

There is zero tolerance for academic dishonesty in this class. Be sure that you understand what constitutes academic dishonesty (e.g., plagiarism, cheating on exams, theft of instructional material or exams, representing the work of someone else as one's own, etc.). All work submitted in this course must be original to you and to this semester. You may not re-submit previous assignments or work with other students on assignments (submit the same or similar work via Turn it in). All work must be paraphrased and properly cited using APA or Chicago Style citations. Please do not copy and paste from outside sources.

Academic dishonesty is a severe transgression in college and may result in referral to the Dean of Students, dismissal from class, expulsion from the University, and a failing grade.

Late Work Policy

Late submissions will receive a 1/2 letter grade deduction for each day submitted late and **will not be accepted after three (3) days past the deadline**. See course schedule and the course schedule below for deadlines. If assignments are submitted three days past the deadline, **they will NOT be graded for credit**. All assignments must be completed and turned in before 11:59pm on the day it is due.

If you experience an emergency, or something prevents you from completing a discussion or submitting an assignment, an email notification must be sent to the instructor BEFORE the deadline. documentation of circumstance may be required. See course schedule for assignment deadlines.

Student Affairs and Support:

If you experience personal difficulties this semester or need extra support (whether this is regarding mental health, financial circumstances, need someone to talk to or other concerns) Please reach out to the counselling services at TAMUC and the Dean of Students Office. They are here to support you and your growth as a student and individual and can help you or point you towards helpful resources. You can learn more about student affairs and what they provide here: <https://www.tamuc.edu/office-of-student-affairs/dean-of-students/>

The University offers several resources through the office of academic affairs including counselling/therapy and the Lion food pantry. <https://www.tamuc.edu/student-advocacy-support/the-lion-food-pantry/>

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit: <https://www.tamuc.edu/counseling-center/>

Week/Date	Theme or Topic	Readings/Assignments
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Week 1: 08/27/20 24	Introduction and Syllabus Overview	No Readings Required Chapter 2 "What is Art"? Posted on D2L
08/29/20 24	What is art and art education?	
Week 2: 09/03/24 09/05/24	Why is Art Education Important in the Elementary Classroom ?	"How does art connect to Social Justice?" p. 31-41 in <i>Artful Teaching</i> available on D2L. "But He Looks Like Me. I Never Saw an Artist that Look Like That: Making Connections to Social Justice Through Art" by Tracy Hunter-Doniger available on D2L

<p>Week 3: 09/10</p> <p>09/12</p>	<p>Teaching art through frameworks</p> <p>What is the comprehensive curriculum (DBAE)?</p>	<p><i>Teaching and Learning-</i> “Chapter 1: Teaching and Learning in Art Education” p. 3-22.</p> <p>“Making Connections: A comprehensive look at art” by Nancy Berry (instructional resource linked on D2L)</p>
<p>Week 4: 09/17</p> <p>09/19</p>	<p>Place-Based Education: Learning from our backyard</p>	<p>“What is Place-Based Education and Why Do We Need It Now?” AND “Mapping” (p.1-31) on D2L</p> <p>“The Art of Collecting, Material Culture, and Place-Based Education (p.63-72). located in D2L</p>
<p>Week 5: 09/24</p> <p>09/26</p>	<p>Choice-Based Education and Teaching for Artistic Behaviors</p>	<p>“Learning to Let Go: Motivating Students Through Fluid Teaching in a Choice-Based Found Object Assemblage Unit” by Danielle Davenstadt located on D2L</p> <p>“Learning to Engage and Persist in TAB Classroom” by Jayme Ellis located on D2L.</p>
<p>Week 6: 10/01</p> <p>10/03</p>	<p>Inclusive Visual Culture</p> <p>What is cultural appropriation? How can we guard against it in the</p>	<p>“Education and Counter advertising as a strategy for the promotion of critical thinking in students” by Nora Ramos-Vallecillo & Murillo-Ligorred located on D2L AND</p> <p><i>Teaching and Learning-</i> “Chapter 10: Visual Culture: Wiser Ways of Seeing and Knowing” p. 179-197.</p> <p>“Appropriate use of Indigenous Content” https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/appropriate-use-of-indigenous-content/</p>

	elementary classroom?	
Week 7: 10/08	Classroom Management and Assessments	<i>Teaching and Learning-</i> “Chapter 4: Classroom Management in the Visual Arts” p. 61-79.
10/10	How to grade art projects in the K-6 classroom?	<i>Teaching and Learning –</i> “Chapter 3: Assessment and Evaluation for the Visual Arts” p. 41-59
Week 8: 10/15	Artistic Development and Diversified Learners	<i>Teaching and Learning-</i> “Chapter 6: Diversified Learners” p. 102-118.
10/17	How do we combat ableism in the art classroom?	“An Anti-Ableist Framework in Art Education” by Alice Wexler (link on D2L)
Week 9: 10/22	NO CLASS	No class on 10/22- Aesthetic Encounter Project Workday!
10/24	Textiles and Puppets- Embedding tradition and storytelling in art	<i>Teaching and Learning –</i> “Chapter 16: Textiles and Puppets” p. 300-321
Week 10: 10/29	Artmaking and Curriculum Development	<i>Teaching and Learning-</i> “Chapter 13: Paper Arts, Printmaking and Book Arts” p. 240-259
10/31		

	Papier Macher and Paper Arts.	
Week 11: 11/05	Artmaking and Curriculum Development	<i>Teaching and Learning-</i> “Chapter 15: Clay and Mosaics” p. 281-299.
11/07	Sculpture, Mosaics and Mixed Media work.	“The Case for Class Discussion: Sixth Grade Exploration of El Anatsui’s Contemporary Sculpture” by Marie Huard (linked in D2L)
Week 12 11/12 11/14	Group Presentation Group Presentation	
Week 13 11/19 11/21	Group Presentation Group Presentation	
Week 14 11/26 12/03	Group Presentation Group Presentation	
Week 15	Overview of the Final Lesson	

12/05	Plan Assignment and Review	
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Artmaking and Teaching

Student Learners

Methodologies and Frameworks

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

UNIVERSITY PROCEDURES/POLICIES Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

The syllabus/schedule are subject to change. 13

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

