

**UNT DALLAS**  
**University of North Texas at Dallas**  
**Fall 2016**  
**SYLLABUS**

<b>AEAH 1750.002 Visual Arts Integration Lecture &amp; Lab</b>			
<b>Department of</b>	<b>Education and Administration</b>	<b>Division of Education and Human Services</b>	
	Dean: Dr. John Gasko	<b>Chair: Dr. Glenda Moss</b>	
<b>Instructor Name:</b>	Dr. Ruth J. Guevara		
<b>Office Location:</b>	254 Dal Bldg #2		
<b>Office Phone:</b>	972-338-1317		
<b>Email Address:</b>	<a href="mailto:Ruth.Guevara@untdallas.edu">Ruth.Guevara@untdallas.edu</a>		
<b>Office Hours:</b>	Monday 9:00-10:00am, 2:30pm-4:30pm, Tuesday 2:30pm-4:00pm, Wednesday 1:00pm-4:00pm, Thursday 1:00pm-4:00pm and Friday by appointment. Scheduled appointments in advance.		
<b>Course Format:</b>	100% Face-to-Face. Lecture and lab.		
<b>Classroom Location:</b>	UNT Dallas Bldg #1 Room 244		
<b>Class Meeting Days &amp; Times:</b>	<b>Tuesday 5:00pm-9:20pm</b>		
<b>Course Catalog Description:</b>	(1 hour): Exploration of planning for meaningful visual arts integration in early childhood and elementary education. The class includes experimentation with a variety of art media, fibers, techniques, processes, study of basic elements and principles of art and an appreciation of a variety of art forms. Concurrent enrollment in lecture/lab component is required.		
<b>Prerequisites:</b>	Not required		
<b>Co-requisites:</b>	Not required		
<b>Required Text:</b>	<b>No text required for lab sessions.</b>		
<b>Recommended Text and References:</b>	A list of journals and articles will be provided for review as it is related to art and children in special programs and in EC-6 <sup>th</sup> classrooms in public schools. Emphasis will address the learning modalities of children and how they approach and use art across the content areas.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>		

<p><b>Course Goals or Overview:</b> <i>Children and Art</i> (AEAH 1750) - An exploration of the elements and principles of art; experimentation with a variety of art media as related to the theories of creative development and an appreciation of a variety of visual art forms. Concurrent enrollment in a lecture/lab component required. Satisfies the fine arts elective for early childhood and elementary education majors. Active participation in art assignments in and outside of class/lab sessions. Students are to engage in class discussions, reading assignments and active learning throughout the semester. The course will require reading assignments, class discussions, hands-on experiences, and lectures that will prepare students to plan and implement comprehensive art experiences for elementary aged students. Attention will be given to working with elementary students with diverse learning and different cultural backgrounds and ability levels. Students will learn and demonstrate understanding about the elements and principles of design in art, experiment with a variety of art media as related to the theories of creative development, connect art across the academic curriculum and develop an appreciation of a variety of visual art forms.</p>	
	The goal of this course is to ...
<p><b>Student Learning Objectives/Outcomes:</b> At the end of this course, the student will</p>	
1	Explain the role and importance of the visual arts in the classroom.
2.	Apply basic art vocabulary in written, oral, and art making experiences in the classroom.
3.	Integrate each of the Four Strands in their artwork utilizing the TEKS standards to support interdisciplinary planning.
4.	Recognize the importance of visual literacies of culture in art, art history, art criticism, art production, museum education, and the aesthetics of sensory experiences in the classroom.
5.	Create opportunities for developing and producing a collection of art work.

## COURSE OUTLINE

This schedule is subject to change by the instructor during the five week session. Any changes to this schedule will be communicated in class and by email to inform you of the change. Updates will be posted on Blackboard as it pertains to the art assignments and or course lectures.

Timeline	TOPICS	Readings/Activities Assignments	Standard TEKS	Due Date
WEEK 1 Lecture & Lab	Fundamentals , Principles & Elements of Art Art vocabulary & terminology The Teacher’s Role Children’s art and developmental skills Art in everyday life.	Orientation, Discussion of art assignments Art Portfolio Principles & Elements of Art Design Panels Drawing techniques & subjects	117.2 (a) Introduction – K- 5 Standards/Strands (1) Four strands, creative expression/performance, historical/cultural and response/evaluation. communicate ideas, foster reflective thinking, effort, cultural art literacy and problem-solving skills.	8/23-8/26
WEEK 2 Lecture & Lab	Art and Painting in the Classroom Painting Techniques Famous Artist Tempera, oil pastels, watercolor, color pencils, crayons.	Learning about artist and their contributions to art. Painting mediums Use different painting techniques. Reading about famous artist found in children’s literature books.	117.2 (a) Introduction – K- 5 Standards/Strands (1) Four strands, Perception, Creative Expression/Performance, Historical/Cultural and Response/Evaluation. Knowledge and skills- Grades K-5 <sup>th</sup>	8/29-9/2-
WEEK 3 Lecture & Lab	Variety of Art Assignments – Cultures & Art Prints, Collage, Self- Portrait, Mosaic, Mola, Retablo, Recycle Box Art, Tear Art, Northwest Coast Native American Art, Aboriginal Culture Folk Art paintings, Word & Picture Art, 3D art	Readings and discussions: Art history, culture, and art story narratives using art symbols to tell a story. A collection of portraits, examination of developing skills and language. Sensory experiences and use of fine motor skills in art activities.	117.2 (a) Introduction – K- 5 Standards/Strands (1) Four strands, Perception, Creative Expression/Performance, Historical/Cultural and Response/Evaluation. Knowledge and skills- Grades K-5 <sup>th</sup>	9/6-9/9
WEEK 4 Lecture & Lab	Weaving & Fibers History, Culture & Designs	Readings – History of weaving and Navajo women weavers. Children’s literature books on weaving.. Sensory experiences in using different fibers with this activity.	117.2 (a) Introduction – K- 5 Standards/Strands (1) Four strands, creative expression/performance, historical/cultural and response/evaluation. Knowledge and skills- Grades K-5 <sup>th</sup>	9/13-9/16
WEEK 5 Lecture & Presentations	Weaving & Fibers, History, Culture & Designs	Completion and presentation of weaving project.	117.2 (a) Introduction K-5 Standards/Strands	9/20-9/23

**Course Evaluation Methods:** This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exam-** written test designed to measure knowledge of presented course materials. Weekly quizzes will be administered.

**Field Assignments** will include sketching, drawing, painting and collecting artifacts that can be used in the classroom and during lab sessions. Artifacts may include rocks, leaves, tree branches, etc.

**One-line Discussion Assignments:** Assignments designed to measure understanding of the contents of the course as described in the course objectives. No on-line discussion assignments are scheduled for this course.

**Responses to Classmates:** Designed to measure objectivity and professionalism in evaluation and collaboration with colleagues. Common respect for students in class is expected at all times.

**Research Project:** Written assignment designed to measure ability to recognize issues of cultural diversity and evaluate strategies that promote anti-bias curriculum through the creation of learning environments and experiences.

**Reflection Paper:** Written assignment designed to measure ability to synthesize information and apply it to practice. A reflection response to an art assignments will provide students an opportunity to reflect and provide thoughts on selected art assignment.

**Class Participation** – Daily attendance and participation in class discussions and activities. Students are expected to attend each of the class sessions and make contributions to the lectures. Active participations during lab sessions are expected throughout the 5 week class meetings.

**Final Project Presentation** – An oral presentation of research designed to measure ability to effectively synthesize information from professional resources. Students are expected to present their collection of art assignments and provide a summary of their artwork. Reflecting on the process and final product.

**GRADING MATRIX**

TOPIC	VALUE – POINTS	SLOs Student Learning Objectives	TEKS FINE ARTS ART	TOTAL
Week 1 Basic Elements of Art – Drawing	25	1,2,3,4,5	Chapter 117.(2)	25
Week 2 Painting	25	1,2,3,4,5	Chapter 117.(2)	25
Week 3 Collection of Art Art Portfolio	25	1,2,3,4,5	Chapter 117.(2)	25
Week 4 Weaving	25	1,2,3,4,5	Chapter 117.(2)	25
Week 5 Weaving & Art Portfolio, Art Journal Entries	100  100	1,2,3,4,5	Chapter 117.(2)	Art Portfolio/Journal Entries TOTAL 200 pts

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

The University of North Texas as Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disability Services Office to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information call Ms. Cindy Suarez, director of the Office of Disability at 972-338-1777.

### **Assignment Policy:**

APA style is required for all writing assignments. Refer to the 6<sup>th</sup> edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects, and presentations.

### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time. It is the responsibility of the student to make the appropriate arrangements before attending class.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### **Inclement Weather/Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:** Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions and active hands-on art assignments throughout the semester. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are not able to attend class and are to provide valid reason for their absence. Students

are responsible to make up any work missed in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes and any changes or updates to the course calendar and assignments if they are absent.

Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

**Attendance Policy:** The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Students are expected to attend class and be active participants throughout the semester. It is strongly avoid any tardy or absence during the five week class sessions. It is the responsibility of the student to schedule with the instructor any make-up class work, presentations and or exams. Students are responsible to notify the instructor if they are not able to attend class and are to provide valid reason for their absence. Students are responsible to make up any work missed in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes and any changes or updates to the course calendar and assignments if they are absent.

Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001) Receiving medical treatment at a medical clinic, emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician's office will be required. Information must be presented on letterhead. No personal medical information is required. Check with the instructor prior to the start of class regarding potential absences during the semester.

**Incomplete Work** – Request for an “I” - Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) emergency surgery, called to military duty, or family medical emergency. The instructor has the right to request specific documentation to support the request for an incomplete. The student must submit a request for an incomplete in order to receive a decision prior to the end of the semester. Failure to submit a request will result in alternative procedures and decisions made from the chair and dean. A low or non-passing grade will apply based on the student's final submission of assignments and completion of the course.

#### **COURSE STRUCTURE:**

This course is a lecture/lab format. Students are required to attend all lectures and all labs. The final grade for the course will depend on the successful completion of **both** the lecture and the lab component. Some of the content will be introduced in the lecture, and that content will be further explored during studio assignments in the lab. Students **MUST** attend and participate in both the lecture and the lab, and attendance will be taken in every class.

#### **STUDENT EVALUATION (OR GRADING):**

50% of the overall course grade is determined in the weekly lecture sessions. The remaining 50% of the overall course grade is determined in the weekly lab sessions. Therefore, your overall course grade is determined by averaging together your lab grade with your lecture grade. Students are expected to participate in the lecture and lab sessions. A grading matrix will apply for the lecture and lab sessions. A rubric will be used to score each of the hands-on assignments in the lab section of the course. Additional points will be based on the quality and highest level of performance and completion of each art assignment, art portfolio and art journal entries.

#### **Grade Scale:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69



F = below 60





**Creativity is highly encouraged. Attendance is required.**

**CALENDAR FOR VISUAL ARTS INTEGRATION**  
**Lecture & Art Assignments**

**Attendance Check – Greetings & Welcome to Art!**

**Review: Course syllabus and Schedule of Art Lab Assignments**

WEEK	TOPICS – Lecture, Discussions, Reflections	LAB ASSIGNMENTS THEMES
1	<p>Chapter 117 Texas Essential Knowledge and Skills for Fine Arts Subchapter A. Elementary</p> <p style="text-align: center;"><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Stages of Children’s Art</li> <li>• Victor Lowenfeld, Rhoda Kellogg</li> <li>• Rendering Art Seeing Like and Artist</li> <li>• Planning Like an Artist</li> <li>• Art in the EC and Elementary Classroom</li> <li>• Art Activities and Second Language Learners</li> <li>• Art Activities for Children with Learning Differences</li> <li>• Art History for Children – Egyptian Hieroglyphics Interpretations, Perspectives &amp; Voice</li> <li>• Great Artist – Picasso, Van Gogh, Degas, Matisse, Chagall, Klee, Kahlo, Warhol,</li> <li>• Art in Children’s Literature Books an Illustrator’s work.</li> </ul> <p><b>Resources:</b>            Audio review: <a href="http://www.artsconnected.org">www.artsconnected.org</a>            Teaching Shading in Drawing  <a href="http://www.goshen.edu/art/ed/shading.htm">http://www.goshen.edu/art/ed/shading.htm</a>            Planning Art Lessons for the Classroom  <a href="http://www.goshen.edu/art/ed/artlsn.html">http://www.goshen.edu/art/ed/artlsn.html</a>            Teaching Channel  <a href="http://www.teachingchannel.org/videos">www.teachingchannel.org/videos</a>            Lessons and Themes  <a href="http://www.teachingchannel.org/videos/art-into-ela-lesson">www.teachingchannel.org/videos/art-into-ela-lesson</a>  <a href="http://www.redtedart.com/2012/04/13/exploring-the-great-artists-30-art-projects-for-kids/">http://www.redtedart.com/2012/04/13/exploring-the-great-artists-30-art-projects-for-kids/</a></p>	<ul style="list-style-type: none"> <li>• Principles and Elements of Design</li> <li>• Zen Panels</li> <li>• Drawing techniques</li> <li>• Drawing people, animals, buildings, landmarks, modes of transportation, city, town, village, trees, etc.</li> <li>• Portrait Collection of people.</li> <li>• Collection of drawings</li> <li>• Collection of Stages of Children’s Art – critical thinking assignment (evaluation, analysis &amp; synthesis)</li> </ul> <p style="text-align: center;"><b>JOURNAL ENTRIES</b>  <b>Refer to list for journal entries.</b></p> <div style="text-align: center;">      </div>
2	<ul style="list-style-type: none"> <li>• Working with paints in the classroom.</li> <li>• Art connections to content appropriate for the Classroom. <b>Video Review of Art in the Classroom. Voices from the Children. Teaching Channel Using the Arts to Promote Critical thinking - TeachingChannel.org</b></li> </ul>	<ul style="list-style-type: none"> <li>• Painting Techniques</li> <li>• Tempera</li> <li>• Watercolor</li> <li>• Oil Pastels</li> <li>• Color Wheel Mixing Colors</li> </ul>

	<ul style="list-style-type: none"> <li>Addressing art with children, students with learning differences, diverse learners (ELLs) and special needs.</li> <li>Color Wheel, exploring with mixing of primary and secondary colors</li> <li>Complimentary colors</li> <li>Simple Facts about Famous Artist</li> <li>Deep Space Sparkle – video – Starry Night</li> </ul> <p><a href="http://www.deepspacesparkle.com/2013/08/13/starry-night-multi-media-art-lesson">http://www.deepspacesparkle.com/2013/08/13/starry-night-multi-media-art-lesson</a></p> <p><a href="http://www.incredibleart.org/links/artgames.html">http://www.incredibleart.org/links/artgames.html</a></p> <p>Video review: <a href="http://www.artsconnected.org">www.artsconnected.org</a></p>	<p><b>Lab:</b> Watercolor chart &amp; techniques Cool and warm colors Oil pastels on dark paper, blending techniques</p>  <p><b>JOURNAL ENTRIES</b> Refer to list for journal entries.</p> 
3	<p><b>Collection for Art Portfolio:</b> Prints: leaf, animal, bird, landmark Collage: Self-Portrait <b>Mosaic: Insect, animal, flowers, etc.</b> <b>Open theme</b> <b>Mola – Open theme</b> Retablo: Mexican Folklore Recycle Box Art Tear Art - Matisse Northwest Coast Native Americans – Totem Poles Aboriginal Cultural Folk Art Paintings</p>	<ul style="list-style-type: none"> <li>Handout information for each category.</li> <li>1 example of each in this category</li> </ul> <p><b>JOURNAL ENTRIES</b> Refer to list for journal entries</p> 
	<p>3D Art – Recycle Art Project Small to Big &amp; Recycle Art Box</p>	<ul style="list-style-type: none"> <li>Handout on Recycle Art</li> <li>Small to big items</li> </ul>
4	<p>Weaving Panels with Fibers and Paper Beads, raffia, ribbons and fabric weaving</p> 	<ul style="list-style-type: none"> <li>Handout: Steps to Paper, Cardboard and Weaving Looms: Weaving in the Classroom</li> <li>Videos- youtube</li> <li>Demonstration by Instructor</li> </ul> <p><b>JOURNAL ENTRIES</b> Variation of paper weaving examples.</p>
5	<p>Completion of Weaving – <b>Mini Portfolio</b> - written, visual, &amp; oral presentation skills</p> <p><b>Final Gallery Exhibit &amp; Presentations</b></p>	<ul style="list-style-type: none"> <li>Portfolio of completed art projects</li> <li>Collection of selected art work from students.</li> </ul>

**GRADE SCALE     ART PORTFOLIO + 100pts    TOTAL: 200 points**

A = 90-100     B = 80-90     C = 70 – 79     D = 60 - 69     F = below 60% did not complete art assignments



## ART LAB ASSIGNMENTS and DESCRIPTIONS

**Aboriginal Culture Painting:** The study of the Aboriginal art and cultural perspectives based on the story titled Seven Sacred Teachings of White Buffalo Calf Woman by David Bouchard and Dr. Joseph Martin. A focus will be to examine each of the virtues and animals featured in the story and how they are connected to their own life, culture and family history in an artistic manner. A written narrative and oral presentation will include the student's experience with this assignment and any self-discovery made throughout this assignment. Each student will contribute to the Aboriginal Cultural Art Wall Project

**Abstract & Geometric Designs:** The inclusion of abstract in art provides a level of visual meaning that serves as part of communication in a drawing or design. Shapes and basic patterns found and used in geometry: the circle, square and triangle etc. and additional designs can be used to produce a unique design. Focus may include, nature, birds, marine mammals, flowers, trees, safari animals, aquarium fish sea shells, horses, farm animals, and much more.

**Collage - Self-Portrait:** Collage gets its name from the French word for glue, and describes a broad range of art-making techniques that rely on re-appropriating. The purpose of the self-portrait collage is to tell your story through the use of mix-media. A 1/2-3/4 size poster will be used to illustrate your portrait. An oral presentation is required. **Resource:** <http://www.sugarlift.com/blogs/the-blog/18603059-a-brief-history-of-collage>

**Collage:** Henri Matisse, Pablo Picasso and Georges Braque – A turning point for these artist. The method led to a new evolution of cubism and extended forms of modern art. For Henri Matisse, his “cut outs” of different shapes, characters and scenes became the staple of his work as he shifted from painting to working with paper and a pair of scissors.

**Resource:** <http://www.sugarlift.com/blogs/the-blog/18603059-a-brief-history-of-collage>

**Cartoon Strip and Story:** To create a cartoon strip that tells a funny story and contains original characters, setting, plot and outcome. Weave words and pictures together in a comic strip format to convey nonfiction information. [http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/creating\\_comic\\_strips.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/creating_comic_strips.aspx)

**Color Wheel:** The purpose is to learn how to mix primary and secondary colors for each color wheel. Examples of color wheels will be provided. Use of tempera paints will be used with this assignment. An oral presentation and demonstration is required.

**Drawing Techniques:** Several techniques in drawing will be explored and skills acquired. A study of the importance and functions of lines, value, contrast, and depiction of objects in two dimensional space will include descriptive and expressive perspectives. Students will explore with various drawing techniques in and outside of the classroom. A selection of drawings will be presented in the Art Classroom Gallery. Oral presentations are required for this assignment. Sport, casual and dress shoes, fruit, vegetables, buildings, stores, homes, log cabin, shopping centers, city scape, trees, rose bushes, etc.

**Illustrate/Illustrations:** “Is a visualization or a depiction of a subject made by an artist, such as a drawing, sketch, painting, photograph, cinema or other kind of image of things seen, remembered or imagined, using a graphical representation.” Resource: Wikipedia

**Mola:** A Mola is part of Panama's folk-art culture. It includes artistic expression and ethnic identity associated with this type of folk art and representation of culture. An animal or bird is recommended to be used with this assignment. Examples of Molos will be on display. An oral presentation is required.

**Mosaic:** A mosaic is a picture or decoration made of small, usually colored pieces of inlaid stone, glass, or other type of material. Create a mosaic base on a theme or picture by cutting different patterns and shapes from magazines, newspaper, paper bags, construction paper and other paper goods. Examples of mosaics will be on display. Title your mosaic. An oral presentation is required.

**Mural:** "Is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. A distinguishing characteristic of mural painting is that the architectural elements of the given space are harmoniously incorporated into the picture" Resource: Wikipedia

**Northwest Coast Native American Indian – Totem Poles:** A study of the Northwest Coast Native American Totem Poles and animals used to tell a story by this culture will be studied and explored. An oral presentation for this assignment is required. Painting: Watercolors: Introductory and intermediate problems in painting with transparent watercolor and gouache from still life, landscape, and figurative subjects appropriate for the classroom. An oral presentation is required.

**Painting: Oil Pastels:** An introduction of painting techniques used with oil pastels in the classroom for children in early childhood and elementary grades. Several techniques will be used with several oil pastel paintings appropriate for the classroom. Techniques include blending, pointillism, stippling, scumbling and sgraffito. An oral presentation and demonstration is required.

**Painting: Tempera:**

**Painting: Watercolor:** An introduction to painting with watercolors and using different painting techniques with children in early childhood and elementary grades. Several techniques such as solid wash, graded wash, glazing, wet on wet, drop color on wet color, dry brush, scumbling, negative painting, lift on feather out, pushing out pigment, wipe out brush Kleenex and detail painting will be explored during the watercolor painting sessions. Not all of the techniques will be used with the final watercolor assignments but will offer students opportunities to practice and explore using a few of the watercolor techniques in their watercolor paintings.

**Pop Art:** A form of art that depicts objects or scenes from everyday life and employs techniques of commercial art and popular illustration. Art based on modern popular culture. Resource: The Free Dictionary. Artist known for pop art are: Andy Warhol, Roy Lichtenstein, and Robert Rauschenberg. Many other pop artist have been recognized for their contributions to pop art.

**Principles and Elements of Design Charts:** The building blocks of basic principles and elements of design and how they are used to create a work of art. The elements of design are components that make up a painting, drawing, design etc. Students will be engaged in creating their own Principles and Elements of Design Charts with an expressive and creative presentation. Avoid copying similar charts from Pinterest. Creativity is encouraged. Journal entries and presentation is required.

**Printmaking:** Prints are created by transferring ink from a matrix or through a prepared screen onto a sheet of paper or other material. Students will learn basic printmaking categories of Relief and Stencil techniques. This assignment includes working with simple art supplies and materials appropriate for the

classroom. The activity is suitable for young children in early childhood programs and students in the elementary grades. A written narrative and oral presentation is required.

**Recycle Art – Small to Big:** The recycle art Small to Big assignment will include working with a small item such as a lipstick and making a larger replica of the lipstick or any other item. Items may range from a crayon box with crayons, a McDonald's happy meal, ice cream cone, a goldfish cracker, etc. Free choice with this assignment. Approval required before starting on this assignment.

**Recycled Box Art:** Recycle Box Art includes finding an assortment of recyclable items and creating one theme or more on each panel of the box. The lid of a shoe box can be used to create a sail boat and include different materials to support the box art assignment. Visual examples will be provided to support this assignment. This is considered a 3D assignment. A written narrative and presentation is required for this assignment.

**Retablo:** A retablo is a Mexican folk-art better known as 'laminas' in Mexico. They are small oil paintings on tin, wood or copper which were used in home altars to worship the infinite number of Catholic saints. The literal translation for 'retablo' is 'behind the altar.' Students will create a retablo that represents their culture, family, and any activity/ies they enjoy. Different types of paints, materials and supplies will be used to complete this assignment. This is considered a 3D assignment. An example will be provided. A written narrative representing the student's retablo and presentation is required.

**Study of Texture:** The study of texture is another building block of the basic principles and elements of art. Texture is the character of a surface and that is both tactile and visual. Tactile texture is the tactile quality of a surface, such as rough, smooth, sticky, fuzzy, soft, bumpy, thick, or slick. A real texture is one you can actually feel with your hand, such as a piece of sandpaper, a wet glass, or animal fur. Visual texture is a visual quality of a surface. Visual texture is an illusion of texture created by an artist. Demonstration of texture will be included in 2D and 3D assignments. One 3D assignment which involves a triple combination of texture found in fibers, nature and weaving will be explored.

**Tear Art:** Paper Tearing is a technique that can add texture, dimension and interest on paper. Recycle paper and paper materials are used to create various scenes and capture an expressive and creative mood on paper. An oral presentation is required.

**Value of Color:** The purpose is to understand that value is associated with the light and dark properties of color. All colors exhibit these properties. It is a range from light to dark. A simple chart will be used for this assignment. A short narrative is required.

**Weaving with paper:** The weaving assignment will prepare you for working with the concept of over and under and using materials and fibers. An assortment of paper, color selections and grade of paper will be used with this assignment. A demonstration for this assignment will be provided.

**Weaving with fibers on a Cardboard Loom:** This assignment includes application of skills associated with preparation of the cardboard loom, weaving patterns and concepts. Connections will be made to color selection as those used by the Native American women weavers and other cultural groups. Different materials and fibers will be used to complete this assignment. An oral presentation and written narrative is required.

## Children and Art – Research and Reading List

### Reading List:

Bailey, F., & de Rijke, V. (2014). Mud Mess and Magic: building student teachers' confidence for art & the outdoors in early years. *International Art in Early Childhood Research Journal*, 1-16.

Buldu, M., & Shaban, M., M. (2010). Visual Arts Teaching in Kindergarten through 3rd Grade Classrooms in the UAE: Teacher Profiles, Perceptions and Practices. *Journal of Research in Childhood Education*, 24, 332-350.

Catterall, J. S. (2002). The arts and the transfer of learning. In Deasy, R. J. (Ed. *Critical; Learning in the arts and student academic and social development* (pp. 151-157) Washington, DC: Arts Education Partnership (AEP)

Duncum, P. (1999). What elementary generalist teachers need to know to teach art well? *Art Education*, 52 (6), 30-37.

Kindler, A. M. & Darras, B. (1994). Artistic development in context: Emergence and development of pictorial imagery in early childhood years. *Visual Arts Research*. 20(2). 1-13.

Kindler, A. M. & Darras, B. (1997). Map of artistic development. In A. M. Kindler (Ed.) *Child development in art*. Reston, VA: NAEA.

Kindler, A. M. & Darras, B. (1998). Culture and development of pictorial repertoires. *Studies in Art Education*. 39(2). 147-167

Kindler, Anna M. University of British Columbia, Canada, Art and art in Early Childhood: What can young children learn from “a/art activities?”

McArdle, Felicity (1994) “Art education” in the early years: learning about, through and with art. Charles State University, Australia

McArdle, F. & Wright, S. (2014). First literacies: Art, creativity, play, constructive meaning-making. In G. Barton (Ed.) *Literacy in the Arts: Retheorising learning and teaching*. New York: Springer. 21-37

Wright, S. (2014). The art of voice: the voice of art. Understanding children's graphic-narrative-enactive communication. In D. Machin (Ed.) *Visual Communication (Handbook of Communication Sciences, Vol. 4)*. Berlin: DeGruyter

**AT THE COMPLETION OF CLASS LECTURES AND LAB SESSIONS THE FOLLOWING WILL BE REQUIRED:** **Art Portfolio** – Collection of Art Assignments will be submitted for review and presented on a one-on-one basis with the instructor.

**LIST OF ART ASSIGNMENTS APPROPRIATE FOR THE CLASSROOM**

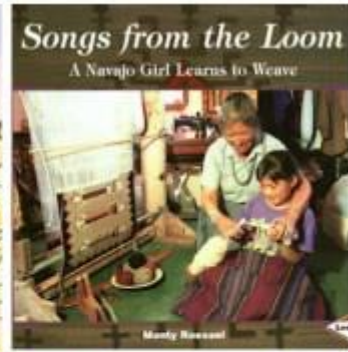
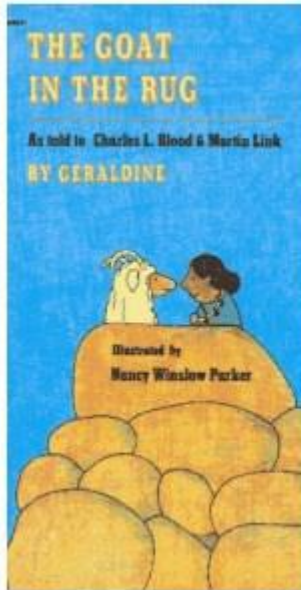
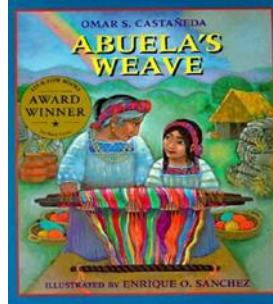
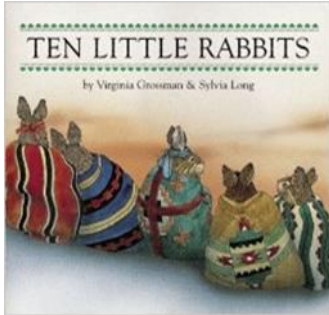
**Journal Entries** – One example of each art assignment that can be sketched, cut, glued, painted, created and design to serve as examples in your journal.

<b>ART ASSIGNMENT</b>	<b>GRADE LEVEL</b>	<b>CONTENT CONNECTIONS</b>
Drawing Techniques List of items and subjects for drawing and sketching in journal. Refer to handouts.	Pre-k-6th	Reading, Art History, Science, Geography, Social Studies, Writing, Math, Cultural Studies, SpEd, Bil/ESL
Geometric Shapes & Designs	Pre-k-6th	Math, Writing, SpEd, Bil/ESL
Geometric Shapes of People Texas S Fair	Pre-k-6th	Social Studies, Math
Collage Tear Art	Pre-k-6th	Reading, History, Science, Social Studies, Technology, Journalism, Writing, Self, SpEd, Bil/ESL
Cartoon Strip Art Narrative Story Strips	K-6th	Art, Social Studies, Reading, Writing, Cultural Studies, Art History, SpEd, Bil/ESL
Color Wheel		Art, math, science, SpEd, Bil/ESL
Aboriginal Art	Pre-k-6th	Social Studies, Math, Science, Art Techniques, Geography, Writing, Cultural Studies, SpEd. Bil/ESL
Mosaic	Pre-k-6th	Social Studies, Reading, Writing, History, Cultural Studies, SpEd, Bil/ESL
Mola	Pre-k-6 <sup>th</sup>	History, Reading, Writing, Social Studies, Math, Cultural Studies, SpEd, Bil/ESL
Northwest Coast Native American Indians – Totem Poles	Pre-k-6th	Reading, Writing, History, Social Studies, Math, Science, Cultural Studies, SpEd, Bil/ESL
Painting – Oil Pastels	Pre-k-6th	Reading, Writing, Social Studies, History, Math, Cultural Studies, SpEd, Bil/ESL
Painting - Tempera	Pre-k-6th	Math, Science, Cultural Studies, SpEd, Bil/ESL
Painting – Watercolor	Prek-k-6th	Reading, Writing, History, Social Studies, Science, Math, Cultural Studies, SpEd, Bil/ESL
Pop Art	2 <sup>nd</sup> - 6 <sup>th</sup>	Reading, Writing, History, Social Studies, Cultural Studies, SpEd, Bil/ESL

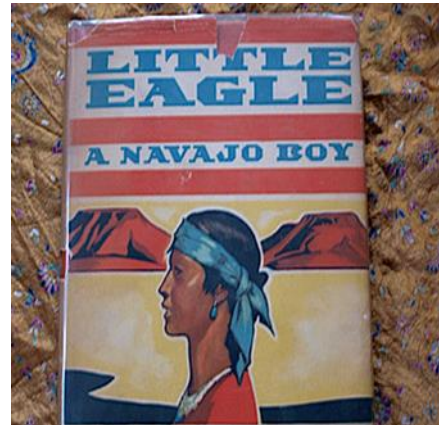
Principles and Elements of Art & Design	Pre-k-6th	Art, Math, Cultural Studies, SpEd, Bil/ESL
Printmaking	Pre-k-6th	Art History, Science, Social Studies, Reading, Writing, Cultural Studies, SpEd, Bil/ESL
Recycle Art – Small to Big	2 <sup>nd</sup> -6 <sup>th</sup>	Science, Social Studies, Reading, Writing, Cultural Studies, SpEd, Bil/ESL
Recycle Art – Box Art	2 <sup>nd</sup> – 6 <sup>th</sup>	Reading, Writing, Science, Math, Cultural Studies, SpEd, Bil/ESL
Retablo	Pre-k-6th	History, Art History, Cultural Studies, SpEd, Bil/ESL
Study of Texture	Prek-k-6th	Art History, Cultural Studies, Sensory Studies, SpEd, Bil/ESL
Tear Art	Pre-k-6th	Writing, Cultural Studies, Sensory Studies, SpEd, Bil/ESL
Value of Color	Pre-k-6th	Art History, Cultural Studies, SpEd, Bil/ESL
Weaving with Paper	Pre-k-6th	Art History, Reading, Writing, Science, Math, Cultural Studies, SpEd, Bil/ESL
Weaving Loom – A Tree Branch – Nature	2 <sup>nd</sup> -6 <sup>th</sup>	Science, Math, Cultural Studies, SpEd, Bil/ESL
Weaving with Fiber	Pre-k-6th	Art, Reading, Writing, Social Studies, Art History, Math, Science, SpEd, Bil/ESL
Optional and Additional Art examples	Pre-k-6th	Optional art work that can be integrated across integrated across the curriculum.

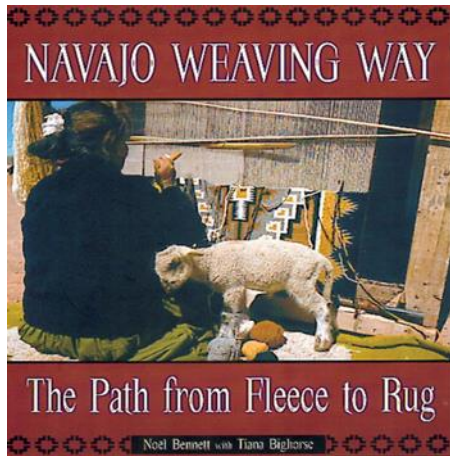
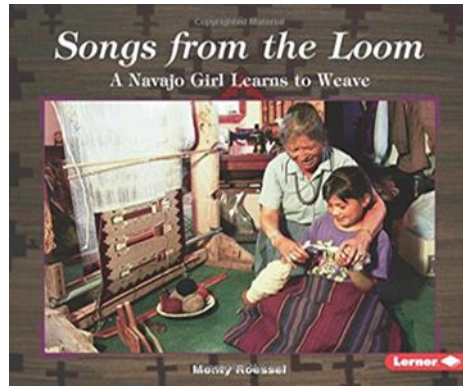
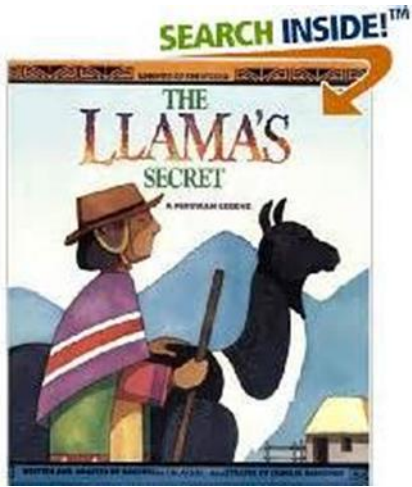
## Children's Literature Book List For the Classroom

Cultural stories on weaving.

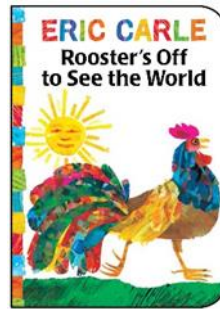
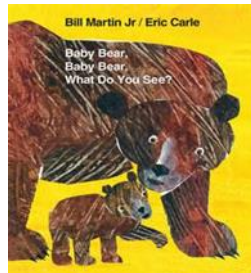
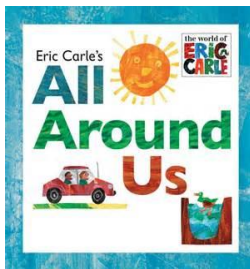


**Children's  
Books on  
Navajo Rug  
Weaving**



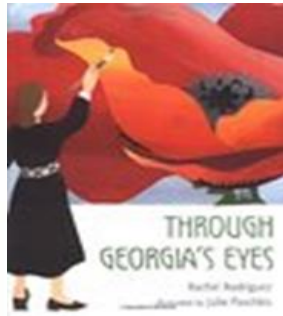
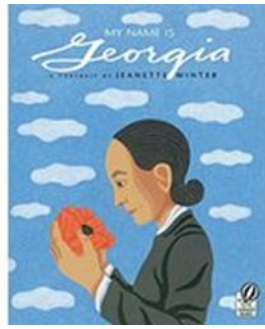


ERIC CARLE BOOKS FOR CHILDREN

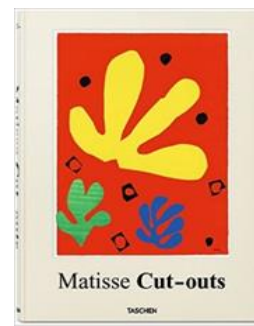
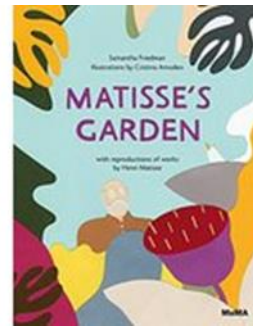
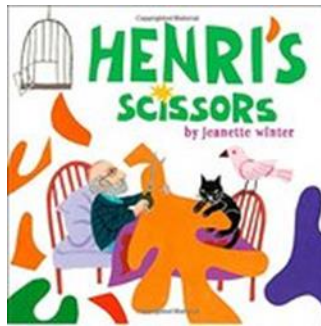
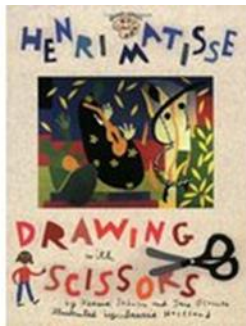




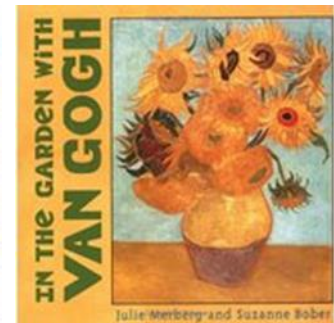
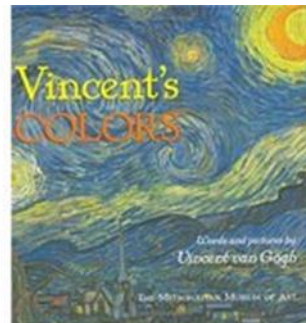
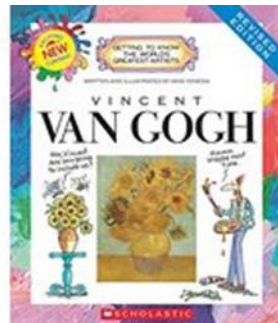
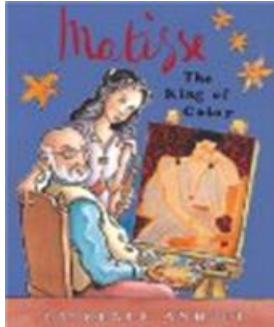
## Georgia O'Keefe



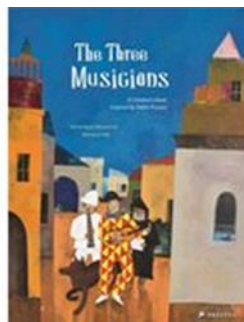
## Henri Matisse



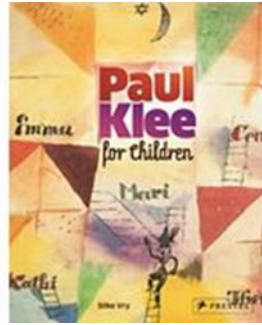
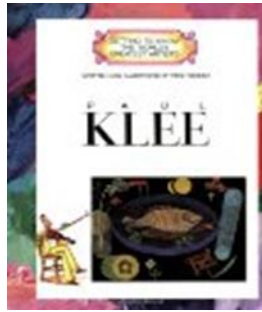
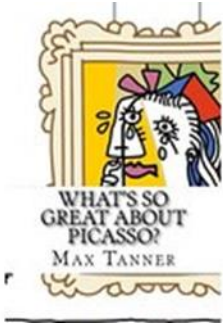
## Van Gogh



## Pablo Picasso



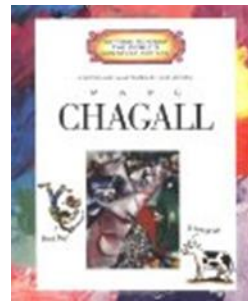
PAUL KLEE



MICHELANGELO

SEURAT

CHAGALL



FRIDA KAHLO

