

# **ARTE 340: Methods and Materials in Art Education**

Department of Art, Faculty of Arts and Sciences  
Rhode Island College

**Instructor:** Dr. Chris Mulcahey

## **Course information**

This is a required course for elementary education majors, recommended for juniors and seniors. It is necessary to earn a grade of B- for credit toward a BA or BS in education. There is no required text, but various supplies are necessary (see below).

## **Course description**

This course considers children's art expression in relation to research and current trends in art education. Workshop experiences with art materials used in the elementary classroom focus on the development of visual and aesthetic awareness.

## **Relationship to professional program**

This course will promote acting, planning, and reflecting in learning experiences in art education and across the curriculum through lectures, discussions, and studio activities. The visual arts can promote attitudes of understanding, respect, and tolerance. The course will address the general education framework that incorporates attention to the arts, and introduce students to the National Visual Arts Standards.

## **Course objectives**

Students will explore three general components of art education: the integration of art activities and art concepts within the elementary classroom (what makes a good art lesson); a personal response to artmaking; the variety of ways in which children develop and respond artistically.

Specifically, students will:

1. gain an awareness and appreciation of art and its value to the individual as well as to society. RIBTS #2
2. experiment with personal, reflective responses to artmaking and understand the contribution of a variety of perspectives within the field of art education. RIBTS #10
3. understand conceptual and practical means for relating art to other subject areas in the elementary classroom. RIBTS #1
4. explore color and design concepts. RIBTS #2
5. understand the developmental stages of children's art expression. RIBTS #3
6. understand appropriate methods of responding to children while they are engaged in an artistic endeavor. RIBTS #8

## **Course schedule, topics, reading assignments**

Week 1 – 9/4

Introduction to course, supply list, discussion on cultural perceptions of art and art making, obstacles to creativity, discussion on elementary classroom experiences. Classroom reading: *The*

**Little Boy. Assignment:** Read *How We Respond to the Artistry of children: Ten barriers to Overcome*. Think about how the reading is similar to or different from *The Little boy*.

Week 2 – 9/11

Discuss reading. Discuss watercolor techniques. Create free form watercolor papers to loosen up. **Assignment:** Read *Providing “rich” art experiences for young children*, look at *Adventures in art* lessons and determine a “rich” one.

Week 3 – 9/18

Discuss reading and *Adventures in Art lessons*. Creating something from nothing—shapes, lines, colors. Brainstorming techniques, thumbnail sketches, design problem. Learning about ourselves through art. Visual vs. verbal. Discussion on elements and principles of design. **Assignment:** Finish design problem, read *Drawing on the Right Side of the Brain* and write response paper.

Week 4 – 9/25 Response paper due

Can you really learn how to draw? Discussion on assigned reading, left brain/right brain drawing exercises, symmetrical drawings, contour drawing, upside down drawings. **Assignment:** Reading on developmental stages, contour self-portrait, collect children’s drawings, bring in pictures of fish or other sea life.

Week 5 – 10/2

Discuss developmental stages using children’s artwork as examples. Discuss self-portraits, Sketching techniques—sea life drawings with tissue paper and watercolors. **Assignment:** Read *Talking With Young Children about Their Art*, write response paper based on reading, research mask functions, collect pictures of masks from the Internet.

Week 6 - 10/9 Response paper due

**Quiz** on developmental stages, Discussion on responding to children's art, discussion on diversity in art and looking at multiple perspectives, design two-dimensional masks. **Assignment:** Finish cultural mask drawings.

Week 7 – 10/16 No class, museum night at RISD

**Assignment:** Write museum report. Find and print two copies of Internet lesson you wish to teach to children in the HBS after school program. Email me the two websites.

Week 8 – 10/23 Museum report due

Discussion on Internet lesson plans. Printmaking mural. **Assignment:** Review lesson plan format.

Week 9 – 10/30

Writing lesson plans. Revisit *Adventures in Art*, work in teams to design lesson plan. **Assignment:** Continue lesson plan writing. **Complete Part 2 of your portfolio artifact.**

Week 10 – 11/6

Prepare lesson plans, create sample artwork for lessons and present to class. View Eric Carle video. **Assignment: Complete Part 3 of your portfolio artifact.**

Week 11 – 11/13

Teach lessons and evaluate. Work on children's books. **Assignment:** Refine children's books.

Week 12 – 11/20

Work on children's books. **Assignment: Complete Part 1 of your portfolio artifact.**

Week 13 – 11/27

No class--Thanksgiving

Week 14 – 12/4

Work on children's books. **Assignment:** Write final response paper.

Week 15 – 12/11 Final response paper due.

Course evaluation, sharing of children's books.

### **Course requirements**

#### Museum visit Due date October 23

Visit the RISD Museum of Art (Benefit Street) or a comparable museum. If you have never been before, you may need to visit a couple of times before writing your report. After browsing through the museum, choose two works of art to write about, one that you like and one that you strongly dislike. This is not a research paper; it is a personal response to art. It is hoped that by finding out what you are attracted to, you will learn more about yourself, and thus will understand why you make specific choices. It will also help you to see and understand different kinds of art.

Answer the following questions in a typed, double-spaced report:

1. **Clearly** describe each work of art. Include information on the artist, title, date, medium used, size, etc.
2. What, specifically, about the works attracted your attention? Try to make personal connections for your choices. What do your choices say about **you**? **Why** are you attracted to 17<sup>th</sup> century landscapes, or Greek artifacts, or bronze sculptures? Do you like busy, active works of art; quiet, calm pieces; realistic or abstract? **Why**? How do your choices relate to your perspective on art and/or on life?
3. How could you use these works in an elementary classroom lesson you might teach some day? This should **NOT** be an art lesson but, rather, it should integrate the art works with a unit or lesson as part of an elementary classroom curriculum. Present a bulleted list of at least three ideas for each work of art.
4. What do you think the intention of the artist was? (Again, do not research. Think!)

#### Experiences with art media

You will explore and experiment with a variety of media to develop your creative and artistic abilities, and to understand color and design concepts. You will recognize and explore

art as a process of decision-making, of creative problem solving, and of learning about self and others through art.

You are expected to provide *thoughtful* responses to assignments. Brainstorm! Do multiple sketches! Look at things! Artists always use other images for ideas and inspiration. Look at pictures, at other people’s drawings, at the world around you. Talk to yourself. Experiment. Although the course covers methods and materials in elementary art education, student work should not look like a child’s work. It should reflect a *thoughtful, personal, adult* response to the assignment.

For each project you complete, you should also write an artist statement about the work. This should include the materials, tools, techniques, and thinking processes you used to create the work; relevant art vocabulary; and how it communicates or expresses ideas, and is a method or vehicle for learning.

Degree of difficulty on projects will be considered as part of assessment.

### Lesson plan and teaching

You will design and teach a “rich” art lesson to children enrolled in the after school program at Henry Barnard School. We will work together to plan a lesson that is developmentally appropriate. You will practice teach the lesson in front of the class, and then team-teach the lesson to children.

### Response papers Due dates 9/25, 10/9, 12/11

Three response papers of thoughts, ideas and responses to various readings are required. Papers should be typed, double-spaced, approximately two pages in length. Your response papers should be a thoughtful, personal reaction to a specific reading, **not** a summary of what the author has to say. Papers will be used to facilitate class discussions.

### **Evaluation and grades**

Creative involvement and initiative with studio projects and class participation.....	30%
Reports, quizzes.....	30%
Portfolio artifact.....	20%
Children’s book project.....	10%
Lesson plan and teaching.....	10%

Projects, papers and quizzes will be graded as follows:

A	95 – 100%	C	74 – 76%
A-	90 – 94%	C-	70 – 73%
B+	87 – 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%

B- 80 – 83%  
C+ 77 – 79%

D- 60 – 63%  
F below 60%

Work handed in late will be evaluated more critically since the student will have taken more time to complete the assignment.

**Class attendance and active class participation at each and every class meeting is imperative and is expected.** It is crucial to the learning experience that students work in groups and learn from their peers. Classroom discussions are rich when many perspectives are explored. More will be gained from working with each other than from working alone. More than one cut will affect grade, i.e., if final average is A- and a student has two cuts, final grade will be dropped to a B+. For group work, students missing a class will receive a lowered grade on the group project.

It is expected that students will attend all classes. If an emergency arises, student should email me **prior** to the scheduled class. If a class must be missed, student should be prepared for the following class with all assignments and readings completed. Please contact classmate for this information. Any unfinished assignments will result in a grade of incomplete.

Class will begin promptly at 2:15 PM and end at 5:00 PM. Please be on time for all classes. **Please turn off cell phones during class, including text messaging. Please keep cell phones out of sight.**

Students requiring any special accommodations should notify me prior to the second class meeting.

### **Supply list**

Reserve \$20 to pay for bookbinding  
Sketchbook - this will be a book for responding to readings, discussions, and assignments. It will also be used for thumbnail sketches. 9x12, unlined, 50 sheets, spiral bound is recommended.

Watercolor set with brush (Prang)  
Craypas/oil crayons, set of 8 or 12. Do **not** get water soluble.  
Black permanent marker, e.g. Sharpie  
Glue stick  
Scissors  
2 small tubes of Speedball **waterbased** printing ink  
Styrofoam trays  
#2 pencil, eraser

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#### Art Websites

[http://architecture.about.com/od/architectsaz/Great\\_Architects\\_AZ.htm](http://architecture.about.com/od/architectsaz/Great_Architects_AZ.htm)

<http://www.artnet.com>

<http://webmuseum.meulie.net/wm/paint/auth/>

<http://scholarsresource.com/>

<http://www.wga.hu/index.html>

[http://www.barewalls.com/index\\_artist.html](http://www.barewalls.com/index_artist.html)  
<http://www.artres.com/c/htm/Home.aspx>  
[http://www.phillipscollection.org/american\\_art/index.htm](http://www.phillipscollection.org/american_art/index.htm)  
[http://www.ccca.ca/artists/artist\\_info.html?link\\_id=183](http://www.ccca.ca/artists/artist_info.html?link_id=183)  
<http://www.artcyclopedia.com>  
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<http://www.nmai.si.edu/>  
<http://www.nmfa.si.edu/voice.html>  
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