

RHODE ISLAND COLLEGE  
Faculty of Arts and Sciences  
Department of Art

**ARTE 405/505 Elementary Practicum in Art Education**

(Formerly Practicum in Art Education II)

3 credit hours

**INSTRUCTOR: Dr. Cheryl L. Williams**

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Class Location: Art Center, Rooms 16 & 17

Meeting Times: Mondays and Wednesdays, 9:00-11:50am

Office Hours: Mondays 2:00-4:00pm and by appointment

Office Location: Art Center, Rm. 205 or check

Art Education Program Office: Art Center, Rm. 214

**COURSE DESCRIPTION**

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary art classrooms, and introductory teaching experiences. *Prerequisite: admission to the art education teacher preparation program, ARTE 303 or ARTE 503, and 24 credit hours of art courses.*

**EXPANDED DESCRIPTION**

The overarching goal of this course is to assist students with planning art instruction for the elementary school level and developing strategies and skills for providing *all* children with *appropriate, safe, and meaningful* art experiences. Expansive, multicultural views and global perspectives of art are considered and encouraged. *Both creating and responding to art are emphasized as integral components of art programs, as is the concept of learning in, about, and through the visual arts.* Engaging children in critical thinking in both artmaking and responding to art experiences is presented as a fundamental concept in approaching the development of art lessons and in art teaching.

Exploring elementary level art teaching ideas, art media, and resources -- and developing art lesson and unit plans is emphasized. Other key elements of this course include observing elementary art classrooms, interacting with children and teachers in the field, planning and teaching elementary art lessons, and reflecting on these experiences as well as on course topics and readings.

**RELATIONSHIP TO THE PROFESSIONAL PROGRAM**

This is a required course for art education majors. It is specifically designed to prepare students for teaching art at the elementary school level and must be completed with a grade of 'B' or higher for retention in the art education program. It is the second course in a three-course sequence of art education courses taken before student teaching in the following order: (1) ARTE 303/503: Introduction to Art Education; (2) ARTE 405/505: Elementary Practicum in Art Education; and then (3) ARTE 404/504: Secondary Practicum in Art Education.

**RELATIONSHIP TO FSEHD & RIPTS**

The approach taken to this course reflects the Conceptual Framework of Rhode Island College's Feinstein School of Education and Human Development (FSHED), which aims to develop reflective practitioners and addresses the four themes of *knowledge, pedagogy, diversity, and professionalism*. This includes involving students in the School's emphasis on the recursive educational practice of *planning, acting, and reflecting*. Instruction and assignments are also aligned with the Rhode Island Professional Teaching Standards (RIPTS), originally developed as the Rhode Island Beginning Teacher Standards (RIBTS).

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## COURSE TEXTS & MATERIALS

### Required Texts and Website Links

Gerber, B. L. & Guay, D. P. (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. [ISBN: 1-890160-36-9 or 978-1-890160-36-4]

Hurwitz, A., & Day, M. (2007 or 2001). *Children and their art: Methods for the elementary school* (8<sup>th</sup> or 7<sup>th</sup> ed.). New York: Harcourt College. [ISBN: 0-495-00696-3 or 0-15-507438-5]. NOTE: several copies of this book are available for students to borrow from the RIC Art Education Program.

National Art Education Association. (1994). *The national visual arts standards*. Reston, VA: author. [ISBN: 0-937652-65-2]. Read the entire 36-page document and prepare to make connections to these standards in your art lesson plans and teaching. Accessible online at: <http://www.arteducators.org/> (in the search box type in "national visual arts standards" and then click on the PDF link to this document).

*Rhode Island K-12 Grade Span Expectations in the Arts*, specifically the Visual Arts & Design GSEs – to access online, go to the Rhode Island Department of Education website at: <http://www.ride.ri.gov/Instruction/gle.aspx> (then scroll down to RI FINE ARTS GSEs, then scroll down further and click on Visual Arts and Design GSEs).

<http://thinkartslifelearning.com/resources.html> -- This is a "toolkit designed to support those interested in supporting arts education in our [Rhode Island] schools and communities....The toolkit provides action steps ideas, resources, and online tools to support RI state and local education policies and practices in the arts. This toolkit is designed to help school and community members ensure access to arts learning for all our RI children and youth – through programming, advocacy and communication." Check it out and get involved!

### Supplementary Readings

Throughout the semester, there will be additional readings assigned. These will either be provided in class, placed on reserve at RIC's Adams Library, or located on a specified website.

### Materials

A list of required studio supplies and other needed materials will be provided for media investigations.

## COURSE OUTCOMES

### As a result of this course, students will:

1. Gain increased awareness and understanding of a variety of historical and contemporary philosophies of art education and corresponding approaches to art instruction (teaching models) – and develop critical insights as to their relevance for contemporary art education and their own art teaching philosophy. **FSEHD (Knowledge), RIPS (2, 10)**
2. Become more knowledgeable about National Visual Arts Standards and the *Rhode Island K-12 Grade Span Expectations in the Arts*, specifically the RI Visual Arts & Design GSEs, and their importance and use as current art education curriculum guides – and be able to apply this knowledge in the development of art curriculum materials, specifically

developing goals and objectives for art lesson and unit plans for the elementary school level. **FSEHD (Knowledge, Pedagogy), RIPTS (2)**

3. Become more knowledgeable about the developmental characteristics of children, including artistic development – and be able to utilize this knowledge for planning art lessons and units that are developmentally appropriate for elementary school age children. **FSEHD (Knowledge, Pedagogy), RIPTS (3)**
4. Become more aware of and knowledgeable about a range of special needs, special abilities, and cultural differences that elementary school children may have and be able to apply this knowledge in the planning of appropriate accommodations for art lessons and teaching at the elementary school level. **FSEHD (Knowledge, Diversity, Pedagogy), RIPTS (4)**

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**COURSE OUTCOMES (continued)**

**As a result of this course, students will:**

5. Increase their professional knowledge and skills by reading a variety of noteworthy art education resources and key professional journals, investigating relevant Internet resources, becoming critically aware of a range of resources useful for teaching art at the elementary school level, investigating art themes and media for elementary art instruction, and discussing current issues related to art education with school-based practitioners and peers. **FSEHD (Knowledge), RIPTS (2, 10)**
6. Be able to select appropriate content for elementary art instruction and develop art lesson and unit plans that provide a diversity of elementary school students with appropriate, safe, and meaningful art learning experiences that include both art making and responding-to-art components. **FSEHD (Pedagogy, Diversity), RIPTS (2, 3, 4, 5)**
7. Improve their skills interacting with and teaching children art in elementary school settings – and using assessment strategies to further strengthen teaching and support student learning. **FSEHD (Pedagogy, Diversity, Professionalism), RIPTS (5, 6, 8, 9, 11)**
8. Engage in reflective thinking regarding (a) art education theory and practice at the elementary school level and (b) professional ethics and standards in arts education – and develop ideas and a strategy for further strengthening their own theoretical base, skills as a beginning art teacher, and professionalism as a visual arts educator. **FSEHD (Professionalism), RIPTS (9, 10, 11)**

COURSE REQUIREMENTS	Alignment with FSEHD Conceptual Framework	Alignment with RIPTS	Alignment with Course Outcomes
<b>#1: ELEMENTARY ART EDUCATION BINDER OF IDEAS</b>			
Assignment 1: Exploration of Art Themes & Media for Elementary Art Education Ideas	Knowledge Pedagogy	RIPTS 2, 3 and 10	Outcomes 1, 2, 3, 5, and 8
Assignment 2: Exploration of Art Education Resources for Elementary Art Education Ideas	Knowledge Pedagogy	RIPTS 2, 3, 4, and 10	Outcomes 1, 2, 3, 4, 5, and 8

<b>#2: ELEMENTARY ART EDUCATION PRACTICUM FIELD PERFORMANCE</b>			
<b>Assignment 3: On-Site Practicum Performance</b>	<b>Pedagogy Diversity Professionalism</b>	<b>RIPTS 5, 6, 8, 9, and 11</b>	<b>Outcome 7</b>
<b>#3: ELEMENTARY ART EDUCATION PRACTICUM PORTFOLIO</b>			
<b>Assignment 4: Development of Elementary Art Curriculum Materials</b>	<b>Knowledge Pedagogy Diversity</b>	<b>RIPTS 2, 3 4, and 5</b>	<b>Outcomes 2, 3, 4, 6</b>
<b>Assignment 5: Documentation of Practicum Teaching</b>	<b>Professionalism</b>	<b>RIPTS 9</b>	<b>Outcome 8</b>
<b>Assignment 6: Reflections</b>	<b>Professionalism</b>	<b>RIPTS 9, 10 and 11</b>	<b>Outcome 8</b>

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## COURSE EVALUATION

**Expectations:** Students must take an *active* role in their preparation as future teachers of art. A commitment to thinking, reading, questioning, researching, reflecting, writing, preparing outside of class, and participating in class is required of students -- as is observing and actively participating in art programs in elementary schools and reflecting on these experiences.

An inquiring spirit, dedication to learning and professional growth, and professionalism and integrity in all matters related to the course are expected of students. Students are also expected throughout the semester to exhibit the specified FSEHD professional dispositions and related behaviors of *self-reflection, life-long learning, advocacy for children and youth, respect for diversity, collaboration, and professional work characteristics.*

Also, ATTENDANCE AND ACTIVE CLASS PARTICIPATION AT EACH AND EVERY CLASS MEETING IS IMPERATIVE AND EXPECTED.

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with RIC's Disability Services Office (Craig-Lee Hall, Room 127; phone number 456-8061). To receive accommodations for this class, please obtain the proper forms from the Disability Services Office and meet with me at the beginning of the semester, as soon as possible.

### COURSE REQUIREMENT and Assignment Weight:

<b>#1</b>	<b>ELEMENTARY ART EDUCATION BINDER OF IDEAS</b>	<b>20%</b>
	1. Exploration of Art Themes & Media for Elementary Art Education Ideas	
	2. Investigation of Art Education Resources for Elementary Art Education Ideas	
<b>#2</b>	<b>ELEMENTARY ART EDUCATION PRACTICUM FIELD PERFORMANCE</b>	<b>30%</b>

### 3. On-Site Elementary Art Practicum Performance

#3 **ELEMENTARY ART EDUCATION PRACTICUM PORTFOLIO** 50%

4. Development of Elementary Art Curriculum Materials

5. Documentation of Practicum Teaching

6. Reflections

#### **Evaluation and Grades**

Your grades for this course are based on the percentage allocated to each course requirement as indicated above. Both conceptually strong content and professional presentation are expected. Your percentage total for course requirements will determine your grade as follows:

<u>Passing Grades:</u>		<u>Grades that do NOT meet Program Retention Requirements:</u>			
A	95-100%	B-	80-83%	D+	74-76%
A-	90-94%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	below 60%

*Students should be advised that absences and/or lack of active class participation will have a further, significant effect on their final course grade.*

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#### **RECOMMENDED RESOURCES**

##### **Books:**

- Amann, J. (1983). *Theme teaching with great visual resources: How to involve & educate students using large, high-quality, low cost, art reproductions*. Rosemont, NJ: Modern Learning Press. [Item #552]
- Barrett, T. (1997). *Talking about student art*. Worcester, MA: Davis. [ISBN: 0-87192-361-0]
- Bates, J.K. (2000). *Becoming an art teacher*. Belmont, CA: Wadsworth/Thomson Learning. [ISBN: 0-534-52239-4]
- Chalmers, F. G. (1996). *Celebrating pluralism: Art education, and cultural diversity*. Los Angeles: The Getty Institute for the Arts. [ISBN: 0-89236-393-2]
- Chapman, L. H. (1978). *Approaches to art in education*. New York: Harcourt Brace Jovanovich. [ISBN: 0-15-502896-0]
- Chapman, L. H. (1998). *Adventures in art, grades 1-5, teacher's editions*. Worcester, MA: Davis. [sample ISBN: 0-87192-323-8 (grade 1) or ISBN: 0-87192-326-2 (grade 4)] OR 1994 teacher's edition
- Cohen, E. P. & Geiner, R. S. (1995). *Art: Another language for learning* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann [ISBN: 0-435-08847-5]
- Colbert, C. & Brooks, R. (2004). *Connections in art: Teacher program guide*. Worcester: Davis.
- Dobbs, S. M. (1998). *Learning in and through art: A guide to discipline-based art education*. Los Angeles:

- Getty Education Institute for the Arts. [ISBN: 0-89236-494-7]
- Efland, A. D. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press. [ISBN: 0-8077-2977-9]
- Erickson, M. & Young, B. (Eds.). (2002). *Multicultural artworlds: Enduring, evolving, and overlapping traditions*. Reston, VA: National Art Education Association. [ISBN: 1-890160-20-2]
- Ernst, K. (1994). *Picturing learning: Artists and writers in the classroom*. Portsmouth, NH: Heinemann. [ISBN: 0-435-08795-9]
- Ernst, K. (1997). *A teacher's sketch journal: Observations on learning and teaching*. Portsmouth, NJ: Heinemann. [ISBN: 0-435-08861-0]
- Gandini, L., Etheredge, S. & Hill, L. (Eds.). (2008). *Insights and inspiration from Reggio Emilia: Stories of teachers and children from North America*. Worcester, MA: Davis. [ISBN: 978-0-87192-894-8]
- Gardner, H. (1990). *Art education and human development*. Los Angeles: The Getty Center for Education in the Arts. [ISBN: 0-89236-179-4]
- Getty Center for Education in the Arts. (1985). *Beyond creating: The place for art in America's schools*. Los Angeles: Getty Center for Education in the Arts.
- Herberholz, B. & Hanson, L. (1995). *Early childhood art (5<sup>th</sup> ed.)*. Madison, WI: Brown & Benchmark. [ISBN: 0-697-12524-6]
- Hobbs, J. A. & Rish, J. C. (1997). *Teaching children art*. Upper Saddle River, NJ: Prentice Hall. [ISBN: 0-13-104159-2]
- Hubbard, R. & Ernst, K. (Eds.). (1996). *New entries: Learning by writing and drawing*. Portsmouth, NH: Heinemann. [ISBN: 0-435-07204-8]

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## REFERENCES (continued)

### Books (continued)

- Johnson, A. (Ed.). (1992). *Art education: Elementary*. Reston, VA: National Art Education Association. [ISBN: 0-937652-61-X]
- Kindler, A. M. (Ed.). (1997). *Child development in art*. Reston, VA: National Art Education Association. [ISBN: 0-766-80541-7]
- Koster, J. B. (2001). *Bringing art into the elementary classroom*. Belmont, CA: Wadsworth/Thompson Learning. [ISBN: 0-766-80541-7]
- London, P. (1989). *No more secondhand art: Awakening the artist within*. Boston: Shambala.
- London, P. (1994). *Step outside: Community-based art education*. Portsmouth, NH: Heinemann.
- Lowenfeld, V. (1947 – or later editions). *Creative and mental growth*. New York: Macmillan.
- McFee, J. K. & Degge, R. M. (1980). *Art, culture, and environment: A catalyst for teaching*. Dubuque, IA: Kendall Hunt. (Original work published 1977). [ISBN: 0-8403-2330-1]
- Mulcahey, C. (2009). *The story in the picture: Inquiry and artmaking with young children*. New York:

- Teacher's College Press & Reston, VA: National Art Education Association. [ISBN: 978-0-8077-5007-0]
- Nyman, A. L. & Jenkins, A. M. (1999). *Issues and approaches to art for students with special needs*. Reston, VA: National Art Education Association. [ISBN: 0-937652-81-4]
- Roland, C. (2005). *The Art Teacher's Guide to the Internet*. Worcester, MA: Davis. [ISBN: 0-87192-695-4]
- Rosenberg, M. & Thurber, F. (2007). *Gender matters in art education*. Worcester, MA: Davis  
ISBN: 0-87192-745-4
- Sedgwick, F. (2002). *Enabling children's learning through drawing*. London: David Fulton. ISBN: 1-85346-836-3]
- Simpson, J. W., Delaney, J. M., Carroll, K. L., Hamilton, C. M., Kay, S. I., Kerlavage, M. S., & Olson, J. L. (1998). *Creating meaning through art: teacher as choice maker*. Upper Saddle River, NJ: Prentice-Hall. [ISBN: 0-13-351421-8]
- Smith, N. R. (1993). *Experience and art: Teaching children to paint*. New York: Teachers College Press. [ISBN: 0-8077-3312-1]
- Smith, N. R. and the Drawing Study Group. (1997). *Observation drawing with children: A framework for teachers*. New York: Teachers College Press.
- Stewart, M. G., Katter, E., & Topal, C. W. (2007). *Explorations in art, grades 1-5, teacher's editions*. Worcester, MA: Davis. [i.e., ISBN: 978-0-87192-765-1 (grade 1) OR 978-0-87192-771-2 (grade 4)]
- Stewart, M. G. & Walker, S. R. (2005). *Rethinking curriculum in art*. Worcester, MA: Davis. [ISBN: 0-87192-692-X]
- Susi, F. D. (1995). *Student behavior in art classrooms: The dynamics of discipline*. Reston, VA: National Art Education Association. [ISBN: 0-937652-75-X]
- Szekely, G. (1998). *The art of teaching art*. Needham Heights, MA: Simon & Schuster. [ISBN: 0-536-00572-9]
- Topal, C. W. & Gandini, L. (1999). *Beautiful stuff: Learning with found materials*. Worcester, MA: Davis. [ISBN: 0-87912-388-2.
- Wachowiak, R. & Clements, R. D. (2006). *Emphasis art: A qualitative art program for elementary and middle school schools* (8<sup>th</sup> ed.). Boston: Pearson Education. [ISBN: 0-205-43962-4]

### Recommended Periodicals:

- *Art Education* (the journal of the National Art Education Association which is sent to all members - - dialogues about issues and ideas for art educators to consider are reported here)
- *Scholastic Art* (much art lesson material here to critique and consider modifying for your art teaching)
- *School Arts* (many art lesson plan ideas here to critique and consider modifying for your art teaching)
- *Studies in Art Education* (the research journal of the NAEA)

### Internet Sites to Investigate:

*Most importantly:*

- National Art Education Association: <http://www.naea-reston.org> or <http://www.arteducators.org> -- become a member of your professional organization! A student membership in both the NAEA and the RI Art Education Association is only \$30, and this includes your own online portfolio! Note: several RIC alums have created an e-portfolio through their NAEA membership and have said that it helped in their job search. Check out a variety of art educators' e-portfolios on the NAEA website - and *regularly* investigate this website!

Other worthwhile websites to explore:

- ArtsEdge: <http://artsedge.kennedy-center.org>
- Asian Art from the Smithsonian Institutions: <http://www.asia.si.edu>
- Crayola Art Education: <http://crayola.com/educators>
- Eric Carle Museum of Picture Book Art: <http://www.carlemuseum.org>
- Museum of Fine Arts, Boston: <http://www.mfa.org>
- Museum of Latin American Art: <http://www.molaa.com>
- National Endowment for the Arts: <http://www.arts.endow.gov>
- National Museum of African Art: <http://www.nmafa.si.edu>
- National Museum of American Art: <http://americanart.si.edu>
- National Museum of Women in the Arts: <http://www.nmwa.org>
- National Portrait Gallery: <http://www.npg.si.edu>
- Peabody Essex Museum: <http://www.pem.org>
- Rhode Island School of Design Museum: <http://risdmuseum.org>



- VSA Arts Rhode Island (Special education art education website; formerly Very Special Arts):  
<http://www.vsartsri.org>

## ASSIGNMENT 1

### Exploration of Art Themes & Media for Elementary Art Education Ideas

(Addresses Rhode Island Professional Teaching Standards 2, 3, and 10)

#### Explorations of *Art Themes* for Elementary Art Lesson Ideas:

As you start to consider planning your own art lessons for teaching children at the elementary level, I first want to ask you to consider the following questions:

- What might my art lessons engage young children in *thinking* about?
- What are some meaningful *concepts* that I might focus my elementary art lessons on?
- What are some art-focused *idea* topics that children could investigate and express their own personal views about?

In this course, I provide you with an art curriculum framework I have developed to assist you in addressing these questions. This framework is based on what I call “art themes.” Art themes are the big ideas explored through artmaking. Professional artists and untrained artists, as well as a diversity of artists of differing cultures, time periods, ages, and personalities, have created artworks that address these ideas – and children can be engaged in investigating these ideas in their artmaking, too. These art themes are all educationally worthwhile concepts to engage *your* students in investigating in their own personally meaningful ways! I have provided you with a list of 10 specific conceptually-rich art themes under the heading of “Art is about ...” with each art theme presenting a different valuable category of inquiry for students to engage in art lessons that connected to *ideas*.

So, to launch you on your own elementary art lesson planning that is connected to ideas, you are to **develop a list of a variety of elementary art lesson ideas for each of the 10 art theme categories.** Each list of ideas may be handwritten on the lavender sheets provided as header pages for each art theme, with additional pages to follow that provide more details or possibilities about these ideas and/or visuals of exemplar artworks connected to the art lesson ideas (this part is also specified in Assignment 2). You may gather ideas found in a variety of art education print and online resources, ideas you see in action at your practicum site, and ideas inspired by a variety of artists and art, including picturebooks – as well as ideas you generate more independently. This should be exciting as you start to envision all sorts of possibilities for your own elementary level art teaching!

And then you are required to **also create a typed brief description of at least 2 ideas for elementary art lessons that you would actually like to teach for each of the 10 art themes introduced in this course.**

*Give credit where due for any external source of any of these ideas – and add some idea(s) of your own to any ideas you obtain from others!* This is to result in you and all ARTE 405/505 students each having 20 worthwhile elementary art lesson plan ideas “mapped out” and ready to develop into full art lesson plans during student teaching and future art teaching. The most essential aim of this assignment is for you to further prepare yourself for achieving success in your elementary art student teaching and art teaching career by having a variety of concept-based art lessons ideas ready to develop fully into worthwhile idea-driven art lessons you teach in the future.

#### Explorations of *Media* for Elementary Art Lesson Ideas:

Also, to prepare for your elementary art teaching, you need to investigate answers to the following:

- *What art materials and processes are safe and appropriate for my teaching of art to young children?*
- *What are different ways to work with a variety of art media that are options for children’s artmaking?*
- *What art tools and art vocabulary should I introduce to children, integrated with my art teaching?*

As part of your work for this course, you will need to investigate a variety of art media and artistic processes that are safe and appropriate for elementary art instruction. Occasionally opportunities for hands-on media explorations will be provided in our class and sometimes you may be able to investigate art media and processes on site at your practicum placement. You will also need to

independently explore media for your elementary art teaching based on your investigations of art education resources. All of your hands-on explorations of a *variety* of different art media and artistic processes appropriate for teaching art to elementary students will provide ideas and preparation for art lessons that you design and teach at your practicum site this semester and in the future.

*All of the above is to be professionally presented with Assignment 2 work as well in an Elementary Art Education Binder of Ideas. This will be a wonderful resource for your future art teaching!*

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## ASSIGNMENT 2

### Exploration of Art Education Resources for Elementary Art Education Ideas

*(Addresses Rhode Island Professional Teaching Standards 2, 3, 4, and 10)*

#### Collection of Elementary Art Education Resource Materials:

As you take steps in planning your own art lessons for teaching children at the elementary level, this course involves you in researching a variety of resources in consideration of answers to the following questions:

- What instructional resources are available to provide me with ideas for my elementary art lessons and to support my art teaching of children?
- In investigating a variety of resources, what ideas related to the art themes presented in this course and other issues and ideas related to elementary art teaching can I find that are worth examining and thoughtfully considering to guide my future elementary art teaching?
- How do art education resources vary and which specific resources am I most inspired by for my own elementary art teaching and how so?

To assist you with finding your own answers to these important questions, you are to **collect a variety of articles, internet downloads, excerpts from books, black and white or color copies of specific exemplar artwork, and information on specific exemplar artists that provide inspiration for your elementary art teaching – and compile all this in your Elementary Art Education Binder of Ideas.** Most of these materials should relate to the 10 art themes provided and should be placed in specific art theme tabbed-sections. Some resource materials that you collect might instead be placed in the portion of your Elementary Art Education Binder of Ideas devoted to explorations of media. Also, you should set up one or more sections of your binder of ideas for other elementary art education topics, issues, and ideas to contain other materials not specifically related to art themes or media.

You will be asked to share your findings with your peers and to donate to a class binder of ideas copies of 2 items that you find of interest within each of the following 4 art education resource categories:

- *School Arts* article
- *Art Education* article
- children's picturebook (just a black and white copy of the cover, publication information page, and a sample page or 2)
- internet website downloads

#### Reading Reviews:

Also, to investigate answers to the above questions and further prepare you for your art teaching career, you must write *brief* reviews of a variety of 8-10 art education resources, demonstrating a thoughtful examination of a range of worthwhile ideas regarding elementary art education. A variety of art education books and internet sites should be reviewed, and at least 1 *School Arts* article and 1 *Art Education* article should be reviewed. You will be directed to some specific readings and reading topics; however, you should make other selections independently.

Reading reviews must include both a description of the specific key ideas presented in a specific resource (describe the author's main ideas in one paragraph) and a thoughtful response by you to these ideas (add a second paragraph with your thoughts about the author's ideas and explaining your response in terms of how and why you might plan to or not to incorporate these ideas for elementary art teaching into your future teaching).

Each review is to be no more than 2 paragraphs, single-spaced on 1 page. In the case of articles, students should attach to their review a photocopy of the entire article and make sure to note the full reference information for the article (title, date, volume, and issue of publication). In the case of the Internet sites, students should attach an example of a download of interest.

*All of the above is to be professionally presented with Assignment 1 materials as well in an Elementary Art Education Binder of Ideas. Make this a useful resource binder for your future art teaching!*

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### ASSIGNMENT 3

#### **On-Site Elementary Art Practicum Performance**

*(Addresses Rhode Island Professional Teaching Standards 5, 6, 8, 9, and 11)*

You are required to spend a minimum total of 25 hours at your assigned practicum site(s), during weekly, regularly scheduled 2-3 hour time blocks, on Wednesday mornings or on another day and time mutually agreeable to you and your assigned practicum teacher.

During this time, you are to observe, interact with students and teachers, investigate the site, record various aspects of teaching art to elementary school children, assist with various art teaching responsibilities, and teach a minimum of two art lessons.

Evaluation is made by the college instructor based on feedback from the practicum teacher and your documented involvement and efforts.

- **Practicum teacher's evaluation of student performance**  
Your practicum teacher's evaluation of your performance will consist of evaluations of your planning and teaching of two art lessons using an online assessment form entitled:  
"FSEHD Teacher Candidate Observation and Progress Report for  
IMPLEMENTED LESSON PLAN  
Preparing to Teach – FALL 2010"

Also, at the end of the semester, your practicum teacher is to complete an additional overall evaluation of your performance on a hardcopy assessment form entitled:  
"Evaluation Report for Practicum in Art Education."

You are encouraged to discuss these evaluations with your practicum teacher throughout the semester, candidly analyzing your strengths and aspects in need of growth – and strategizing together how best to further strengthen your performance.

- **Verification Sheet of Student Participation**  
Fully complete the "Record of On-Site Practicum Hours and Experience" and make sure to sign it and have your practicum teacher sign if verifying the information. This document then serves as an official record of the number of hours that you were

present at your field site under the supervision of an art teacher and of your involvement on site.

**ASSIGNMENT 4**  
**Development of Elementary Art Curriculum Materials**  
*(Addresses Rhode Island Professional Teaching Standards 2, 3, 4, and 5)*

Throughout this course you will have the opportunity to explore various thematic approaches to teaching art to children in elementary schools. You are required to submit 2 typed art lesson plans, using the format provided to you, with each art lesson focused on a specific art theme introduced in our class.

Each lesson plan must be accompanied by at least 2-3 high-quality color visuals of exemplar artworks explored in the lesson, and at least 1 art lesson must include some *multicultural content* in a manner that is *sensitive* (respectful, non-stereotyping), *informed* (well researched), and *appropriate* (meaningful to the lesson and to students). Also, you are asked to use a visually inspiring picturebook as a key resource for at least one art lesson. You will teach your 2 art lessons to children at your practicum site and document your teaching and student learning outcomes in an Elementary Art Practicum Portfolio.

You are required to submit typed lesson plans based on the following designated art themes by the due dates indicated below:

- **Lesson Plan #1:** Art Theme of Student's Choice (Art is about . . .)
  
- **Lesson Plan #2:** Art Theme of Student's Choice (Art is about . . .)
  
- **Unit Plan Overview:** Art Theme(s) of Student's Choice

\* Graduate students are required to submit an additional elementary art lesson plan on one other of the art themes introduced in the class and an additional art unit plan overview by the end of the semester.

**NOTE:** *Art lessons may not be taught until lesson plans are approved by both the course instructor and practicum teacher.*



**ASSIGNMENT 5**  
**Documentation of Practicum Teaching**  
*(Addresses Rhode Island Professional Teaching Standards 9)*

Students are required to document their on-site teaching of two (2) art theme-based lesson plans developed in this course. The documentation for *each* lesson is required to include the following:

- Typed lesson plan
- Color visuals of exemplary artwork used to support the lesson
- Your completed example of the art project (done as a trial run to plan instruction)
- Photographs of in-process teaching and learning
- Sample images of student artwork (preliminary or in-process artwork as well as completed artwork)
- Samples of students' written work (if applicable)
- Samples of assessments made of student artwork and learning  
(*your* assessments of learning outcomes *connected to your lesson objectives* are required; other types of assessments, i.e. students' self-assessments or peer assessments are optional but encouraged)



## ASSIGNMENT 6 Reflections

(Addresses Rhode Island Professional Teaching Standards 9, 10, and 11)

### Context of Practicum Teaching Report:

You must complete a written "Portrait of a School and its Art Program" context of teaching report, which notes the context and description of your elementary art practicum site and reflections about what you report. You are expected to follow the report guidelines provided. Reports are typically 4 single-spaced typed pages *plus attachments*.

### Observation Reflections:

To help you in processing your practicum experiences and preparing for student teaching, you are required to submit five Practicum Observation Reflections (each is to be 1 page - typed - single-spaced) on assigned topics.

The reflections are intended to capture a record of what you *observe* on site and information and ideas your practicum teacher shares with you (written as 1 paragraph) - - and your *reactions to what you observed*, what you *learned*, *insights* you've gained about each important topic, and what you *intend to try* in your future teaching regarding each specified topic (in a 2<sup>nd</sup> paragraph). The assigned topics are as follows:

- 1. Developmental and Artistic Characteristics of Children**  
Investigate and consider: *How can I make my elementary art teaching developmentally appropriate?*
- 2. Assessment and Evaluation of Student Learning**  
Investigate and consider: *How can I use assessment and evaluation to strengthen student learning and my elementary art teaching?*
- 3. Strategies for Engaging Children in Talking and Writing about Art**  
Investigate and consider: *How can I engage students in verbally responding to art in my elementary art teaching?*
- 4. Students with Special Needs and Ways to Modify Art Lessons and Teaching**  
Investigate and consider: *How can I make accommodations for students with special needs in my elementary art teaching?*
- 5. Classroom Management and Organization**  
Investigate and consider: *How can I organize and manage my elementary art teaching and classes to create a positive productive, art learning environment for my students?*

### Reflections on Your Practicum Teaching:

You are required to write for each of the 2 lessons taught during this practicum experience a 1-page (typed, single-spaced) reflection of their teaching. The reflection should highlight the successes of the lesson, together with suggestions as to what you might consider doing differently if you were to teach the lesson again.

### Summary Reflection:

Lastly, you are required to write a 3-page (typed, double-spaced) paper to present a brief reflection concerning ideas and insights for teaching art at the elementary level. Your summary reflection is to include discussion of the following topics (use as headings in your paper):

- . *Philosophical Approaches to Art Education*
- . *Most Significant Ideas and Insights Gained in ARTE 405/505*
- . *Favorite Art Themes* (to focus on in your future art teaching)
- . *A Plan for My Further Professional Development*