

Syllabus
Children's Art, Art380/ 380L

Semester: fall 2009

Day & Times: Wed., 6:00 – 9:50 p.m.

Location: A211

Credit: 3 Units (2 lecture/1 lab)

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Instructor: Dr. Ken Sakatani

Office hours: Wed., 2 - 5 pm/ TBA

Office: Sagebrush Hall, 208 or A211

Purpose of the Course

To acquaint students with the visual arts as part of a general k-6 elementary school curriculum and how meaningful visual art experiences can be integrated into elementary teaching. Emphasis will be on developing basic artistic skills, techniques, procedures, and strategies involving aesthetic perception, creative expression, art historical and cultural context, and aesthetic valuing, and other content domains, based on the *Visual and Performing Arts Content Standards for California Public School Prekindergarten Through Grade Twelve: Visual Arts (2001)*. (See Student Learning Objectives below)

Structure of the Course

This course emphasizes three main areas: Art Teaching (instructional strategies, methods and techniques), Art Curriculum Development (unit and lesson planning and presentation); and, Art Experiences (knowledge, concepts, and skills of visual art)

- The Lecture section (2 units) will focus on Art Teaching and Art Curriculum Development.
- The Lab section (1 unit) will be devoted to various Art Experiences.

Course Objectives

- Develop understanding, knowledge, competencies, and skills in artistic perception, creative expression, historical and cultural context, aesthetic valuing; and, the connections, relationships and applications of visual art.
- Expand the understanding of the relationships between art education, learning, and visual art.
- Refine teaching and learning strategies and practices related to elementary art teaching.
- Explore various art media and techniques associated with the visual arts.
- Design elementary art lessons and curricula based on the *California State Visual and Performing Arts Framework and Visual Art Content Standards*.

Student Learning Outcomes

(Based on California Subject Matter Requirements for Prospective Art Teachers: Content Domains for Subject Matter Understanding and Skill in Art, Part 1)

Domain 1: *Aesthetic Perception*

1. Students will demonstrate an understanding of artistic perception.
2. Students will acquire a conceptual knowledge of art and accurately define and use the vocabulary of the visual arts.
3. Students will develop perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design.

Assessment:

- Class critiques
- Student self-reflections (oral and written)
- Art gallery/ museum reports

Domain 2: *Creative Expression*

1. Students will demonstrate an understanding of creative expression.
2. Students will acquire a conceptual knowledge of the process of creating works of art and be involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities.
3. Students will gain a knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK-12 and adult school art curriculum.

Assessment:

- Class art projects
- Class reading assignments
- Curriculum lessons and units

Domain 3: Historical and Cultural Context

1. Students will demonstrate an understanding of the historical and cultural foundations of art.
2. Students will acquire conceptual knowledge of art including cultural frames of reference and worldviews.
3. Students will demonstrate knowledge of world arts, of the history and diversity of art, and the roles and forms of the visual arts in societies past and present.

Assessment:

- Class reading assignments
- Class research assignments
- Curriculum lessons and units

Domain 4: Aesthetic Valuing

1. Students will demonstrate an understanding of aesthetic valuing in art.
2. Students will acquire a conceptual knowledge of art as they respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions.
3. Students will make critical judgments about the quality and success of artworks by replying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

Assessment:

- Class critiques
- Student self-reflections (oral and written)
- Art gallery/ museum reports

Domain 5: Connections, Relationships, and Applications

1. Students will demonstrate an understanding of art connections, relationships, and applications.
2. Students will acquire knowledge of art and possess a high degree of visual literacy, as they understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large.
3. Students will become familiar with the range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

Assessment:

- Class reading assignments
- Curriculum lessons and units

Domain 6: History and Theories of Learning in Art

1. Students will demonstrate an understanding of the history and theories of art education and the role of arts in human development.
2. Students will acquire knowledge of proficiency levels and developmental stages in art.

Assessment:

- Class reading assignments
- Curriculum lessons and units

Course Topics

- Art Teaching Methods and Approaches
- Curriculum Development in Art Education
- Nature and Functions of Art
- Art Elements and Principles of Design
- Art Media, Materials and Methods
- Art History

Student Assessment and Evaluation

Most class activities and assignments will be assessed using a 5-point scoring rubric, and final student evaluation will be based on weighted assessments in the following areas:

1. Art projects (including research and critiques)
2. Curriculum development (including art lesson plans and curriculum units)
3. Classroom assignments (class activities, reflections, notes, quizzes, and readings)
4. Midterm (art museum report) and Final (art curriculum portfolio)
5. Professional attitude (See Below)

Professional Attitude

Since this is an educational course preparing future teachers, developing a professional attitude is important. Professional attitude, as defined for this course, consists of the student being accountable for his or her attendance, tardiness, and handing in assignments on time. Professional attitude also means being able to work with BOTH INSTRUCTOR AND OTHER STUDENTS in a positive and constructive manner. Negative student behavior will affect final professional attitude grade.

Attendance and Tardiness

- Consistent attendance is required. You will be allowed ONE (1) excused absence (medical or family emergency). However, two or more absences (EXCUSED AND UN-EXCUSED) will significantly affect your final letter grade. If possible, please call or e-mail ahead of time to let me know if you are having difficulty attending class.
- Two (2) unexcused tardies (coming 5 minutes or more after class starts) will count as one (1) unexcused absence. Leaving early from class without permission will count as an unexcused tardy. Regardless of the situation, please inform the instructor why you were late to class or the need to leave early. Four (4) unexcused tardies will significantly affect your final letter grade.

Course Expectations

- Students are expected to maintain an Art Journal (i.e., class notes, readings, reflections, sketches).
- Students are expected to create a Curriculum Portfolio of curriculum materials and artwork examples.
- Students are expected to actively participate in class discussions and activities.
- Students are expected to work collaboratively with others in the class.
- Students are expected to supply art tools and materials not provided by instructor.
- All assignments and class work are to be completed on time and ready for critique.
- Students are expected to stay the entire class period, unless given instructor permission.
- All cell phones and other electronic devices, i.e., laptops, iPods, pagers, etc., MUST be turned off during class. See instructor for permission to use such devices based on individual circumstance and need.
- Unless stated otherwise, all late assignments/projects will be accepted ONLY one (1) week after due date, including excused and unexcused absences.
- All accepted late assignments/projects will be lowered in grade regardless.

Required Art Materials and Supplies

1. Art Journal (class notes, readings, reflections, sketches, etc.) 9"x12" side spiral Art Sketchbook
2. Camera, digital or regular (to document artwork for Curriculum Portfolio)
3. Curriculum Portfolio (binder and 8 1/2" X 11" plastic sleeves)
4. Other art materials/tools will be recommended throughout the semester.

Required Text

- Zelanski, P & Fisher, M.P. (2007), *The Art of Seeing*, 7th edition, Pearson Prentice Hall: N.J.

Suggested Readings (Elementary Art Education)

- Fichner-Rathus, Lois (2001). *Understanding Art*, 7th edition
- Cecil, N. C. and Lauritzen, P. (1994). *Literacy and the arts for the integrated classroom*. White Plains, NY: Longman Publishing.
- Erickson, M. and Young, B. (2002). *Multicultural artworlds: Enduring, evolving, and overlapping traditions*. Reston, VA: National Art Education Association.
- Grinder, M. (1996). *ENVoY: A personal guide to classroom management*, 3rd edition. Battle Ground, WA: Michael Grinder and Associates.
- Hurwitz, A. and Day, M. (2001). *Children and their art: Methods for the elementary school*, 7th edition. Wadsworth/Thomson Learning: Belmont, CA.
- Lark-Horovitz, B., Lewis, H. P., and Luca, M. (1999). *Understanding children's art for better teaching*. Reston, VA: National Art Education Association.
- Susi, F. (1995). *Student behavior in art classrooms: The dynamics of discipline*. Reston, VA: National Art Education Association.

DOWNLOAD, PRINT, SIGN AND HAND IN BY THE SECOND WEEK OF CLASS:

STUDENT VERIFICATION

I have reviewed the above course syllabus for A380, Children's Art. I understand the course requirements and will do my best to meet the course expectations. I also understand that it is my responsibility to complete and hand in all course assignments and projects on time, and accept the consequences if I am unable to meet assignment and project deadlines.

Print Name: _____

Signature: _____

Date: _____