

San José State University
College of Humanities and the Arts/Department of Art & Art History
Art 138, Elementary Art Methods, Section One, Spring, 2017

Course and Contact Information

Instructor: Dr. Barbara Hughes
Office Location: Art 333
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Email: barbara.hughes@sjsu.edu
Office Hours: Tuesdays & Thursdays 3:30-4:30 PM
Class Days/Time: Tuesdays & Thursdays 4:30-7:20 PM
Classroom: Art 203
Prerequisites: Upper division standing or instructor consent
Department Office: ART 116

Department Contact: Website: www.sjsu.edu/art Email: art@ajau.edu

Course Format: Elementary Art Methods is a studio course with a lecture component designed to prepare participants to apply core visual arts concepts in Pre-K through high school settings. This course emphasizes three main areas: Art Teaching Methods (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 lectures, readings, and discussions introduce basic art concepts and teaching strategies to build a foundation for teaching and assessing visual arts in a classroom setting. The studio time includes art making, cooperative planning, group projects, peer teaching, and personal reflection.

Art 138 is an academically rigorous course that requires close readings of the assigned materials, active participation in class discussions, writing assignments, peer teaching, and peer reviews. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework. Participants should be prepared to discuss all the assigned readings for each class session and to write clearly and coherently. Each participant will develop a standards-based visual arts lesson aimed at engaging all students in artistic learning. In an attempt to be as “green” as possible for this course, reading assignments and course materials will be available online.

Written assignments and presentations will be graded based on criteria distributed in advance of the due date. Specific information about each the assignments and grading criteria is provided in the Art 138 Course Reader. Even though Art can be subjective, grading your projects is totally objective, each project has a rubric with specific requirements and guidelines. It is your responsibility to read the specific information about the assignment, the examples provided, and the grading criteria carefully before proceeding with the assignment. All assignments are to be submitted on or before their due dates/times to be eligible for full credit.

Faculty Web Page, MySJSU Messaging, Canvas Course materials such as syllabus, calendar, handouts, assignment instructions, assessments, etc. can be found on my faculty web page at

<http://www.sjsu.edu/people/barbara.hughes>. Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). The materials for this course including the syllabus, assignments, and course readings, will be posted on SJSU's on-line learning system, Canvas. Student Canvas Login Information:

1. Go to the Canvas Login URL: <http://sjsu.instructure.com>
2. You will see a SSO Login page. Log in with your 9 digit SJSU ID and password you use for your SJSU One account.
3. Click LOGIN to access your Canvas account.
4. Click on the Art 138 course.
5. If you encounter issues logging in to your Canvas account, contact Information Technology Services (ITS) at help@help.sjsu.edu, or call 408-924-2377, or visit Clark Hall 102.

Course Description: This course is designed to equip prospective Pre-K through high school educators with the basic knowledge, skills, and strategies to effectively organize and provide sequential art education. Emphasis on Art Teaching Methods, Art Curriculum Development, and Art Experiences.

Course Goals:

1. To identify and describe the basic elements of art (color, line, shape, form, space, shape, and texture) and to articulate how artists use these elements to create works of art
2. To identify, locate, and apply the core concepts of the *California Content Standards for Visual Arts California Common Core State Standards*, and *National Core Arts Standards* for grades K-8
3. To collaboratively engage in instructional planning using a conceptual framework to develop a unit of sequential, standards-based art appropriate for grades K-8
4. To independently develop a standards-based, integrated art lesson plan for a classroom setting
5. To utilize a variety of effective tools for diagnostic, formative, and summative assessment
6. To articulate an understanding of the importance of developing a physically and emotionally safe learning environment for class discussions and the creation of art
7. To demonstrate flexibility in adapting curriculum and differentiating instruction to support a diverse student audience (including those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities)
8. To demonstrate professional behavior by attending all class meetings, participating in classroom community, examining ideas and assumptions about teaching and learning, and compiling a binder of effective art resource materials appropriate for grades K-8

Course Learning Outcomes:

Upon successful completion of this course, participants will be able to:

CLO 1. Identify and describe the basic elements of art (color, line, shape, form, space, shape, and texture) and to articulate how artists use these elements to create works of art

CLO 2. Identify, locate, and apply the core concepts of the *California Content Standards for Visual Arts California Common Core State Standards*, and *National Core Arts Standards* for grades K-8

CLO 3. Collaboratively engage in instructional planning using a conceptual framework develop a unit of sequential, standards-based art appropriate for grades K-8

CLO 4. Independently develop a standards-based, integrated art lesson plan using a using a conceptual framework for use in for grades K-8

CLO 5. Utilize a variety of effective tools for diagnostic, formative, and summative assessment

CLO 6. Articulate an understanding of the importance of developing a physically and emotionally safe learning environment for class discussions and the creation of art

CLO 7. Demonstrate flexibility in adapting curriculum and differentiating instruction to support a diverse student audience (including those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities)

CLO 8. Demonstrate professional behavior by attending all class meetings, participating in classroom community, examining ideas and assumptions about teaching and learning, and compiling a binder of effective art resource materials appropriate for grades K-8

Required Texts/Readings Class readings will be divided into weekly selections. For each reading assignment, be prepared to take a quiz and/or to participate in the class discussion on the day the assigned reading is due. Students must be prepared to access materials during class time for every class meeting. Either print the course material or have an electronic device for access available during class. Many of the readings are available (no cost) online

Required Text: Purchase online from California Department of Education for \$19.95

Visual and Performing Arts Framework Kindergarten Through Grade Twelve

By: [California Department of Education California Department of Education \(Editor\)](#)

ISBN: 0801112613 ISBN-13: 9780801112614 Publisher: California Dept. of Education – 1996 Format:

Paperback Or available online:

[Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, Sacramento, 2004.](#)

<http://www.cde.ca.gov/ci/cr/cf/documents/vpafamewrk.pdf>

[California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#), California Department of Education,

<http://www.myboe.org/cognoti/content/file/resources/documents/b1/b10158a7/b10158a7eaf42629bf45b8a7912eb4c52210cece/finalelaccsstandards.pdf>

Art 138 Course Reader on Canvas

Further Helpful Resources:

Wiggins, G., and McTighe, J., *Understanding by Design*, Expanded 2nd ed. (2005)

Fountain, H., *Differentiated Instruction in Art*, (2014)

Tomlinson, C., *How to Differentiate Instruction in Mixed Ability Classrooms*, 2nd ed. (2004)

Online resource you may want to bookmark and use in this course: [SJSU Digital World Art Database “World Images”](#) The digital collection contains over 50,000 images organized into electronic portfolios; images may be freely used for non-profit educational purposes. <http://gallery.sjsu.edu/>

Library Liaison

Our Library Liaison is Rebecca Kohn. She can be reached by email at: rebecca.kohn@sjsu.edu

Other equipment / material requirements: Writing tools including paper, pencil, highlighter, pen, and an eraser. Three-ring binder to contain syllabus, class notes, handouts, and materials you have created during the semester. Please have your Framework and CCSS books with you OR available on a laptop or other device. You may also want to purchase clear plastic pages/pockets so you can begin to assemble your portfolio as you complete assignments in the class. Optional: Apron or smock

Course Requirements and Assignments SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. In addition to art projects, this course requires reading and written reflection. Guidelines and grading criteria will be provided in the Art 138 Course Reader for required projects. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. All assignments are to be submitted on or before their due dates/times to be eligible for full credit.

Required Format for Written Assignments Submitted on Paper:

- Typed or word processed on 8.5" by 11" white paper in black ink
- Font size should be at least **12-point** size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics)
- **Double-space** the text of your paper and set the margins of your document to 1 inch on all sides.
- All word-processed documents should be edited for usage and mechanical errors.

Assignments and Grading Policy: Specific information about the assignments and grading rubrics can be found in the Art 138 Course Reader. Please read each of these carefully before proceeding with the assignment.

Small Group Projects

- Students will work in pairs and/or other small group configurations in class and to complete specified assignments
- Through group projects and other coursework, students will develop conceptual and interaction skills that will be critical to future success as a teacher
- Group projects will require the participation of each group member. Individual projects will not be accepted unless deemed necessary by the instructor.
- In situations where the instructor determines that a student did not comply/ meet with course requirements and expectations for group assignments and related work, this may result in but is not necessarily limited to, a failing grade on the group activity.

Course Requirements: Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

Reflective Writing/Entrance/Exit Tickets/Worksheets/Quizzes
10%

For each reading assignment, there will be a reflective writing (or quiz) for your reaction/response regarding applications of theories, principles, and instructional practices that demonstrates professionalism, preparation, utilization of course textbooks and resources, reflective practices and the integration of course content as part of the debriefing process. In class written work cannot be made up due to late arrival, early departure, or absence from class.

Mid Term Exam.....**10%**

The midterm exam will consist of two parts. One part will be multiple-choice and will be based on the readings

and the discussions. The second part will be constructed response. Early midterm exams are not allowed, on principle, as emergencies are almost by definition unforeseen. Make up exams will be more challenging.

Group Unit Plan..... 5%

Small groups of students (3-5) will collaboratively engage in instructional planning using a format to develop a sequential, standards-based art unit of study for your assigned grade level. A unit is a way to scaffold learning with each lesson within the unit supporting and leading to the next. Planning a unit collaboratively is an important developmental step for students on their way to becoming educators. The ideas for these unit plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). A detailed rubric, example, and unit plan template will be provided, and workshop time will be built into our class schedule to help your group do your best on this project.

Group Puppet Presentation 5%

Small groups of students (3-5) will present a puppet show (no longer than 5 minutes). A detailed rubric will be provided and workshop time will be built into our class schedule to help you do your best on this project.

Lesson Plan.....25%

You will develop one standards-based integrated art Lesson Plan for your assigned grade level. The ideas for the lesson plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). Each integrated lesson plan will address one Content Standards for Visual Arts (Grades K-8) and one standard from Grades K-5: CA CCSS English Language Arts/Literacy OR Grades 6-8: CA CCSS Literacy in History/Social Studies, Science, and Technical Subjects. A lesson plan template, example of lesson plan, and rubric will be provided to help you do your best on this project.

Art Lesson Demonstration.....20%

Each group will present Interdisciplinary Thematic Unit in sequential order. You will receive a rubric describing the criteria for the Art Lesson Demo. Each person will organize the supplies for their lesson, present their lesson demonstration, and distribute a copy of their lesson plan to the class (one copy per student + one for the instructor).

Post-Lesson Reflection/Analysis.....10%

After your art lesson presentation, reflect upon how student learning was affected by your planning, instruction, and assessment decisions. Based upon your reflection, site appropriate adjustments (focused on improving directions for learning tasks, time management, or reteaching this lesson) you plan to implement in the future. You will receive a rubric describing the criteria for this assignment.

Art Resource Binder:.....5%

You will develop an art resource binder that includes images each of the finished art projects that you created in class. In addition, your Art Resource Binder will demonstrate evidence of further personal research through the lesson plans that you, your group, and your peers developed. Your Art Resource Binder (with dividers and a table of contents) should be professional and organized to be used as an effective teaching resource in the future. You will receive a rubric describing the criteria for this assignment.

Final Examination.....10%

The final exam will consist of two parts. One part will be multiple-choice and will be based on the readings and the discussions. The second part will be constructed response. Early exams are not allowed, on principle, as

emergencies are almost by definition unforeseen, and the make-up, in any case, must occur during exam week. Final examinations may be rescheduled if there are verifiable emergency circumstances. Make up exams will be more challenging.

Rubrics: Each rubric defines four performance levels: describing practice that requires improvement (1), adequate beginning teacher practice (2), strong beginning teacher practice (3) and exemplary beginning teaching practice (4).

Determination of Grades: To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. These will be converted to letter grades as follows:

Conversion of 4-Level Rubric to a percent based grading scale:	Final grade will be earned using the following scale:
Level 4 = 100% Level 3 = 85% Level 2 = 75% Level 1 = 65%	A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

Assignments are due at 4:30 PM on the due date. Please keep the Instructor informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. In case of absence, assignments may be e-mailed to the instructor by **4:30 PM on the due date**. If you fail to complete or turn in an assignment, take a test, or make a presentation on the assigned day, you will not receive credit (“F”) on the assignment except for serious medical or personal emergency circumstances which must be communicated with documented compelling reasons for receiving an extension that includes:

Personal Statement – You must provide a written explanation that states the reason why you will not complete the assignment by the assigned day and what your plans are to resolve this situation within one week and

Supporting Documentation must be attached to personal statement:

- For medical reasons, an official letter from the physician/healthcare provider for personal or family member illness.
- Deceased immediate family member – documentation must be submitted.

Incomplete An “incomplete” grade will not be given except for serious medical or personal emergency circumstances which must be communicated and agreed upon by instructor. Incompletes will only be given to students who have completed at least 75% of the course requirements with a “B” or better, who request the incomplete, and have provided documented compelling reasons for receiving an extension that includes:

Personal Statement – You must provide a written explanation that states the reason(s) why you will not complete the assignment in a timely manner and what your plans are to resolve this situation and

Supporting Documentation must be attached to personal statement:

- For medical reasons, an official letter from the physician/healthcare provider for personal or family member illness.
- Deceased immediate family member – documentation must be submitted.

Resubmissions: In some cases, you may be given the opportunity to resubmit certain assignments. This is not offered to students who already received an A and wish to boost their score slightly, or to students who did not attend class when assignments were being discussed. Inattention to directions and/or rubrics is also not an

acceptable reason for a rewrite. There are cases, however, when a student may need further instruction in order to fully understand an assignment, or when completing a rewrite would result in improved understanding of concepts. In those cases, the opportunity will be given. **At teacher discretion**, if a student who received a grade of **“C” or below** on the original assignment is not satisfied with the result of a section of a written assignment when returned, students may choose to revise that portion of the assignment. Students are encouraged to take the teacher comments and the rubric into consideration when revising their work. Students are **required to submit the original work, the revised work, and a short statement** clearly indicating what is different and what you learned as a result of redoing the work **no later than one week after the original work was returned (no late revisions will be accepted)**. However, although the revised work might now be considered "A-level work" according to the rubric, the best possible grade on all revised work is limited to a grade of "B".

Extra credit options are not available.

Attendance and Punctuality: Since the development of professional behavior is one of the course goals, attendance is essential. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class."

Make-up sessions The instructor will not be available for any make-up sessions for anyone missing classes. If you must miss a class, it is your sole responsibility to get notes, assignment details, etc., from another student. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss a class session.

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: Once class has begun, use of all electronic devices should be limited to class-related tasks such as note taking and the viewing of class-related Internet sites. If special accommodations are necessary or special circumstances require you to take a phone call or check text messages, please speak to me before class.

FOOD AND DRINK: Food and drinks are permitted in class as long as they do not distract others from learning. Please clean up after yourself when you leave class.

Classroom Protocol You are beginning your work as a teacher—a professional in the community. Being a professional comes with many responsibilities. Two responsibilities you have related to this course are to thoughtfully participate in our classroom community and to thoughtfully examine your and others' ideas and assumptions about teaching and learning. Be prepared for each class by having thoroughly completed all readings and assignments BEFORE you come to class. Students are expected to attend each session, be on time and remain for the entire class. Please keep your cell phone on silent mode during class hours. Cell phones, laptops or other non-class-related distractions are not to be used in class. If accommodations are needed for class, please confer with the instructor beforehand.

Participation in class sessions and interaction with peers are essential components of the course. Each student is expected to actively participate and to make significant and appropriate contributions to class discussions and activities. Due to time constraints, missed sessions cannot be made up. To effectively participate in this class:

- Be prepared for each class by having thoroughly completed all readings and assignments BEFORE class
- Respond to questions that are raised by readings, other students, the instructor, ongoing class discussions, or contributions which demonstrate connections you see between material in this course and other experiences or courses you have had
- BE A GOOD LISTENER (participation does not have to be verbal; being alert and attentive is a positive

contribution)

- Be prepared to ask questions about material you did not understand
- Share your ideas & listen, speak & behave respectfully to classmates

Office Hours Students are encouraged to discuss concerns whenever they have questions about course materials or assignments in class. The best way to reach me is through **e-mail**, which I check at least once a day. I will respond to e-mails at my earliest convenience (time will be limited on weekends and holidays). Students are encouraged to make an appointment in advance to discuss concerns during office hours. If you have a concern or question you need to discuss at length, I am available for phone or Skype appointments. Problems with due dates and exams must be discussed with me at least one week prior to the exam date or due date. Please keep me informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course.

The Instructor Reserves the Right to... Make changes to any or all the elements of the course described in this syllabus, including class policies, topics, readings, course requirements, and/or assignments. In the event a change is deemed necessary; the Instructor will provide sufficient notice to the students in order to complete the course satisfactorily.

University Policies

Dropping and Adding Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Plagiarism/Academic Integrity Any student found cheating or copying from another student's work, or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy. Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy. Cheating/plagiarism may result in the student receiving a failing grade in the course or in certain circumstances being expelled from the University. Any student in violation of this code and policy in any assignment or examination/related to this course shall be subject to the options specified in the policy statement. The [Student](#)

[Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Campus Policy in Compliance with the American Disabilities Act It is the responsibility of students, at the beginning of the semester, to advise the instructor regarding any disabilities, special needs, accommodations, or circumstances related to class attendance and academic performance. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible to see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

SJSU Writing Center The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Accommodation to Students' Religious Holidays San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>

Art 138: Elementary Art Methods

COURSE CALENDAR

Spring 2017

These dates and topics are subject to change at the discretion of the instructor and notices will be announced in class.

Day	Date	Agenda/Topic	Due on this Date
1	Thurs., Jan. 26	Entrance Ticket: Why Is Studying the Arts in School Important? Warm Up Activity: Art Postcard Introductions Pre-Assessment/Baseline Data (Paper Folded in 4) Discuss: Course Overview, Syllabus, Books, Projects, Email exchange Video (11:49 minute) Art is the root (Why Arts in Schools Matter) https://ww2.kqed.org/learning/2015/08/03/is-studying-the-arts-in-school-important/ Followed by discussion Activity: Ideal Teacher	<input type="checkbox"/> Assignment: Please have your syllabus printed out or with you on a laptop or other device.
2	Tues., Jan. 31	Entrance Ticket: Warm Up Activity: Your Name Discuss: Syllabus Readings: Framework Discuss: Understanding by Design, or UbD, is an educational planning approach. Video (7 min): What is Understanding by Design? Author Jay McTighe explains. https://www.youtube.com/watch?v=d8F1SnWalFE Video (28min): Why the Arts Matter https://www.youtube.com/watch?v=qy50_YqxkwY Followed by discussion	<input type="checkbox"/> Readings: ART 138 Syllabus <input type="checkbox"/> Print, sign, and return ART 138 Syllabus acceptance form (the last page of your syllabus) Readings: Visual and Performing Arts Framework Kindergarten Through Grade Twelve (Framework): <input type="checkbox"/> Introduction and Chapter 1. Guiding Principles of the Framework (Pages x-5) <input type="checkbox"/> Chapter 2. Planning, Implementing, and Evaluating Arts Education Programs (Pages 8-19) <input type="checkbox"/> Chapter 3. Visual and Performing Arts Content Standards

			(Pages 22-25) and <input type="checkbox"/> Visual Arts (Pages 156-160)
3	Thurs., Feb. 2	Warm Up Activity: Place of birth Studio: Element of Art: Line Contour Drawing/ Observational Drawing Video (3 min): KQED Arts: Elements of Art: Line https://ww2.kqed.org/artschool/2014/08/18/elements-of-art-line/ Gallery Walk Studio: Element of Art: Line as Value Video (3 min): Elements of Art: Value https://www.youtube.com/watch?v=AAwYHNo31ZQ Followed by Gallery Walk Aligning Visual Arts Standards Course Reader Visual Arts Standards Pages 158-173	<input type="checkbox"/> Course Reader Art Resource Binder Assignment Specifications Page 215
4	Tues., Feb. 7	Entrance Ticket: Warm Up Activity: Ro Sham Bo Discuss Readings: Using UbD to Develop Units of Instruction in the Arts Stage 1: Identify Desired Results Video (6 min): Backward Design Process https://www.youtube.com/watch?v=QbKx_tG99ho Video (3 min): Explaining the Common Core State Standards http://vimeo.com/51933492 Video (4 min): Essential Question: What is it? How do I write one? https://www.youtube.com/watch?v=sDfVOIZ2tU8 Followed by discussion Interdisciplinary Unit Overview: Form Grade Level Groups Standards: identifying, locating, and navigating Activity: Unpacking Standards	<input type="checkbox"/> Course Reader Pages 2-23 Assignment Group Unit Plan Assignment Specifications Pages 198-203
5	Thurs., Feb.9	Studio: Element of Art: Space Video (3 min): Elements of Art: Space KQED Arts https://www.youtube.com/watch?v=U11B_0FCn6o Studio: Element of Art: Space: Distorted Chair Drawing Followed by Gallery Walk Grade Level Groups: Aligning Visual Arts Standards Course Reader Visual Arts Standards Pages 158-173	
6	Tues., Feb. 14	Entrance Ticket: Warm Up Activity: Discuss Readings: Using UbD to Develop Units of Instruction in the Arts Stage 1: Identifying the desired results Video (min): Phil Hansen: Embrace the shake https://www.ted.com/talks/phil_hansen_embrace_the_shake	<input type="checkbox"/> Course Reader Pages 24-41

		<p>Phil Hansen challenges us to spark our creativity by thinking inside the box.</p> <p>Video (14 min): Teaching art or teaching to think like an artist? https://www.youtube.com/watch?v=ZcFRfJb2ONk</p> <p>Followed by discussion and reflective writing</p> <p>Video (7:00 minutes) This Will Revolutionize Education https://www.youtube.com/watch?v=GEmuEWjHr5c</p> <p>Grade Level Groups: Group Unit Plan/Lesson Plan Template</p>	
7	Thurs., Feb. 16	<p>Studio: Element of Art: Shape Drawing with Scissors</p> <p>Video (3 min): Elements of Art: Shape KQED Arts https://www.youtube.com/watch?v=bJzGkZwkHt4</p> <p>Gallery Walk</p> <p>Followed by discussion</p> <p>Grade Level Groups: Aligning Visual Arts Standards</p> <p>Course Reader Visual Arts Standards Pages 158-173</p>	
8	Tues., Feb. 21	<p>Entrance Ticket:</p> <p>Warm Up Activity:</p> <p>Discuss Readings:</p> <p>Using UbD to Develop Units of Instruction in the Arts</p> <p>Stage 2: Determine Assessment Evidence</p> <p>Grade Level Groups: Group Unit Plan/Lesson Plan Template</p>	<input type="checkbox"/> Course Reader Pages 48-59
9	Thurs., Feb. 23	<p>Studio: Element of Art: Space</p> <p>Introduction to Printmaking (Found Objects, Stamps)</p> <p>Video (3 min): The Linocut Process.mov https://www.youtube.com/watch?v=WmLd4O2ROJo</p> <p>Studio: Element of Art: Space Printmaking (Series of 20)</p> <p>Video (6 min): Printmaking with Favianna Rodriguez https://ww2.kqed.org/artschool/2014/09/02/printmaking-with-favianna-rodriguez/</p>	
10	Tues., Feb. 28	<p>Entrance Ticket:</p> <p>Warm Up Activity:</p> <p>Discuss Readings:</p> <p>Using UbD to Develop Units of Instruction in the Arts</p> <p>Stage 2: Determine Assessment Evidence</p> <p>Grade Level Groups: Group Unit Plan/Lesson Plan Template</p>	<input type="checkbox"/> Course Reader Pages 59-83 <input type="checkbox"/> Framework: Chapter 5 Assessment in the Arts (Pages 170-177) <input type="checkbox"/> Student Assessment (Page 223)
11	Thurs., March	<p>Studio: Element of Art: Space</p> <p>Printmaking (Series of 20)</p> <p>Gallery Walk</p>	

	2	Print Exchange	
12	Tues., March 7	Entrance Ticket: Warm Up Activity: Discuss Readings: Using UbD to Develop Units of Instruction in the Arts Stage 3: Plan Learning Experiences and Instruction Grade Level Groups: Group Unit Plan/Lesson Plan Template	<input type="checkbox"/> Course Reader Pages 83- 108
13	Thurs., March 9	Studio: Principle of Design: Pattern Flying Fish (Choice of media) Koinobori (carp streamers) at Tokyo-Tower https://www.youtube.com/watch?v=azNLTNCsJzs Video (16 min): 1st Grade Japanese Carp Kite – Crayon https://www.youtube.com/watch?v=32psmx4aDnQ Video (13 min): How to make Koinobori (stamp) https://www.youtube.com/watch?v=ZM-4UITMQZM Block Print Koinobori - Lesson Plan Video (5 min): https://www.youtube.com/watch?v=pqTJwO5tqcg Followed by Gallery Walk	
14	Tues., March 14	Entrance Ticket: Warm Up Activity: Discuss Readings: Differentiation Using UbD to Develop Units of Instruction in the Arts Stage 3: Plan Learning Experiences and Instruction Group Unit Plan/Lesson Plan Template Mid Term Review	<input type="checkbox"/> Course Reader Pages 108-120
15	Thurs., March 16	Video (4 min): Elements of Art: Color KQED Arts https://www.youtube.com/watch?v=wWW_UbrkBEw Studio: Element of Art: Color Tempera Techniques Ice Cream Followed by Gallery Walk Studio: Element of Art: Texture/Mixed Media Painting Followed by discussion and reflective writing Video (4 min): Elements of Art: Texture KQED Arts https://www.youtube.com/watch?v=YoOb3JSDAUo Followed by Gallery Walk	
16	Tues., March 21	Entrance Ticket: Warm Up Activity: Discuss Readings: Using UbD to Develop Units of Instruction in the Arts Stage 3: Learning Plan Direct Instruction, (DI) or the Gradual Release Model	<input type="checkbox"/> Group Unit Plan Due <input type="checkbox"/> Course Reader Pages 120-154 <input type="checkbox"/> Lesson Plan Specifications Pages 204-213

17	Thurs., March 23	Mid Term Exam	<input type="checkbox"/> Study for Mid Term Exam
	Spring Recess	No Classes at SJSU March 26-30	<input type="checkbox"/> Relax
18	Tues., April 4	Studio: Principle of Design: Form Papier Mache Hand Puppets (5 sessions) Elements of Art: Form KQED Arts Video (3 min): https://www.youtube.com/watch?v=9DIPs3T2dQk 1. Small Group Puppet Presentation Planning: Theme/ Base Construction	<input type="checkbox"/> Course Reader Pages 163-192 Group Puppet Presentation Specifications Page 203
19	Thurs., April 6	Studio: Principle of Design: Form Papier Mache Hand Puppets 2. Apply Second Coat of Papier Mache/Write scripts	
20	Tues., April 11	Studio: Principle of Design: Form Papier Mache Hand Puppets 3. Refine/Paint/Plan Props/Scenery	<input type="checkbox"/> Post- Lesson Reflection/Analysis Specifications Pages 214
21	Thurs., April 13	Studio: Principle of Design: Form Papier Mache Hand Puppets 4. Make body, attach papier mache to body, add embellishments	<input type="checkbox"/> Lesson Plan Due
22	Tues., April 18	Studio: Principle of Design: Form Papier Mache Hand Puppets 5.Create props, and/or scenery and dress rehearsal Finish at home Small Group Unit: Lesson Demonstration Planning Time	
23	Thurs., April 20	Small Group Puppet Shows Followed by discussion and reflective writing Small Group Thematic Unit: Lesson Demonstration Planning Time List of supplies that you will need for your lesson Practice presenting your lesson to your group!	<input type="checkbox"/> Finish puppets, props, and/or scenery <input type="checkbox"/> Small Group Puppet Shows
24	Tues., April 25	Unit Lesson Demonstrations Followed by discussion and reflective writing	GROUP 6. Unit: Lesson Demonstrations
25	Thurs., April	Unit Lesson Demonstrations Followed by discussion and reflective writing	GROUP 5. Unit: Lesson Demonstrations

	27		GROUP 6. Post Lesson Reflection/Analysis
26	Tues., May 2	Unit Lesson Demonstrations Followed by discussion and reflective writing	GROUP 4. Unit: Lesson Demonstrations GROUP 5. Post Lesson Reflection/Analysis
27	Thurs., May 4	Unit Lesson Demonstrations Followed by discussion and reflective writing	GROUP 3. Unit Lesson Demonstrations GROUP 4. Post Lesson Reflection/Analysis
28	Tues., May 9	Unit Lesson Demonstrations Followed by discussion and reflective writing	GROUP 2. Unit Lesson Demonstrations GROUP 3. Post Lesson Reflection/Analysis
29	Thurs., May 11	Unit Lesson Demonstrations Followed by discussion and reflective writing	<input type="checkbox"/> Art Resource Binder Due GROUP 1. Unit Lesson Demonstrations GROUP 2. Post Lesson Reflection/Analysis
	Tues., May 16	SJSU Last Day of Instruction Monday, May 14 No Class!	<input type="checkbox"/> Relax No Class!
30	Thurs., May 18	Final Examination/Post Assessment	<input type="checkbox"/> Final Exam <input type="checkbox"/> GROUP 1. Post Lesson Reflection/Analysis

ART 138 Syllabus Acknowledgements and Course Policies Acceptance
DOWNLOAD, PRINT, SIGN AND HAND IN BY THE SECOND WEEK OF CLASS:

I have reviewed the above course syllabus for Art 138. I understand this is an academically rigorous course that requires close readings of the assigned materials, active participation in class discussions, writing assignments, peer teaching, and peer reviews. I understand that it is my responsibility to manage my time and commit to successfully complete all required coursework. I further understand that it is my responsibility to keep the instructor informed of any extenuating circumstances that may hinder your ability to succeed in this course.

Signature: _____

Date: _____

Print Name: _____