

**LOYOLA UNIVERSITY OF CHICAGO - SCHOOL OF EDUCATION
ART IN THE ELEMENTARY SCHOOL
SYLLABUS**

Instructor: Deni Drinkwater
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CIEP M48 LSC: Mundelein Room 709 (Tentative Room Assignment)
Thursdays 4:15 pm - 6:45 pm, on the following dates: September 8, 15
and 22; October 6 and 13

COURSE DESCRIPTION

This course is designed to give teacher candidates an introduction to an arts vocabulary, a variety of art methods/techniques, and materials to be used in the elementary classroom, that includes visual art, theatre, music and dance. Teacher candidates will work in a “lab setting” working directly with a variety of arts materials. Discussions will focus on methods and classroom logistics as it relates to integrating the arts into the core classroom curriculum: (Language Arts, Mathematics, Science, Social Studies).

The content of the following Illinois State Board of Education (ISBE) goals will be introduced in this course. Website: [isbe.net](http://www.isbe.net)

Fine Arts State Goal 25: Know the language of the Arts

Fine Arts State Goal 26: Creating and Performing

Fine Arts State Goal 27: Arts and Civilization

SPECIAL CIRCUMSTANCES

Students who have any special needs or may require considerations or modifications for any reason must contact the instructor personally at the beginning of the term so that these issues may be addressed.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional

academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml.

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual

orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

CONCEPTUAL FRAMEWORK

The School of Education's Conceptual Framework – *Professionalism in Service of Social Justice* is exemplified in the teachings of Art in the Classroom as knowledge, skills, service and ethics are discussed in every session. (School of Education: Conceptual Framework Standards CF1 – CF8)

TECHNOLOGY

Instead of a traditional textbook, the documents for Art in the Classroom are posted on Blackboard. Students are required to print out all of the documents that are posted and organize into an Art Resource Notebook. In addition, students are expected to review their Loyola e-mail as the instructor communicates via e-mail.

DIVERSITY

This course is designed to include projects, discussions and assignments that will help teacher candidates acknowledge and plan for the diversity of students in their future classrooms.

USE OF ELECTRONICS AND COMMUNICATION DEVICES

Students may not use computers, the Internet, cell phones or PDAs during class sessions unless approved by the professor based on a special need or authorized situation or circumstance. These may be used without approval prior to class, during official breaks, or afterward, but must be turned off and put away during official class sessions.

****** NOTE REGARDING CLASS ATTENDANCE: IMPORTANT******

Due to the nature of this course, which meets for only 5 sessions, a very high value is placed on attendance and punctuality. (See **GRADE STRUCTURE** sheet for details) This class is structured as "lab sessions". Content will be introduced and interactive instructional methods and materials will be included in every session. Materials will only be available during class sessions.

SESSION 1:

Thursday, September 8th, 4:15-6:45pm

Topics:

Introduction to Arts in The Classroom, Why Arts integration, Elements of the Arts, Language Arts and The Arts

Supply List: 3-ring (2") Binder, 5 Dividers, pencil

Blackboard Documents: (Print and bring to first session in binder)

- Syllabus
- Grade Structure
- Art Elements and Principles
- Elements of Dance
- Elements of Drama
- Elements of Music
- Color Theory(Print from email)

Documents to Find on the Internet and Print

-ISBE Fine Arts Standards* (Not on Blackboard!)

*Visit the Illinois State Board of Education website: www.isbe.net
Print out the Fine Art State Goals #25, 26, and 27

Handouts in Class

- Arts Resource Notebook Checklist
- Drawing Development in Children

Assignments Due at the beginning of Session 1:

- All documents listed above printed out and placed into 3-ring binder.
- Completed student questionnaire.
- Wear clothes suitable for movement and painting** (For example track pants and an old T-shirt).

Assignments for Session 2:

- Find a cross-curricular **arts/language arts** lesson. Email to instructor at ddrinkwater@luc.edu before the next class.
- Arts Resource Notebook Assignment- List of 10 Internet Arts Resources. Email to instructor at ddrinkwater@luc.edu before the next class.
- Bring printed documents from Blackboard:
 - Art Critique Format
- Wear clothes suitable for movement and painting** (For example track pants and an old T-shirt)

SESSION 2:

Thursday, September 15th, 4:15-6:45pm

Topics:

Supplies/Logistics, Math and the Arts, Science and the Arts

Blackboard Documents:

-Cross-Curricular Lesson Plan Assignment

Handouts in Class

- Classroom Logistics
- Art Supplies for the Classroom
- Art Making Techniques
- Lesson Plan Rubric

Assignments Due at beginning of session 2:

-Found cross-curricular **arts/language arts** lesson (Emailed to instructor prior to class)

Assignments for Session 3:

- Find a cross-curricular **art/math** lesson. Email to instructor at ddrinkwater@luc.edu before the next class.
- Find a cross-curricular **art/science** lesson. Email to instructor at ddrinkwater@luc.edu before the next class.
- Bring Artwork Critique Format to the Art Institute

***Meet at the Art Institute's Crown Family Educator Resource Center
(Located in the new Modern Wing, entrance on Monroe St.)***

SESSION 3:

Thursday, September 22nd, 4:15-6:45pm

****Meet at the Art Institute's Crown Family Educator Resource Center****
(Located in the new Modern Wing, entrance on Monroe St.)

Topics:

Art Institute's Crown Family Educator Resource Center Introduction,
Art Critique, Independent Research

Blackboard Documents:

(Print and bring to Session 3)

-Art Critique Format

Assignments Due at beginning of session 3:

- Found cross-curricular **arts/math** lesson to share (Emailed to instructor prior to class)
- Found cross-curricular **arts/science** lesson to share (Emailed to instructor prior to class)

Assignments for Session 4:

- Written critique of artwork from museum visit following Art Critique Format
- Find a cross-curricular **arts/social studies** lesson. Email to instructor at ddrinkwater@luc.edu before the next class.
- Arts Resource Notebook Assignment- List of 5 Chicagoland Arts Resources. Include one for each arts discipline and 1 of your choice. Email to instructor at ddrinkwater@luc.edu before the next class.
- Bring in newspapers, a plastic grocery bag and a small container with a tight fitting lid (for paint) for in-class project
- Wear clothes suitable for movement and paper maché.**

SESSION 4:

Thursday, October 6th, 4:15-6:45pm

Topics:

Art and Social Studies

Handouts in Class

- Art Books for Children
- Art Based Resource Books

Assignments Due at beginning of session 4:

- Written critique of artwork from museum visit following Critique Format
- Found cross-curricular **arts/social studies** lesson (Emailed to instructor prior to class)
- Arts Resource Notebook Assignment- List of 5 Chicagoland Arts Resources. (Emailed to instructor prior to class)
- Newspapers, plastic grocery bag and a small container with a lid for paper maché project

Assignments Due for Session 5:

- Arts Resource Notebook
- Original Cross-curricular lesson plan, art project, & rubric. **Lesson Plan format and rubric are on Blackboard. Bring 2 hard copies to class.** Email to instructor at ddrinkwater@luc.edu before the next class.
- Be prepared to briefly introduce lesson to class, art project will be presented, but not collected
- DRY** paper maché sarcophagus, painted with a base coat of white paint
- Completed sketch of images to be painted on sarcophagus
- Wear clothes suitable for movement and painting** (For example track pants and an old T-shirt).

SESSION 5:

Thursday, October 13th, 4:15-6:45pm

**Topics: Cross-Curricular Lesson Plan Presentations,
In-class Completion of Art/Social Studies Project**

Blackboard Documents:

(Print and bring to Session 5 in binder)

-Arts Resource Notebook Checklist

Bring you Arts Resource Notebook to class. The Arts Resource Notebook will be checked in class, all items should be in the order of the checklist.

-Final Grade Sheet

Assignments Due at beginning of session 5:

-Final Grade Sheet

-Art Resource Notebook and Checklist

-Original Cross-curricular Lesson Plan, art project, & rubric. (Emailed to instructor prior to class) **Bring 2 hard copies to class.**

-Briefly introduce lesson to class and present related arts activity (art projects will be presented, but not collected)

- **DRY** paper maché sarcophagus painted with white base coat