

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

**Instructor: Deni Drinkwater**  
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**CIEP M48 – 003 (1106) LSC: Mundelein Room 709**

Thursdays 4:15 pm - 6:45 pm, on the following dates: January 20;  
February 3 and 17; March 17 and 31.

**CIEP M48 – 004 (8502) LSC: Mundelein Room 709**

Thursdays 4:15 pm - 6:45 pm, on the following dates: January 27;  
February 10 and 24; March 24; April 7.

## **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](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](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:**

**Section 003 - Thursday, January 20<sup>th</sup>, 4:15-6:45pm**

**Section 004 - Thursday, January 27<sup>th</sup>, 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)
- Arts Resource Notebook Checklist (Print from email)
- Final Grade Sheet

### **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](http://www.isbe.net)

Print out the Fine Art State Goals #25, 26, and 27

### **Handouts in Class**

-Drawing Development in Children

### **Assignments Due at the beginning of Session 1:**

-All documents listed above printed out and placed into 3-ring binder.

**-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- cut and paste the lesson.

Email to instructor at [ddrinkwater@luc.edu](mailto:ddrinkwater@luc.edu) before the next class.

-Arts Resource Notebook Assignment- List of 10 Internet Arts Resources- give a brief description. Email to instructor at [ddrinkwater@luc.edu](mailto: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:**

Section 003 - Thursday, February 3<sup>rd</sup>, 4:15-6:45pm

Section 004 - Thursday, February 10<sup>th</sup>, 4:15-6:45pm

### **Topics:**

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

### **Blackboard Documents:**

-Artwork Critique Format

### **Handouts in Class**

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

### **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- cut and paste. Email to instructor at [ddrinkwater@luc.edu](mailto:ddrinkwater@luc.edu) before the next class.
- Find a cross-curricular **art/science** lesson- cut and paste. Email to instructor at [ddrinkwater@luc.edu](mailto: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:**

Section 003 - Thursday, February 17<sup>th</sup>, 4:15-6:45pm

Section 004 - Thursday, February 24<sup>th</sup>, 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

-Arts Resource Notebook Assignment- List of 5 Chicagoland Arts Resources. Include one for each arts discipline and 1 of your choice, include a brief description. Email to instructor at [ddrinkwater@luc.edu](mailto:ddrinkwater@luc.edu) before the next class.

-Find a cross-curricular **arts/social studies** lesson. Email to instructor at [ddrinkwater@luc.edu](mailto: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:**

Section 001 - Thursday, March 17<sup>th</sup>, 4:15-6:45pm

Section 002 - Thursday, March 24<sup>th</sup>, 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](mailto: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:**

Section 003 - Thursday, March 31<sup>st</sup>, 4:15-6:45pm

Section 004 - Thursday, April 7<sup>th</sup>, 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 your 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)
- 3. **DRY** paper maché sarcophagus painted with white base coat
- 4. Completed sketch of images to be painted on