

# DEPARTMENT OF CURRICULUM AND INSTRUCTION

## EDCI 406: Technology and Two Dimensional Art

Tues, Thurs 1 – 3:15 Benjamin Rm 1315

Thursdays 3:30 – 5 Berwyn Heights Elementary (Oct 13 – Dec 1)

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**Office Hours: Tuesday 3:15 – 4:15 pm**

**(or by appointment)**

The University of Maryland College Park (UMCP) prepares discipline-based, reflective teachers for a pluralistic society through the use of research-based inquiry.

### **Course Description:**

This course will explore essential art concepts, and investigate how these concepts are taught in the K-12 classroom, through the use of various two-dimensional art processes (drawing, painting, printmaking, collage, digital art, etc). Furthermore, as digital media becomes increasingly prevalent in our society, the teaching of art in schools must be adapted to incorporate digital technology without losing touch with the essential concepts of art, and the critical knowledge gained through manipulation and the artistic process.

This course will prepare the prospective art teacher with the fundamentals to design and implement a multifaceted K-12 two dimensional art curriculum, incorporating current digital technology, for use in today's diverse school settings.

An art teaching practicum in an area elementary school will give the students hands-on experience designing and implementing art lessons in a real-life setting. Assignments will emphasize research, writing, art processes, and learning outcomes. In addition, digital technology, multiculturalism, assessment and modification for students with special needs will also be covered.

In order to incorporate Big Ideas into the art making curriculum, there will be an overarching theme of Sustainability to the work completed this semester. All assignments in class, as well as lessons designed to teach at the elementary school, will focus on different aspects of this theme. In order to reduce the amount of paper used in the course, all assignments will be available for download on our class site.

### **Course Objectives - At the conclusion of this course, students will be able to:**

- Demonstrate understanding of two dimensional art (concepts, content areas, media, processes and techniques) in research, assignments and class work/projects (INTASC 1,9)

- Adapt and Modify a variety of two dimensional art lessons, processes, techniques, media and strategies to accommodate all students, including those with special needs (INTASC 1, 2, 3, 4, 7)
- Develop a comprehensive portfolio of the art elements and principles of design for classroom use (INTASC 1)
- Demonstrate understanding of digital media and computer software, and its effective use to enhance learning in the art classroom (INTASC 1-8)
- Develop and teach an art lesson incorporating a two dimensional art process that is appropriate for and will benefit students' intellectual and social growth as well as their creative development and ability (INTASC 1-10)
- Engage in ideas and artmaking processes focused on a 'Big Idea' (Sustainability), and demonstrate the ability to design lessons for elementary students focused around this overarching theme

### Course Expectations:

1. Come to each class on time with required work.
2. **Read all** required text and research assignments, and complete facilitation sheets for each.
3. **Actively participate** in all discussions, exercises, field experiences and studio work.
4. Research, write, and present **required papers, lessons, etc.**
5. Develop **an ongoing portfolio, incorporating class notes, home assignments, etc.**
6. Create **portfolio of two dimensional processes, art components, and studio work.**
7. Develop a **reflection statement on the material and ideas discussed in the course.**
8. **Complete** all quizzes and assignments on time.
9. **Use** ethical/professional standards in all work/assignments
10. Follow 'Courtesy Guidelines' - remove hat; turn off cell phone, pager and/or other electronic devices.

### Course Requirements:

**Decide how to incorporate digital art (blog? Digital art lesson?- see Gretchen's and Amy's digital resources)**

#### **Attendance/Participation**

Attendance and Participation in class are essential to your success. This course is designed to help you build a knowledge base for two dimensional art, to incorporate technology into your classroom, and to design and implement a lesson with elementary aged children, focused on a 'Big Idea'. As such, you will be given opportunities to engage in a variety of learning experiences both within and outside of the scheduled meeting time. Participation requires students to be **actively involved** in all class discussions, insightful in their contributions, and helpful in handing out materials and clean up. Attendance is essential for active participation, therefore unexcused absences, early departures and late arrivals will result in the lowering of your grade.

#### **Studio Assignments in class**

Studio work related to two dimensional art processes will be completed each week. Anything

that is not completed in class should be finished at home and brought in the following class period. Each assignment will be reflected on in a class critique, in which participation is expected from all.

### **Facilitation sheets for readings**

A facilitation sheet provided by the instructor should be completed for each reading required, and handed in the class period for which the reading is due. The format for the facilitation sheet is:

1 page, single spaced, standard margins

Author, Title, pages read

1/4 page - summary of the reading

1/2 page - your thoughts, reflections, questions about the reading

1 or 2 topics for class discussion

### **Outline for Elementary Art Unit – Due Oct 4**

Working in pairs, students will design the outline for a 6-lesson art unit for either early (1<sup>st</sup> & 2<sup>nd</sup>) or later (3<sup>rd</sup> – 5<sup>th</sup>) elementary school students. This unit will have an overarching theme of Sustainability, and will utilize various two-dimensional art processes.

### **Digital Art Elements and Principles of Design Portfolio**

The Portfolio should be divided into sections and will include the following for **each** of the art elements and principles of design concepts:

- Two (2) age appropriate definitions of the art element or principle (one for elementary, one for secondary)
- Two (2) exemplary copies of art work with an explanation of why they were chosen (ex. Line: Matisse's "The Purple Robe" – Lines can be repeated to create a pattern)
- A list of art materials and processes, with lesson ideas, that can be used to teach the element or principle listed

This portfolio should be created in Power Point, and burned onto a CD

### **Course Portfolio – I encourage you to submit this burned onto a CD to reduce our use of paper in the course**

The course portfolio is a record of all of the work completed during the course. Thus all notes, assignments, facilitation sheets, lesson plans and hand outs should be organized and placed into this portfolio. This should be seen as an accurate record of the daily goings-on in the 2-D class. It will be collected at the end of the semester, and should be divided into sections, labeled as such:

Syllabus/Course Outline

Reading Reflections

Unit Plan

Teaching art elements, materials/processes (include process sheets, artwork, lessons)

Line

Color

Value  
Shape  
Perspective  
Proportion  
Water color  
Colored Pencil  
Crayon/oil pastels  
Printmaking  
Reflections  
    Lesson reflections  
    Semester reflection  
Sketchbook assignments

will be graded upon the following:

- **Handouts** – all handouts, including articles, should be kept in this portfolio
- **Course work** – All work completed in and out of class (assignments, research, projects, quizzes, etc) will be kept in this portfolio
- **Process sheets** – For each process we cover in class this semester, you must fill out a process sheet. This can be written or typed, but should follow the format handed out in class. (create process outline to hand out on first day) You should complete a process sheet for each of the following materials/processes: Conceptual Art; Understanding value (Working with Black and White); Working with Line (scratch art, linoleum and foam plates, metal tooling); Printmaking; Color theory; Working with colored pencil; Working with water color; Exploring crayon/oil pastel; Working with Shape; Teaching Perspective; Working with Proportion; Digital media
- **All lessons designed by classmates** – when the classroom teaching is completed and students have had a chance to revise their lessons, these will be shared with one another. Each of these lessons (there will be 12 –14 in all) should be in this portfolio. You have the choice of printing them out, or burning onto a “Lesson Plan” CD and inserting into the portfolio. The lesson power points should also be included with the lessons.
- **Lesson Reflections-** throughout the semester you will be assessing each others lessons, and reflecting upon your own teaching. These (the reflections of your lessons by others) should be included in this portfolio.
- **Portfolio reflection statement-** You are to reflect upon the semester’s work and write a portfolio statement (2-3 pages, double spaced) describing what/how/why the readings, class work, assignments, teaching, projects, etc have increased your knowledge base, skills and/or abilities in helping you prepare for teaching Two Dimensional art, and using digital media in your K – 12 classroom
- **Organization** – The neatness and organization of both portfolios will account for part of the overall portfolio grades

### **Lesson Planning/Teaching/Visuals**

Each student will be designing and implementing a lesson plan, focusing on a particular element of art, and considering the art process and materials of your choosing. This lesson will include visuals, a one-page handout or worksheet, and a well designed lesson plan, using an art process

that contributes to the concept chosen. You will work in pairs to design and teach these lessons, but each student will be a lead instructor/designer of one lesson. You will also create a power point to use when teaching the lesson in the future. These will be shared with one another, and due toward the end of the semester.

### **Required Readings:**

Text: **Studio Thinking: The real benefits of visual arts education** (2007) By Lois Hetland, Ellen Winner, Shirley Veenema, and Kimberly Sheridan Teachers College Press

### **Required sketches:**

From the Workbook: **The New Drawing on the Right side of the brain Workbook: Guide Practice in the five basic skills of drawing** (2002) By Betty Edwards - all sketchbook assignments are scanned and available on the class site

### **Articles with due dates: (all articles are available on the class site)**

Articles from *Choices for Sustainable Living* (Northwest Earth Institute, 2009)

**9/6** “Definitions of Sustainability”/ “Why Bother” by Michael Pollen

**9/13** “The common Life” by Scott Russell Sanders/”The city after oil” by Richard Register

**9/20** “Buy now, pay later” by Jess Worth/ “What does not buying look like?” by Anna White

**9/27** “Understanding the social transformation process” by Christopher Uhl/ “The Great Turning” by Joanna Macy

### **Required Materials:**

I. CD w/ portfolio burned onto it

OR

Three ring binder, large enough for classwork

Tab dividers

II. Text

III. Various art materials

### **Rework all of this: Grading/Evaluation - The following items are required for successful completion of the course:**

Items	Percentage
Preparation and Participation	15
Class assignments/Critiques	20
Reading Reflections	10
Portfolios/Sketchbook assignments	30
Quizzes	40

Lesson Plan/visuals/instruction	<u>15</u>
Total:	100

**NOTE:** No late work will be accepted

**Absence** – Please notify the instructor prior to an absence when possible. Please note that, due to the participatory nature of this course, more than 2 absences will result in a failing grade. As each class session is participatory, absences, late arrivals and early departures will affect your final Preparation and Participation grade. Points will be deducted as follows: unexcused absence - 3; late arrival/early departure -2

**Grading Rubric:**

A+ = 100-98 complete	A final grade of A denotes excellent mastery of the subject. It represents the understanding as well as the creative use of the principles and concepts presented, as exhibited in all class work, assignments and presentations. Assignments are submitted on time, judged to be superior in quality, relevancy, complete
A = 97-95	
A- = 94-92	in content and show evidence of going well ‘above and beyond’ the basic requirements. Active class participation must be evident weekly.
B+ = 91-90 complete	A final grade of B denotes good mastery of the subject. It represents the understanding as well as the successful use of the principles and concepts presented, as exhibited in all class work, assignments and presentations.
B = 89-87 Assignments	are submitted on time, judged to be good in quality, relevancy, complete in content
B- = 86-84	and show some evidence of going beyond the basic requirements. Active class participation must be evident weekly.
C+ = 82-80 of	A final grade of C denotes basic mastery of the subject. It reflects completion of all assigned work and reflects a rudimentary understanding of the principles
and	
C = 79-77 content and	concepts presented. Assignments are submitted on time, are complete in fulfill the basic requirements. Class participation is irregular
C- = 76-75	
< 75 =	Failed to fulfill course requirements

## **Attendance, Preparation and Participation:**

These elements are essential to your success. You are expected to come to each class prepared and ready to participate. Quality participation includes behaviors such as sharing critical inquires and information, being actively involved in all discussions, assignments and projects, asking pertinent questions and offering relevant remarks, engaging in constructive critiques and dialogues. You will be given many opportunities to engage in a variety of learning experiences both within and outside the scheduled meeting time. Without full participation from every student, this class will not be a success. Therefore, each student is expected to attend regularly, fully prepared and ready to participate.

## **Guidelines for Written Work:**

**Design this!** Lesson Plans: a lesson plan guide will be distributed for the structure of the lesson plan. Please be sure to follow this guide when designing your lesson

Other work: All written work should be typed with standard margins and include annotated references using Publication Manual of the American Psychological Association (APA) style or another similar writing style.

Assignments should be submitted with a **heading** that is clearly labeled with **your name, date, class section number, course number and title of the assignment**. Please submit all written work digitally on Blackboard in order to reduce our paper use.

Please **handwrite and sign** the **University Honor Pledge** on this page. Please DO NOT submit any work to be graded in a plastic sleeve! In addition, remember to reread and spell check **ALL** work before turning it in.

*The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.*

## **University and Course Policies**

“The University of Maryland, College Park has a nationally recognized code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: <http://www.studenthonorcouncil.umd.edu/whatis.html>.”

This course complies with all relevant University policies including:

1. The Code of Student Conduct ([www.studentconduct.umd.edu](http://www.studentconduct.umd.edu))
2. Code of Academic Integrity (Honor Code, see below)

[www.studenthonorcouncil.umd.edu](http://www.studenthonorcouncil.umd.edu))

3. University Campus Policy and Procedures on Sexual Harassment  
([inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html](http://inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html))
4. Disability services: Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor before or as soon as possible after the beginning of the course.