

COURSE TITLE: INTEGRATING ELEMENTARY ART: Practical Strategies For Any Classroom

NO. OF CREDITS:	3 QUARTER CREDITS	WA CLOCK HRS:	30
	[Semester Cr Equivalent: 2.00]	OREGON PDUs:	30
		CEUs:	3.0**

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COURSE DESCRIPTION:

The arts are powerful opportunities for enhancing students' learning, and for bringing enjoyment and pride to both teachers and students. Yet the arts are often crowded out of the school day. Regardless of your own art expertise, this course for teachers of grades K-8 will enable you to apply the arts consistent with leading research, instructional methods, and state-wide learning standards. The course acknowledges the scarcity of your time and the cost of materials. Those of you familiar with Ken's courses know that this one too is based upon Win-Win thinking—invest in your own wellness and enjoyment, and you are likely to be more effective in the classroom.

Learn how to best incorporate the elements of art within YOUR curriculum. Apply the arts to: the communication of ideas and feelings; reasoning and problem-solving; diverse subject areas (e.g. reading, writing, and science); and to daily life. Develop students' craftsmanship, and their desire to produce quality work. Discover opportunities for publishing of students' work. Course emphasis is on the visual arts, though assignments are flexible enough to accommodate music, dance, drama, or multimedia. Reach your more challenging and at-risk children. Make art a joyful experience for you and your students. Course is exceedingly flexible to meet your needs, interests, and talents.

There is a \$10 fee for the course workbook to be ordered after registration.

LEARNING OUTCOMES:

Upon completion of this course, participants will have:

1. Enlarged their art activities and media, adapt these to their interests, talents and goals.
2. Integrated art with a range of content areas and outcomes, (reading, writing, science, math, self-esteem, thinking skills, or responsible behavior).
3. Used art to enhance the climate of their classroom, and enable students to play while learning.
4. Enjoyed rapport and success with challenging and at-risk students.
5. Improved students' motivation, enjoyment, and achievement, thus reaching the full range of students (with their diverse backgrounds, behaviors, learning styles, etc).
6. Reaffirmed their belief that a quality education brings enjoyment and meaning, learning, and living; and this does not always mean more stress.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

REQUIRED TEXT:

- Photocopied course book, from the instructor.
- Choose one or more books from the bibliography, or others that you prefer with the instructor's approval. Each resource listed in the bibliography is in-print and available as of this year.

NOTE: Books are available through bookstores and online (e.g. Amazon.com); district libraries; or borrowed from colleagues. Art teachers will no doubt have a considerable library.

MATERIALS FEE:

- \$10 fee for workbook and postage to be paid to the instructor after registration, using the Order Form provided by The Heritage Institute.

HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Select and read a book from the bibliography. Skim through course book and explore websites to extend and challenge your thinking. At this time begin journal notes of your thoughts observations, experiences, and reactions. Send these notes to instructor when you are approximately halfway through the course then again at the end.

Assignment #2:

Self –assessment and goal setting. What you want; your goals, priorities, interests, talents.

Assignment #3:

Examine your district or state standards or curricula for fine arts – What is it the state or district wants?

Assignment #4:

Getting to know the arts: Practice and create on your own time, according to your interests. Have fun with whichever media and styles you might enjoy or use with your class -- OR -- Go to museums and galleries to experience more art.

The assignments (#5 and #6) are described in more detail in your workbook.

Assignment #5:

Action Plan: Based on your learning in #1, #2, #3, and #4, what will you accomplish?

Assignment #6:

Lessons and curricula: Apply your learning, your enthusiasm, and your goals to the design of 3 or more lessons for your own students.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #7: (Required for 400 and 500 Level)

Conduct lessons from #6 with students: In a 2-3 paper assess and summarize the results; did they work well; did kids enjoy it; were you satisfied; will you use these lessons and activities again; what will you change to improve it next time?

Assignment #8: (Required for 400 and 500 Level)

Practice (and enjoy) any additional methods or media on your own with or without students. You may experiment with any of the visual arts as well as music, movement, video production, etc. Describe (1-2 page paper) briefly and/or send examples. For each 'experience', develop rough draft plans in which this method or artistic medium might be incorporated within your classroom.

500 LEVEL ASSIGNMENT**Assignment #9: (500 Level only)**

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A): Mentor one or more colleagues in the methods and insights you have learned or researched online in an area that interests you. Write up the results, including an evaluation of the approach by the teacher you taught. (2-3 pages)

OR

Option B): Organize a long-range plan to integrate the arts. Incorporate specific methods and strategies you learned in the course within a framework that you will use. (2-3 pages)

400 & 500 LEVEL ASSIGNMENT**C. INTEGRATION PAPER****Assignment #10: (Required for 400 and 500 Level Credit)**

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THE COURSE:

Ken Wilson, M.S., is author of *Tools for Energized Teaching* (Greenwood Publications, 2006). He enjoys drawing, painting, and landscape design. He has taught a wide range of subjects at both elementary and secondary levels, and has integrated art within a number of project-based learning units. His classroom teaching spans the range from a remote village in Alaska, to a large district outside Seattle. Ken has also been a faculty member within two M.Ed. programs and has assisted in grant-writing, curriculum development, and mentoring programs for Teachers Without Borders.

As a presenter, Ken is known for his highly entertaining style, practical ideas, and innovative solutions. He has worked with more than 50 school districts and presented at many conferences. He passionately believes that teachers are entitled to enjoy their work without burning themselves out!

Ken's academic background is diverse. In addition to his teaching certification through Seattle Pacific University, Ken has a B.S. in Neurobiology and Behavior from Cornell University and a Master's in Environmental Engineering from the University of Washington.

INTEGRATING ELEMENTARY ART BIBLIOGRAPHY & SUGGESTED READINGS

Recommended Reading (Pick one of these that suits your needs or interests)

Beal, Nancy. *The Art of Teaching Art to Young Children in School and at Home*, Farrar, Straus and Groux, NY, 2001.

In this comprehensive guide to art education Nancy Beal focuses on six basic media: collage, drawing, painting, clay, printmaking, and construction. She gives practical consideration to all facets of a teacher's responsibility such as supplies, how to set up the class and support student exploration.

Evans, Joy and Skelton, Tanya. *How to Teach Art to Children*. Evan-Moor Educational Publisher, 2001.

This book has it all- background information, literature resources, and concise step-by step directions for 96 art projects that will help students learn about the elements of art in the styles of famous artists.

Frohardt, Darcie Clark. *Teaching Art with Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design with Award Winning Books*, Fulcrum Publishing, 1999.

Using more than 100 illustrations from Caldecott Medal and Honor Books, this resource provides teachers with all the tools necessary for teaching art.

Hume, H.D. *A Survival Kit for the Elementary/Middle School Art Teacher*, Jossey-Bass, 2000.

Ready to use tools for implementing K-8 art education program. Projects are designed to help students understand basic elements and principals of art. There are 125 illustrated projects which include drawing, paper, ceramics, architecture, and technology.

Jensen, Eric. *Arts with the Brain in Mind*, Assoc. for Supervision and Curriculum Development, 2001.

This book explains the most important reason to include the arts —brain development. Learn how to use musical, visual, and kinesthetic arts to increase opportunities for students to learn and enhance thinking. There are teaching tips and practical ways to incorporate arts.

Art Techniques and Activities

Smith, R., Wright, M. and Horton, J. *An Introduction to Art Techniques*, D.K. Publishing Book, 1999.

This book is a comprehensive guide for a beginner artist. It encompasses a range of techniques and media. The subjects included are Drawing, Perspective, Watercolor, Pastels, Oil Painting, Acrylics, and Mixed Media. Close up step- by- step photographs demonstrate projects.

Romber, Jenean. *Hooked on Art! 265 Ready-to- Use Activities in Seven Exciting Media*. Prentice Hall, 2002.

Drawing and painting

Brookes, Mona. *Drawing With Children: A Creative Method for Adult Beginners, Too*. 272 pages Revised edition (June 1996). J P Tarcher (Amazon.com: \$12.76).

Founded on the belief that any child can learn to draw realistic pictures using her "alphabet of shapes" while in a noncompetitive environment, Mona Brookes' easy-to-follow, lesson-by-lesson approach to drawing has yielded astounding results with children of all ages. This new edition includes two additional chapters explaining how to reach children with learning problems or special needs and how to incorporate drawing into other subjects, such as math and language.

Edwards, Betty. *The New Drawing on the Right Side of the Brain*. Tarcher, 1999.

This is the classic book that inspired a wave of interest in the connections between drawing, observing, and creativity. Recommended for anyone eager to integrate drawing into the curriculum.

Saccardi Marianne. *Art in Story: Teaching Art History to Elementary School Children*. Linnet Professional Pubns. 313 pages. 1997. (Amazon.com: \$24).

Solga, Kim. *Paint! Northern Lights Books: Art and Activity Books for Kids*. (Amazon: \$8.39)

Practical and attractive books with a slightly breathless text encourage experimentation with everyday objects as well as traditional techniques. Supplies for some projects will cost more than the book implies, but in general these books appear to be fun and well tested.

Topal, Cathy Weisman. *Children and Painting*, Sterling, 1992.

Clay

Kong, Ellen. *The Great Clay Adventure: Creative Handbuilding Projects for Young Artists*. (Amazon.com: \$15.37) 144 pages (August 1999) Davis Publications.

Give a child a ball of clay and great fun will follow! Encourage elementary and middle school-age kids to develop their clay-sculpting skills at home with these lessons and projects designed for classroom use. They'll model a pinch pot, coil animals, fossils, vases, masks, and tiles that they can embellish with rubber stamps. These projects foster children's confidence in their abilities and creativity.

Found materials

Topal, Cathy Weisman; and Lella Gandini. *Beautiful Stuff: Learning With Found Materials*. 120 pages (August 1999) Davis Publications (Amazon: \$19.95).

Encourage your kids to express their creativity as they discover, collect, sort, arrange, experiment, and think with found and recyclable "stuff." The real-life experiences of teachers and children will inspire ideas you can try at home: choose objects and turn them into a display, transform materials into a face, build and glue wood scraps to make structures. Appropriate for children four years of age and older.

Mask-making, puppets, story-telling

Grater, Michael. *Paper Mask Making*. 1984. (Amazon: \$4.76).

"I'm a high school teacher. I bought Michael Grater's book because it looked like even I could use it, and because it looked like I could use it for something. Just browsing it, I had to try it because all I needed was a piece of paper to start with and a pair of scissors. I couldn't stop. I brought it into a class in which we were studying Commedia dell'arte. Even the more multiple-thumbed than I got started. And now with facsimile Commedia models to work from we're making/creating our own. And the kids LOVE it! I've rarely seen a more user friendly guide lead to such sophisticated products. It's brilliant!"

Rump, Nan. *Puppets and Masks: Stagecraft and Storytelling*. 1995. 192 pages. Davis Publications. (Amazon: \$15.96)

"Focuses on conducting "Storytelling Arts" programs with children 4 to 10 years old, and is suitable for educators, libraries, scouting groups, etc. Illustrated with b/w photorealistic line drawings, the puppet and mask projects in this book are all constructed using everyday materials in a big way. Paper plates, paper bags, cloth, and cardboard are transformed into large parade-oriented and theatrical puppets, including an elephant, a dragon, a lion, a giraffe, and even an "Overbearing Ogre." The chapter on "Scenery in Motion" shows how youngsters can participate as active scenery in plays, whether as a "Wandering Mountain," or a "Tumultuous Thundercloud," to name a few. This book is great for anyone working with children and theater, and would be very helpful to teachers directing a grade school play; but the seasoned puppeteer or storyteller would do well to look elsewhere."

Engler, Larry, and Carol Fijan. *Making Puppets Come Alive: How to Learn and Teach Hand Puppetry*. 1997. Dover Publ. (Amazon: \$7.16).

Egan, Kieran. *Teaching As Story Telling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. 1989. Univ. Chicago Press. 122 pages. (Amazon: \$8.95).

"I am very impressed by the practicality of [Egan's] introduction of the use of story-forms in curriculum for young children. His model is fascinating, and its various possibilities in a range of fields makes it worth a good look by many kinds of teachers."--Maxine Greene, Teachers College, Columbia.

"The educational achievement is not to make the strange seem familiar, but to make the familiar seem strange. It is seeing the wonderful that lies hidden in what we take for granted that matters educationally" (Egan, p. 47). In this book, Egan walks the reader through the elements of incorporating story across the curriculum as a way to interest students deeply in their learning and improve their understanding and retention of the material. Mr. Egan brings his ideas to life with lesson planning, thorough explanations and a bevy of how-to advice. "

Collage

Brommer, Gerald F. *Collage Techniques: A Guide for Artists and Illustrators*. (Aug1994) Watson-Guption Pubns. (Amazon: \$22.00).

[For adults and experienced artists]. Rather than a project-driven craft book, *Collage Techniques* is an exciting presentation of the medium as a fine art. From the famous practitioners (Matisse, Picasso, Hockney) to the many accomplished artists represented throughout the book, the images are stunning, sometimes startling. A thorough coverage of materials, supplies, and basic methods lays the groundwork of the first section; chapters then focus on various types of papers, fibers, photographs, and technologically enhanced imagery that can be incorporated. The second section explores design considerations for various subjects (still life, landscapes, human figures, social commentary, abstract imagery, and three-dimensional works). There are no step-by-step objects here, but instead an amazing collection of work that utilizes collage by bringing together painting and sculpture and provides colorful, inventive, thought-provoking inspiration for experimenting with the medium.

Paper-making

Sadington, Marianne. *Making your Own Paper*, Storey Publishing, 1992.

Thematic units incorporating art

Frohardt, Darcie Clark. *Teaching Art with Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design with Award Winning Books*, Fulcrum Publishing, 1999.

Using more than 100 illustrations from Caldecott Medal and Honor Books, this resource provides teachers with all the tools necessary for teaching art.

Websites

www.artsedge.kennedy-center.org.

This is a wonderful resource for integrating the arts and curriculum. Lessons are aligned to standards and provide rubrics for assessments.

www.artsonia.com

This website allows teachers to display student's artwork on an on-line art museum

www.crayola.com

Crayola provides a wealth of information on materials, techniques, and grade level appropriate lesson plans. Books and guides are also available at the Crayola Store.

www.enchantedlearning.com

Even if you don't pay the membership fee for this website you can access a supply of craft activities that might be helpful for integrating art into your curriculum.

<http://www.k12.wa.us/curriculum/instruct/Arts/EALRs/EALRs.aspx>

To assess WA state essential academic learning requirements for the arts.

www.newhorizons.com

This website has research on how the arts support education