COURSE TITLE: **BASIC ELEMENTS OF ART**

WA CLOCK HRS: **60**
OREGON PDUs: **60**
PENNSYLVANIA ACT 48: **60**

NO. OF CREDITS: **6 QUARTER CREDITS**
[semester equivalent = 4.00 credits]

INSTRUCTOR: **Debora Supplitt**
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COURSE DESCRIPTION:
Research has shown that art education provides challenges for students on all levels. This course is designed for teachers of all grades, K-12, with little to no art experience. Course readings and activities will provide educators with fun, creative, and ready-to-teach lessons that can be easily incorporated into the daily classroom routine. By providing an environment of discovery art can help support, and bridge the learning gap for student achievement. No art skill is required for this course.

Course readings and activities will include classroom art materials, recommendations for tools and supplies, art concepts – patterns, rhythm, primary colors, color blending, hot and cold color, shapes, line, texture, positive and negative space – art vocabulary, and Internet references,

This course will allow the classroom teacher to align the National Art Standards, State Art Standards and/or grade level learning expectations and easily integrate art skills into the daily curriculum.

$19-$35 for the two required texts available on Amazon.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Learned how to incorporate art into the daily classroom curriculum.
2. Selected and adapted visual art activities that will address the different levels, learning styles and abilities of students in the classroom.
3. The basic skills and concepts of the seven elements of art.
4. Learned how visual art skills apply to all classroom subject areas.
5. Learned to understand the importance of visual art in students' academic development: different learning styles, fine motor development, reading readiness, mathematical, geometric & patterning, hand-eye coordination, and social skills development.
6. About how National and State Standards for Art can align with the daily curriculum.

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

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%

2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

- Evans, J. and Skelton, T., How to Teach Art to Children. Evan-Moor Educational, Monterey, CA. 2001, ISBN-10: 1557998116 paper back, 160 pages.
- Download and print “National Visual Art Standards” for your grade level. http://artsedge.kennedy-center.org/educators/standards?page=3&q=Visual+Arts&sort=TitleAreaTitle#results (Scroll down to the bottom of page 3 to find the beginning of the National Visual arts Standards)
- Download and print the given State Visual Art Standards, Essential Academic Learning Requirements for Visual Arts, Grade Level Expectations for the Visual Arts and/or District Scope and Sequence for the Visual Arts.
- Download and print a lesson plan template of your choice or http://www.lessonplanspage.com/LessonTemplate.htm
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None. All reading is online.

MATERIALS FEE
$19-$35 for the two required texts available on Amazon.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION
Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.
Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduce Yourself & Resource Binder

- Label a 1 ½” binder “Basic Elements of Art”. Using 12 extra wide dividers, label each with the 7 basic elements of art: Line, Shape, Color, Value, Texture, Form, and Space. Include dividers for Vocabulary, Artist, Standards, Assessments and Lesson Plans. This will serve as your 'Basic Elements of Art" resource binder.
- Also, email to the instructor a 1-2 page introduction of yourself,
- Post to your assignment response box

Assignment #2: Words You Need To Know
• From “How to Teach Art to Children“ read pages 1-5.
• From the vocabulary words on page 5, “Google” search each of the 23 “Words You Need To Know.”
• Download and print on text weight paper one or more visual images for each of the 23 words.
• Label each image and place this assignment in your visual resource binder. Page protectors help to preserve the images.

• Store your visual image downloads in a labeled folder on your computer desktop.
• Photograph 2-3 pages of the visuals depicting definitions and email the jpg

Post to your assignment response box

Assignment #3: Visual Art Standards
• Download and print the "National Visual Art Standards." http://www.nationalartsstandards.org/
• or http://artsedge.kennedy-center.org/educators.aspx

Download your District or State Visual Arts Standards for your grade level
• Identify in a 1-2 page paper which of these standards you are or are not currently addressing in your teaching
Post to your assignment response box

Assignment #4: Lesson Plan Template
• Download, save and print a Lesson Plan Template.
• Use this or another template when you complete and send your lesson plan assignments. Lesson Plan Template

Post to your lesson plan template to the assignment response box

Assignment #5: How To Teach Art To Children
In "How To Teach Art To Children" read pages 8-106.

- Make a copy of the 15 activity sheets for the seven elements located on pg. 9, 23, 34, 37, 39,42, 47, 53, 58, 60, 66, 71, 78, 96 & 103.
- Place in page protectors in the corresponding sections labeled in your binder.
- Choose 5 worksheets from which to create worksheet samples.
- Write a 1-2 page paper describing why you chose these particular worksheets, which National, State, or District Visual Art Standard each addresses and how you plan to use these worksheets in your program
- Post to your assignment response box

Assignment #6: Art Activity
• For each of the Elements of Arts, select at least 1 art activity (a minimum of 7).
• Create a colored sample for each of the 7 (or more) lessons.
• Using the downloaded lesson plan template, develop and adapt the lessons for your grade level.
Post to your assignment response box

Assignment #7: Select 5 Different Artists

- In "How to Teach Children Art" read pgs, 107-157.
- Select 5 different artists.
- Using the Internet, research and write a 1-2 page simple biography for all 5 selected artists.
- Discuss the different elements that each artist used in their work.
- Create a word document file to download and save at least 1 artistic image from each artist.
- Print out one image from each artist. Place printed artwork in resource binder.
- Write a second 1-2 page paper for each artist explaining the elements each used in their work.

Post to your assignment response box

Assignment #8: Art Element Lesson Plan
• For each of the 5 different artists selected in Assignment #7 develop or adapt an art element lesson plan
• Create visual samples for each of these lessons.

Post to your assignment response box

Assignment #9: “Meet The Master”

- In “Making Amazing Art! 40 Activities Using the 7 Elements of Art Design” review pgs. 5-123.
- From your reading discuss the seven elements of art and how you would use these elements to develop future lessons for your classroom or setting
- Post to your assignment response box

Assignment #10: 7 Different Art Activities

- From your readings in “Making Amazing Art!” select seven different art activities, one for each element.
- Using your lesson plan template create and adapt these lessons.
- Include your colored samples for each lesson.
- Incorporate into your lesson “Meet the Masters” from assignment #9.
- Post to your assignment response box

Assignment #11: Develop Lessons For 5 Different Subjects

• Select at least 5 art activities using the elements of art that were introduced in this course, or that you presently teach in your class.
• Develop 5 grade level appropriate art lessons that can be integrated into the following classroom disciplines:

- Reading
- Written Language
- Mathematics
- Science
- Social Science
- Communications
- Music
- Health Fitness and/or
- Art
- You may choose any combination of academic disciplines to equal a total of 5 lessons. Each lesson should include: Title of art activity, academic discipline, GLE, National Art Standard, State Art Standard and/or District Scope and Sequence, grade level, concept, an overview, supplies needed, anticipated time for the lesson and an assessment or rubric for student evaluation.
- Include the finished art project, color copies will be accepted, and black and white copies of the black line master of original.
- Post to your assignment response box

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #12: Cross-Curricular Activities

- Describe in 2-3 pages how you would integrate the 7 “Basic Elements of Arts” using cross-curricular activities for other disciplines.
- Post to your assignment response box

Assignment #13: New Projects For Your Classroom

- Develop a list of 4-5 new projects you would like to implement in order to incorporate art into your classroom.
- Post to your assignment response box

Assignment #14: Create A Lesson
Assignment #14-A:

- Create a lesson reflecting what you've learned in this course.
- Use The Heritage Institute lesson template, https://www.hol.edu/about/lesson-template or one from your district.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- We encourage you to share what you've learned with other teachers taking our courses by also contributing your Lesson Plan to The Heritage Institute Lesson Plan Library here.
- Post to your assignment response box
- Send your lesson plan and your commentary via email to your instructor.
  Send to instructor: supplitt@comcast.net Subject line to read 'Basic #14-A'.

OR

Assignment #14-B:

- Create a lesson reflecting what you've learned in this course. (Do not implement it.)
- Use The Heritage Institute Lesson Template https://www.hol.edu/about/lesson-template or one from your district.
- We encourage you to share what you've learned with other teachers taking our courses by contributing your Lesson Plan to The Heritage Institute Lesson Plan Library here.
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your lesson along with your article via email to your instructor.
  Send to instructor: supplitt@comcast.net Subject line to read 'Basic #14-B'.

Assignment #15: (500 Level ONLY)
Option A)
Develop and administer to your class or group of students a pre-and post-assessment on "The Elements of Art." Include vocabulary, master artist, and technique questions. Write a 3-page paper describing the data that you gathered from your on your pre- and post-testing assessment.

OR

Option B)

Develop a 15-minute Power Point presentation on the 7 "Basic Elements of Art." Include your selected

"Masters of Art." Include art works and samples that you can present to staff, teachers and/or your classroom.

OR

Option C)
Describe in 2-3 pages how you would incorporate the 4-5 new projects into your classroom during the academic year.

- Include how you would provide art throughout the weeks, months and the year?
- Which activities would you use for any particular time of the year?
- How might you align these projects with other activities?

Post to your assignment response box

C. INTEGRATION PAPER
Assignment #16: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 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:
Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Debora Supplitt M.F.A-A.Ed./M.Ed. received her Masters (M.Ed.) and Bachelor of Art (B.A.) degree from San Francisco State University and a Masters of Fine Arts in Art Education (M.F.A.-A.Ed,) from Boston University. She has worked with students of all levels, including preschool, elementary, middle school, high school and professional educators. She is certified in Washington, Oregon, Arizona and California in Pre/K-12 Adult Education, is highly qualified in the core areas of Art, Music and Special Education as well as being a trained Washington State Intervention Specialist. Debora knows the importance of providing a creative environment where all students and teachers can thrive. Presently, she is working in her dream position teaching twelve visual and media art focused courses through the Heritage Institute.

Debora continues to provides classroom teachers with the tools and resources needed to integrate art into the daily curriculum and is always busy developing new, creative and fun workshops for teachers. She is passionate about providing exciting, meaningful, useful and fun filled continuing education for all teachers.

BIBLIOGRAPHY

BASIC ELEMENTS OF ART

Black, M, McAuliffe M, *Teacher's Guide to Art Lessons*, Teacher Created Materials, Inc. Westminster, CA. 2004, paperback, 80 pages, ISBN-10: 1576904717

Teaching art has never been easier! Each project has a lesson objective, a bit of art history, a list of materials, complete directions, suggested variations, and illustrations of the finished work. Includes over 30 projects.

Brookes, M., *Drawing with Children*, Tarcher/Putnam, NY: 1996, paperback, 272,ISBN-10: 0874778271

This revised and expanded tenth anniversary edition of a best-selling guide designed for parents and teachers of children of all ages presents easy-to-follow lessons for building artistic skill and for using drawing in other scholastic subjects.

Carlston, E., Wolfersperger, S., *Experimenting with Art*. Harper Collins, Glenview, IL: Good Year Books, Scott, Foresman and Company. 1992, paperback, 90 pages. ISBN-10: 1557998116w

Teaching art concepts and projects, this reference book provides many visual depictions that illustrate developmental drawing skills based on age and grade levels.

Evans, J. and Skelton, T., *How to Teach Art to Children.* Evan-Moor Educational, Monterey, CA. 2001, ISBN-10: 1557998116 paper back, 160 pages.

How to Teach Art to Children has it all – background information, literature resources, and concise step-by-step directions for 96 art projects that will help your students learn about the elements of art and then how to use them elements in the styles of famous artists.

Frohardt, D. C., *Teaching Art with Books Kids Love*. Fulcrum Publishing Golden, CO.. 1992, paperback, 192 pages.

Using more than 100 illustrations from 20 Caldecott Medal or Honor books, this resource provides teachers with all the tools necessary for teaching art. Classroom teachers will find that the explanations of artistic elements and principles of design, as well as examples and

project directions, provide everything a busy teacher needs. Complete with bibliographies and lists of related fine art, this curriculum also relates the projects to the Core Knowledge Sequence Content Guidelines for Grades K-5.

Henry, S., *Making Amazing Art! 40 Activities Using the 7 Elements of Art Design. Williams Books, Nashville, Tenn.* 2007, paper back, 128 pages.

The elements - line, shape, form, color, value, texture, and space - are the building blocks that all artists use to create works from drawings and paintings to weaving and sculpture. Readers will see examples of how children of their own age use elements of design in their work. The text explores classic masters and contemporary artists whose individual works are based upon these same design techniques.

Jensen, E. *Teach the Arts for Reasons Beyond the Research*. Reston, WA: Education Digest, National Association of Secondary School Principals. 2002

National Gallery of Art for Kids: http://www.nga.gov/kids/kids.htm

National Visual Art Standards: http://artsedge.kennedy-center.org/teach/standards.cfm