Instructor: Anne Thulson [athulson@msudenver.edu](mailto:athulson@msudenver.edu)

Credit Hours – 3, Prerequisite: ARTE 3601, ARTE 4302 (or permission of department)

Monday & Wednesday 9:00-10:50 pm Art Building: Room 173

Office Hours: Contact Art Department Room 187 at (303) 556-3090 to schedule appointment

Details on assignments, projects, resources, readings are in the "live" syllabus, the course website at <http://sites.msudenver.edu/arte4202thulson/>

Course Description:

This lecture / field / studio experience course preparing K-12 art specialists, is designed to provide students with the resources and methods needed to develop standards-based art curriculum. Students develop age-appropriate curriculum and instructional methodologies for teaching that will foster fluency, flexibility and ingenuity in the elementary classroom. ARTE 4302 Field Experience: Art Education Elementary, taken concurrently, provides practical application of concepts including lesson and unit planning, instructional strategies and assessment procedures, taking into consideration district, state, and national standards. Students draw connections between concepts developed in class, studio practices, and discussions based on observations made in the concurrent field experience. Using these skills, students will then explore, analyze, and formulate pedagogical strategies necessary to become scholarly practitioners and advocates within the field of art education.

Texts:

Woods, C. *(2017) Yardsticks: Child and Adolescent Development Ages 4-14*. Turner Falls, MA: Center for Responsive Schools, Inc.

*Smith, N. (*1998) *Observation Drawing with Children: A Framework for Teachers*. NY, NY:Teachers College Press.

Articles by various publishers prepared by Instructor, Anne Thulson

Course Objectives:

1. Write and present lesson/ unit plans aligned to state/district standards that align concept development to the plan including: goal, objectives, motivations, instructional sequencing, integration of theory, instructional strategies, materials/ tools/ equipment list, resources, vocabulary, and assessment strategies.
2. Construct, present and critically analyze assessment tools. Students will learn how to develop rubrics which focus on the assessment of concept / meaning development, the connection of meaning to the formal characteristics of art, and the connection of meaning to choice of media and format, and craftsmanship in a variety of media.
3. Recognize, distinguish among, and use a variety of classroom management techniques: budgeting of materials/tools/ equipment maintenance, storage and safety, efficient use of time and space, behavioral issues.
4. Research, develop, and present lesson plans / unit plans designed to implement the use of the internet as a tool to study historical, cultural, or other visual ideas electronically, and to integrate literacy skills, and other subject areas into the art curriculum.
5. Recognize, distinguish among and plan for individualized instruction designed for diverse and exceptional populations, which may include: ethnic, cultural, gender and socio-economic differences; emotional / behavioral, perceptual/ communicative, limited intellectual, and physically challenged individuals.
6. Facilitate in an art classroom using appropriate strategies and techniques, aligned with state / district Standards. Teaching activities will include: individual instruction and coaching, small group activity, re-teaching concept or skill, reviewing material, problem solving and collaborative, enhancing / expanding learning, assisting with classroom routines and procedures.

**Attendance**

* 2 absences reduces your grades by ½ letter grade. This cannot be made up.
* 3 absences reduces your grade by 1 letter grade. This cannot be made up.
* 6 or more absences = failing the class
* Late arrival/early departure of more than 20 minutes =  ½ a missed class.

Absences will be recorded in a blackboard column, but will not be tallied into the final grade until finals week. You have all information here to do your own math. If you miss a class, talk to another student and get information from them.  I do not need to know why you missed class if it is not an excused absence. Excused absences include severe health emergencies (e.g. broken leg), legal events such as court dates or accidents, and/or the death of a significant person in your life. Be professional and honest. These excuses require medical, legal, and/or funeral documentation. Non-threatening health appointments do not count (e.g. doctor appointments). Reschedule those. Do not schedule important events like job interviews or family events for Monday mornings!  Have a plan B in place for childcare and transportation emergencies. Even though these attendance policies will affect your grade, I know that life “happens” and I will always assume that you are doing your best.

Assignments: (Details on website)

Homework (readings, lesson plans, ideation, artmaking, read aloud, reflections) 25%

Thinking kits (Curriculum you make and present in class) 30%

Unit and unit preparation tasks for unit (Curriculum you make and present in class 30%

Participation in peers' lessons (Active participation and critique of your peers' curriculum in class) 15%

Grading Scale

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| --- | --- |
| A | 93-100 |
| A - | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D | 60-69 |
| F | 60- |

Standards for Student Performance

* CHECK Bi-weekly Course Website, Blackboard, and your MSU email.
* ATTEND all sessions and be on time. (exceptions with medical/legal documentation: mental/physical)
* PREPARE for all classes with completed work.
* BE PRESENT All written, spoken, and on-line content connects to class tasks. No childcare. No other tasks.
* ADHERE to Course Requirements and to MSU Academic Integrity and Student Code of Conduct *http//handbook.msud.edu/index2html*

Art Department Policies 2018: Read “Art Department Policies” Document on Course Blackboard Site and Course Website.

Accommodations for Students with Disabilities:

Metropolitan State College of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Auraria Library, Suite 116, 303-556-8387. The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center faculty notification letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access center website [www.msu.edu/~access](http://www.msu.edu/~access).

Writing Center:

The Writing Center, with locations in KC 415, SSB 230G, and the Auraria Library, can help you with any aspect of your writing, from generating ideas to supporting your arguments to organizing to editing for style. For the current schedule or to make an appointment, visit the Writing Center’s website at <https://www.msudenver.edu/writectr/> or call 303-556-6070.