

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2008

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED320

Course Title: Fine Arts for Elementary Teachers

Reason for initiating, revising, or canceling:

Changes are made to reflect changes in the course guide, learning objectives for the course, and to incorporate the use of the course text entitled: *Emphasis Art: A Qualitative Art Program for Elementary and Middle School Teachers*, 8th Edition, by Wachowiak, F. & Clements, R.

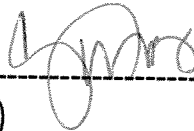

Joylene B. Limes

11-17-08

Proposer

Date


Cynthia I. Deleon Guerrero



11/19/08

Department Chair

Date



English and Format Reviewer

3/9/09
Date



Dr. Debra T. Cabrera

3/9/09

Dean of Academic Programs and Services

Date

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Course Guide

Course: ED 320 Fine Arts for Elementary Teachers

1. Department

School of Education

2. Purpose

Fine arts include drawing, painting, sculpting, music, dance, drama, art history, and art criticism. A strong curriculum integrating the arts helps to incorporate learning across the curriculum areas. In order to use fine arts in student learning, elementary and middle school teachers must become familiar with art history, art criticism, realization of the importance of art in society and its representation of culture, a variety of art techniques and media, along with the ability to provide a clear description and lesson plan of art projects with learning objectives, and assessments for evaluating student -performance in fine arts.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required Text:

Wachowiak, F., Clements, R. D. (2006) *Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools*. 8th Edition. Boston, MA: Pearson Education, Inc.

Readability Level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** None

C. Credits

1. **Number:** 3
2. **Type:** Degree Credits

D. Catalogue Course Description

This course provides students with the fundamental content in art history and art production needed to teach art and art appreciation and production at the K-8 level. Visual Arts, Dance, and Music make any curriculum more human as they represent an important symbol of culture, connect all forms of knowledge, and entice learning styles. A curriculum with a strong arts component allows students to personally interpret, articulate, and relate all of the various subject areas they encounter. In order to use the arts effectively, elementary teachers must be familiar with a variety of methods to teach fine arts.

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Prerequisites: All general education requirements with a "C" or better. AR 135 or AR 101, and ED300.

E. Degree or Certificate Requirements Met by Course

This is a required course for the completion of the School of Education degree program for all "Baccalaureate of Science in Elementary Education" majors.

F. Course Activities and Design

The course is designed to incorporate lecture; power point presentations of artist-inspired art production activities, art history, and artwork examples; one hour of short observation; experience with designing art work, and designing art lessons, art lesson plans, and artwork assessment rubrics; an overview of the fine arts incorporated in the classroom with core-curriculum subjects in the form of lectures, chapter outlines, and teach-backs.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: AR 135 or AR 101, ED300

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition costs for 3 credit course, text book cost, art kit, materials for teaching individual and group art projects, personal artwork collection 5" portfolio, and electronic portfolio (CD of all created art work, rubrics, and artist samples) for submission.

Cost to the College: Cost of Instruction

Instructional resources needed for this course include: reliable technology to include, laptop computer, Internet, LCD projector, projector screen, art supplies and materials.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;

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F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

7. **Course Outline**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Fundamentals of Art

- 1.1 Art in society and schools
- 1.2 Art Fundamentals
 - 1.2.1 Line
 - 1.2.2 Shape
 - 1.2.3 Value
 - 1.2.4 Color
 - 1.2.5 Space
 - 1.2.6 Texture and Pattern
- 1.3 Art Principles
 - 1.3.1 Balance and symmetry
 - 1.3.2 Variety
 - 1.3.3 Repetition
 - 1.3.4 Emphasis
 - 1.3.5 Domination-subordination

2.0 Strategies for Teaching Art

- 2.1 Guiding students to create and appreciate
- 2.2 Students developmental possibilities and natural art
- 2.3 Positive rapport, personality and respect
- 2.4 Classroom management
 - 2.4.1 Teaching nonverbally
 - 2.4.2 Distribution, collection and organization of materials
 - 2.4.3 Getting students' attention
 - 2.4.4 Keep motivation brief
 - 2.4.5 Getting off to a good start and preventing bad starts
 - 2.4.6 Nurture creativity
 - 2.4.7 Being present and visible
 - 2.4.8 Cleaning up and evaluating

3.0 Strategies for Motivating

- 3.1 Using still-life
- 3.2 Bulletin Boards

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- 3.3 Art Media
- 3.4 Timing and Pacing
- 3.5 Exhibitions

- 4.0 Creating Objectives and Evaluation Criteria
 - 4.1 Creating Objectives
 - 4.1.1 Art Criticism Objectives
 - 4.1.2 Art Aesthetics
 - 4.1.3 Art History Learning
 - 4.2 Creating Criteria
 - 4.3 Using Objectives and Criteria for Evaluating Artwork
 - 4.4 Including criteria, objectives and outcomes in lesson planning

- 5.0 Integrating Art in the Classroom
 - 5.1 Art integration of the three domains
 - 4.0.1 Cognitive
 - 4.0.2 Affective
 - 4.0.3 Psychomotor
 - 5.2 Art integration in Reading and Language Arts
 - 5.3 Art integration in Mathematics
 - 5.4 Art integration and Social Studies
 - 5.5 Art integration and Science
 - 5.6 Art and Performing Arts

- 6.0 Teaching Art to Children with Special Needs
 - 6.1 Teaching students with vision deficiencies
 - 6.2 Teaching students with neurological and orthopedic disabilities
 - 6.3 Teaching students with hearing and speech disabilities
 - 6.4 Teaching students with mental impairments
 - 6.5 Teaching students with behavioral disorders

- 7.0 Teaching Art to Gifted Students
 - 7.1 Characteristics of students who are gifted
 - 7.2 Teaching strategies

- 8.0 Teaching Art Aesthetics and Criticism
 - 8.1 General methods for art discussions
 - 8.1.1 Questioning
 - 8.1.2 Arranging the classroom for art
 - 8.1.3 Leading Discussions
 - 8.1.4 Promoting confidence in thinking and talking about art

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- 9.0 Teaching Art History
 - 9.1 Integrating Art History with Social Studies
 - 9.2 Giving presentations on an artist's life

- 10.0 Teaching Art Production
 - 10.1 Drawing
 - 10.2 Self Portraits
 - 10.3 Still Life
 - 10.4 Drawing animals
 - 10.5 Crayon and oil pastels
 - 10.6 Watercolors
 - 10.7 Tempra
 - 10.8 Tempra resist
 - 10.9 Mural Making
 - 10.10 Print-making
 - 10.10.1 Aluminum Foil Reliefs
 - 10.10.2 Banana Printing
 - 10.11 Tapa Cloth Design

8. Instructional Goals

This course will introduce students to:

- 1.0 The fundamentals of art.

- 2.0 The strategies for teaching art.

- 3.0 Strategies for motivating students to participate in art activities.

- 4.0 Creating objectives and evaluation Criteria for art lessons.

- 5.0 Integrating art in the classroom

- 6.0 Teaching art to children with special needs

- 7.0 Teaching art to gifted Students

- 8.0 Teaching art aesthetics and criticism

- 9.0 Teaching art history

- 10.0 Teaching art production

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Teach the fundamentals of art.
- 2.0 Utilize strategies for teaching art.
- 3.0 Implement the use of strategies for motivating students to participate in art activities.
- 4.0 Engage in creating objectives and evaluation Criteria for art lessons and lesson planning.
- 5.0 Begin integrating art across the curriculum in the classroom
- 6.0 Teach art to children with special needs effectively.
- 7.0 Teach art to gifted students successfully.
- 8.0 Teach art aesthetics and criticism effectively.
- 9.0 Teach art history for learning.
- 10.0 Teach art production in the classroom.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 10.1 Rubrics Criteria & Guidelines for art production in-class
- 10.2 Participation in group discussions, and art criticism discussions
- 10.2 Students' electronic portfolios of artist studies
- 10.4 Individual and group presentations of art-based unit and art production activities
- 10.5 Short-observation completion of art being taught in a typical CNMI classroom

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- 10.6 Checklist/rubric of a unit to be taught integrating art lessons for learning
- 10.7 Final Exam