

## EDUC 5171Q

### Curriculum & Pedagogy in Elementary Art

#### Instructor:

**Karen Wilkins**

**E:** TBC

**Office Hours:** Tuesdays 1-2 or By Appointment

#### Schedule:

**Section 001 (JI):** Tuesday  
9:30AM-11:00AM,  
Room: 1100

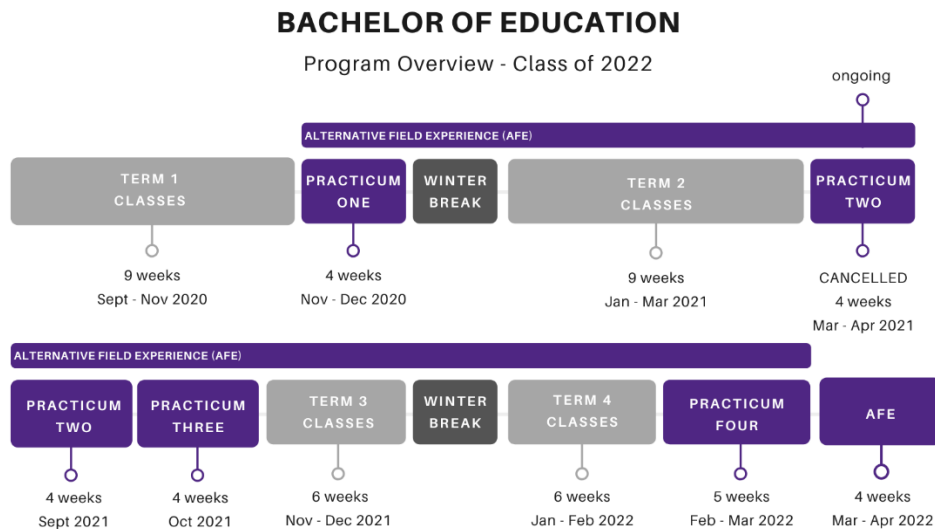
**Section 003 (PJ):** Wednesday  
10:30AM-12:00PM,  
Room: 1100

**Section 002 (PJ):** Tuesday  
11:00AM-12:30PM,  
Room: 1100

**Section 004 (PJ):** Wednesday  
12:30PM-2:00PM,  
Room: 1100

#### Program Context:

This is a **PJ/JI Curriculum Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.



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# Syllabus Report

## Elementary Art (EDUC 5171Q)

**Course Description:** The arts are an integral part of the school system. This course focuses on methods, content, planning, instruction, and evaluation in elementary art education and provides opportunities to explore form and function, meaning, and the creative process in the arts. 1.5 hours per week, full year, .25 credit

This course examines the philosophies and methods of Visual Art education at the Primary/Junior or the Junior/Intermediate level.

Pedagogical considerations in the teaching of studio art, aesthetics and art appreciation, creative and critical thinking, assessment and evaluation, health and safety in art classrooms, effective use of technology, lesson planning, resource sharing, and classroom management and organization will be explored.

A variety of materials and resources will be presented incorporating different mediums and art techniques.

A combination of mini-lectures, group activities, student-led discussions and hands-on art making approaches will allow teacher candidates to expand their understanding of teaching visual arts.

**Course Credits:** 0.25

Number of Weeks: 12

### Week 1: Visual Arts Curriculum

The Fundamental Concepts in Art

How do we teach the skills and enable the acquisition of knowledge in visual arts?

## Learning Activities

Type	Name	Description
Study / Prep	Week 1 Activity	In class mini-lecture Presentation, Exploration and Experimentation
		Apply that Knowledge and Understanding to the Assignment due in Week 2.
Reading	Week 1 Reading	The Ontario Curriculum, Grades 1-8: The Arts
		Reading (3) - Learning for All, Growing Success, The Ontario Curriculum, Grades 1-8: The Arts Curriculum

## Week 2: The Visual Arts Curriculum

The Fundamental Concepts in Art

Hands-on art making, Reflection

Resource Sharing

## Learning Activities

Type	Name	Description
Reading	Week 2 Reading	The Ontario Curriculum, Grades 1-8: The Arts - The Creative Process

## Week 3: The Creative Process

What is the Creative Process?

How do we enable students to work through the different stages of the Creative Process?

Exploration and Experimentation in Art

How do we foster an environment conducive to problem-solving and creativity?

## Learning Activities

Type	Name	Description
<b>Study / Prep</b>	Week 3 Activity	In class mini-lecture Presentation, Exploration and Experimentation
		Apply that Knowledge and Understanding to the Assignment due in Week 4.
<b>Reading</b>	Week 3 Reading	The Ontario Curriculum, Grades 1-8: The Arts
		Readings (3) - Learning for All, Growing Success, Art Curriculum

## Week 4: The Creative Process

What is the Creative Process?

How do we enable students to work through the different stages of the Creative Process?

Exploration and Experimentation in Art

Hands-on art making, Reflection

Resource Sharing

## Learning Activities

Type	Name	Description
<b>Reading</b>	Week 4 Reading	The Ontario Curriculum, Grades 1-8: The Arts
		Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

## Week 5: The Critical Analysis Process

Communication and Critical Thinking in Art

What is the Critical Analysis Process?

How do we enable students to talk about their art and the art of others in knowledgeable and respectful ways?

Exploring Cultural Contexts and Diversity in Art

Picture Word Induction Method in Art, SPARK Method, Critical Analysis in Art, etc

## Learning Activities

Type	Name	Description
<b>Study / Prep</b>	Week 5 Activity	In-Class mini-lecture Presentation, Exploration and Experimentation and apply that Knowledge and Understanding to the Assignment due in Week 6. The Ontario Curriculum, Grades 1-8: The Arts
<b>Reading</b>	Week 5 Reading	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

## Week 6: The Critical Analysis Process

Communication and Critical Thinking in Art

How do we enable students to talk about their art and the art of others in knowledgeable and respectful ways?

Picture Word Induction Method in Art, SPARK Method, Critical Analysis in Art etc.

## Learning Activities

Type	Name	Description
<b>Reading</b>	Week 6 Reading	The Ontario Curriculum, Grades 1-8: The Arts

## Week 7: Assessment and Evaluation in the Visual Arts

Using Assessment Strategies Fairly and Effectively

How do we design assessment tools to assess ongoing student achievement in art?

How and when do we use exemplars?

Assessment AS, FOR and OF learning in Visual Arts

Hands-on art making

## Learning Activities

Type	Name	Description
<b>Study / Prep</b>	Week 7 Activity	In-Class mini-lecture Presentation, Exploration and Experimentation and apply that Knowledge and Understanding to the Assignment due in Week 8.
<b>Reading</b>	Week 7 Reading	Readings (2) - Growing Success, ON Art Exemplars

## Week 8: Assessment and Evaluation in the Visual Arts

Using Assessment Strategies Fairly and Effectively

How do we design assessment tools to assess ongoing student achievement in art?

How and when do we use exemplars?

Assessment AS, FOR and OF learning in Visual Arts

Hands-on art making

Resource Sharing

## Learning Activities

Type	Name	Description
<b>Study / Prep</b>	Week 8 Activity	In Class mini-lecture Presentation, Exploration, and Experimentation  Apply that Knowledge and Understanding to the assignment due in Week 10.
<b>Reading</b>	Week 8 Reading	Readings (2) - ON Art Curriculum, LNS Integrating Curriculum

## Week 9: Integrating Art with other Subjects

Making Meaningful Connections

How do we integrate visual arts with other subjects while still maintaining its integrity?

Exploring Big Ideas in and through Visual Art

Hands-on art making

## Learning Activities

Type	Name	Description
<b>Study / Prep</b>	Week 9 Activity	In Class mini-lecture Presentation, Exploration and Experimentation Apply that Knowledge and Understanding to the Assignment due in Week 10.

## Week 10: Integrating Art with other Subjects

Making Meaningful Connections

How do we integrate visual arts with other subjects while still maintaining its integrity?

Exploring Big Ideas in and through Visual Art

Hands-on art making

Resource Sharing

## Week 11: Preparing to Teach

Putting it all Together

How do we design lessons to engage all learners, allow for a variety of visual responses and enable the successful achievement of the expectations?

## Learning Activities

Type	Name	Description
		In-Class mini-lecture Presentation
<b>Study / Prep</b>	Week 11 Activity	Apply that knowledge and understanding to the Assignment due in week 12
		Ongoing Lesson Preparation – Individual Art Exemplar creation

## Week 12: Preparing to Teach

Putting it all Together – Lesson Plan Sharing Roundtable Discussions

How do we design lessons to engage all learners, allow for a variety of visual responses and enable the successful achievement of the expectations?

Resource Sharing

## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Due Wk 02: Hands On Portrait Art Project Exploring the Fundamental Concepts	Artwork and Reflection on Elements and Principles of Design
<b>Assignment</b>	Due Wk 04: Creative Process Hands on Art Project	Artwork and Reflection on the Creative Process as it applies to Teaching Art Assignment
<b>Assignment</b>	Due Wk 06: Analysis and Identification of Artworks	Analysis of a work of Art using PWIM, SPARK etc – Art History and Cultural Contexts The Critical Analysis Process Assignment
<b>Assignment</b>	Due Wk 08: Assessment and Evaluation in Art	Reflection on the use of exemplars in Art  Apply the creative process through exemplar project
<b>Assignment</b>	Due Wk 10: Integrating Art with other subject areas project	Include: -Title, Grade, Ministry Expectations of Art and at least one other subject area Fundamental Concepts (defined) -Assessment (Learning Goal, Success Criteria, Formative Strategies and Summative Assessment)
		Roundtable Lesson Plan Sharing Week 12 in Class.
<b>Assignment</b>	Due Wk 12: Lesson Plan and Exemplar Project	Lesson Plan (Teaching and Learning Strategies, Embed the Creative and Critical Analysis Processes) Expectations of Art and at least one other subject area Fundamental Concepts (defined) -Assessment (Learning Goal, Success Criteria, Formative Strategies and Summative Assessment)



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## This course meets the following Course Outcomes:

Understand philosophies and methods of art education at a P/J/I level

Learn pedagogy in teaching studio art, aesthetics and art appreciation

Learn pedagogy in creative and critical thinking

Learn pedagogy to support diversity, cultural forms, and contexts

Learn pedagogy in assessment and evaluation

Learn pedagogy in health and safety in art classroom

Learn pedagogy in use of technology in art classroom

Learn pedagogy in classroom management and organization in art classroom

Learn pedagogy and understand cross curricular / integration aspects of art education

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)