Curriculum and Pedagogy in Elementary Art
5171S, Winter 2018

Thursdays, Section 003: 9:30 am-12:30 pm (PJ section)
Thursdays, Section 004, 12:30 pm-3:30 pm (PJ section)
Wednesdays, Section 005, 12:30 pm-3:30 pm (JI section)
Room 1100

Instructor: Ms. R. S. Sikand-Mouton
BFA, B.Ed., MFA
Interactive Design Graduate Certificate
Email: rsikandm@uwo.ca

Office Hours: After class or by appointment

Calendar Copy: EDUC 5171S Curriculum and Pedagogy in Elementary Art The arts are an integral part of the school curriculum. 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. 2 hours per week, full year, .25 credit.

Course Description:
The purpose of this course is to introduce students to current thinking and practice in the teaching of Visual Arts in the Primary / Junior AND Junior / Intermediate Divisions of Ontario Schools.

This course examines philosophies and methods of art education in relation to the Primary/Junior or Junior/Intermediate students. Pedagogical considerations in the teaching of studio art, health and safety in art classrooms, effective use of technology in visual arts, aesthetics and art appreciation, creative and critical thinking, curriculum planning, assessment and evaluation, learning resources and materials, and current issues in education will be examined. A combination of lectures, student-led discussions, and hands-on activities will allow candidates to expand their understanding of teaching visual arts.
Learning Outcomes (required by OCT):
At the conclusion of this course, successful candidates will be able to:

I. **Ontario Ministry of Education documents**: understanding of the training guidelines.
II. **Critical analysis and evaluation**: select appropriate instructional strategies to suit the developmental stages and modes of expression in early stages. Create authentic, practical assessment and evaluation instruments.
III. **Concepts and skills**: design visual arts lessons and units of study for their divisional level;
IV. **Experience with various media**: select appropriate materials and resources for visual arts education practice; and
V. **Philosophy of art education**: set teaching goals.

Course Required Readings:

Ontario Ministry of Education and Training documents:

- The Arts The Ontario Curriculum, Grades 9 and 10, 2010
- The Arts The Ontario Curriculum, Grades 1-8, 2009

Books on Reserve:

- **Dynamic art projects for children**: includes step-by-step instructions and photographs  by Logan, Denise M  2005
- **An Eye for Art**: Focusing on Great Artists and Their Work  
  by National Gallery of Art (Author)
- **An eye for color**: the story of Josef Albers  
  by Wing, Natasha; Breckenreid, Julia  
  2009, 1st ed.
- **A century of stop motion animation**,  

Course Recommended Readings:

Please check OWL weekly for updates and recommended readings. Resources will be listed on OWL.
**Course Content and Activities:** COURSE GRADE AND BREAKDOWN/DUE DATES:

<table>
<thead>
<tr>
<th>Assessment #</th>
<th>PERCENTAGE OF FINAL GRADE</th>
<th>DATE DUE</th>
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<tbody>
<tr>
<td>1. Studio Hands-on Experiences/Sketchbook(Journal)</td>
<td>42%</td>
<td>Weekly</td>
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<tr>
<td>2. Lesson Plan(s) based on studio and readings. Presentation.</td>
<td>20%</td>
<td>Week 2 &amp; Week 5</td>
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<td>3. Philosophy of Teaching Art Education paper</td>
<td>20%</td>
<td>First Draft: week 3 Final Revision: week 6</td>
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<tr>
<td>4. Participation / Attendance</td>
<td>18%</td>
<td>Weekly</td>
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**Course Materials: (Western Bookstore)**
- Laptop or ipad/tablet each class.
- 4 Duotangs (Red, Green, Blue, Yellow)
- Sketchbook (small to medium size)
- pencil / eraser
- color pencils (primary colors: red, yellow & blue)
- Crayola modeling clay (assorted colors)

**Assignments and Other Course Requirements:**

**ASSESSMENT # 1: Studio Hands-on (42%)**
**Topic:** Various Topics  
**Due Date:** Each Week  
**Objectives:** to become familiar with the skills and techniques in Visual Arts Education. To practice and learn specialized studio components through various use of art materials and resources.  
**Expectations:** Submit the studio assignment as required each week. Use your sketchbook (journal) to record studio experiences.  
**Evaluation: summative assessment**
ASSESSMENT # 2: LESSON PLAN (20%)
Topic: Art Education
Due Date: Week 2 and Week 5
Objectives: to develop lesson plans from curriculum in the Arts classroom
Expectations: Select and present one of the following (yellow duotang)

a) With reference to Ontario curriculum guidelines, prepare a JI or an IS one art lesson that involves art history, art aesthetics, or art criticism. Involve a fieldtrip to the Art Museum/Gallery that integrates your objective.

b) Explore some aspect of multicultural or social issues related to the teaching of art in a JI/IS classroom or prepare one art lesson that addresses a specific social or multicultural topic.

c) Prepare one lesson plan using one of the following categories (Multi-media, Web, 3Dimensional or 2Dimensional). Ie. Stop animation, simple web page and graphics etc

With the choice of either a, b, or c:
The presentation will be 10 to 15 minutes in length. It will include some form of interaction with the class. A one to two page handout of the lesson plan or summary of the topic addressed will be submitted. Evaluation will include anecdotal peer assessment.

Evaluation: summative assessment

ASSESSMENT # 3: PHILOSOPHY OF TEACHING ART EDUCATION PAPER (20%)
Topic: Philosophy of Teaching Art
Due Date: week 6
Objectives: to link theory to practice in art education
Expectations: Develop a personal philosophy of art education by citing and responding to current research in the field. 500 words (typed, double spaced, one side), critical analysis of art education from related articles that will be provided. (blue duotang)

1. Do a critical analysis of the position taken by the writer in terms of its consistency, supportability and philosophical assumptions that align with your own beliefs.

2. Spend most of your time on critiquing and on sharing your views rather than on summarizing. Narrow in on one problem you would like to analyze in depth as an art educator.

3. Be prepared to share a summary of your views as stated in your paper and to contribute to the general discussion in class.

Evaluation: summative assessment using success criteria above
ASSESSMENT # 4: Participation and Attendance (18%)
Due Date: ongoing, weekly
Expectations: Participation in completing studio components in-class, discussion, critiques and presentations contribute to participation. (3% per week)

GUIDELINES FOR WRITTEN ASSIGNMENTS
It is expected that written assignments will be submitted as follows (unless otherwise indicated):

1. Assignments should be submitted on time;
2. All assignments should be typed and double spaced
3. All assignments should be typed on one side of paper only;
4. Assignments should be submitted on letter size paper: 8.5 x 11 or A4.
5. Assignments should include a title page on which should appear the subject area involved, the title of the paper, the student’s name, the instructor’s name, the course number, the section number and the date of the submission;
6. Pages should be numbered sequentially;
7. Papers should be written in good academic and scholarly language. (Only minor proof-reading corrections are acceptable);
8. Assignments should adhere to high level of scholarship with appropriate references and bibliographic entries of an acceptable style manual (where used);
9. Pages of assignment should be appropriately secured;
10. Always keep a copy of the assignment that is being submitted.

CONDUCT IN CLASS

Teacher candidates are expected to conduct themselves professionally in class. This means engaging in respectful communication and scholarly debate and contributing to safe non-threatening learning environment where diversity of ideas is facilitated. The Faculty of Education values diversity and justice for all members of its community and this principle must be upheld at all times.

The use of cellular phones during classes is strictly prohibited. Professors may ask teacher candidates to leave their classes if such behaviour occurs. Surfing the internet and other activity unrelated to the class is not only disrespectful but unprofessional as well. A good rule of thumb in relation to classroom conduct is for you to place yourself in the role of the teachers and think carefully about what kinds of behaviours and attitudes you will expect from the students you will teach.
Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.

Excused Absences: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

Unexcused Absences: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 3 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf
Plagiarism-Checking:
  a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
  b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Western SUPPORT SERVICES

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: http://www.uwo.ca/uwocom/mentalhealth/