

## **ART 207: *Art for Children***

**I. PRE-REQUISITES:** None

**II. CLASS TIME:**

**III. CREDIT:** 3 semester hours

**IV. TEXTBOOK:**

Hurwitz, M. & Day, M. (2001). *Children & Their Art. (7<sup>th</sup> ed.)*. NY: Harcourt.

**V. COURSE DESCRIPTION:**

This course is designed to introduce teacher candidates to the four foundational disciplines of art that contribute to the creation and understanding of art: studio art, art history, art criticism, and aesthetics. Teacher candidates will also be introduced to art education theories, art resources, and art in local, national, and international museums in order to build their confidence in approaching art instruction and their visual world. (\$15 for lab fee)

**VI. RATIONALE:**

Elementary classroom teachers are being asked more and more to provide their students with an enriching curriculum in the arts. This means that they must receive at least a minimum amount of training in all arts disciplines. This course not only meets the needs of art education majors but also provides the elementary teacher with a better understanding and experiences in providing an art education program for their students. Supported by the *Mississippi Framework for Visual Arts Education (2003)*, this course will provide visual arts experiences in all four foundational arts disciplines and will apply these experiences to curriculum development and assessment.

**VII. LEARNING OBJECTIVES AND OUTCOMES:**

*This course will enable students to --*

- A. based on current literature from state and national arts education organizations, develop a rationale for including art education in the schools' curriculum.
- B. identify key movements and curriculum trends in art education during the 20th and 21st centuries.
- C. differentiate between arts infusion, arts integration, balanced curriculum, and comprehensive art education.
- D. explain the concept behind the "stage theory" and identify noted art educators who contributed to its development.
- E. demonstrate an understanding of the four disciplines of art as applied to teaching and learning.
- F. identify the elements and principles of art and apply them to art making and critical analysis.
- G. Focus on works of art as a means of description, analysis, interpretation, and judgment.
- H. utilize works of art from various periods and cultures to teach art.
- I. demonstrate competence in working with many types of art media.
- J. locate art resources and media on the world wide web.
- K. develop an original art lesson plan integrating at least 2 of the art disciplines.
- L. examine and understand art education curriculum in terms of goals, concepts, objectives, and assessment.
- M. describe the benefits of learning in art galleries and museums.

**VIII. COURSE TOPICS**

- A. Art Education
  - 1. Survey of Art Education History
    - a. 20th century theories, movements, art educators
    - b. 21st century theories, movements, art educators



2. Arts Organizations & Museums
  - a. Mississippi Department of Education (MDE)
  - b. National Art Organizations
  - c. National Art Education Association (NAEA)
  - d. Kennedy Center for Arts Education
3. Mississippi Art Education Organizations
  - a. Mississippi Art Education Association (MAEA)
  - b. Mississippi Alliance for Arts Education (MAAE)
  - c. Mississippi Arts Commission (MAC)
4. Museums
  - a. State & local museums
    1. Mississippi Museum of Art
    2. Walter Anderson Museum, Ocean Springs
    3. George Ohr Museum, Biloxi
    4. Lauren Rogers Museum, Laurel
    5. Meridian Museum of Art, Meridian
  - b. Regional Museums
    1. New Orleans Museum of Art (NOMA)
    2. Ogden Museum (New Orleans)
    3. Birmingham Museum of Art
- D. Children's Graphic Development (*The Stage Theory*)
  1. Stages of Graphic Development
    - a. Manipulative Stage
    - b. Symbol-making Stage
    - c. Pre-adolescent Stage
  2. Art Educators
    - a. Viktor Lowenfeld
    - b. Rhoda Kellog
    - c. Howard Gardner
    - d. C. Gaitskell
    - e. others
- E. Art Processes & Technique
  1. Drawing & Painting
  2. Printmaking
  3. Sculpture & 3D
- F. Design
  1. Elements of Art
  2. Principles of Design
  3. Application to artmaking
- G. The Disciplines of Art
  1. Studio Art: *Making Art*
    - a. Formal Qualities of Art: *The Elements and Principles of Design*
    - b. Drawing
    - c. Painting
    - d. Sculpture / Ceramics
    - e. Printmaking
  2. Art History: A Study of Cultural Heritage
    - a. Basic Periods
    - b. Methods of Teaching
    - c. Art from other cultures
  3. Art Criticism: Talking About Art



- a. Description
- b. Formal analysis
- c. Interpretation
- d. Informed Preference: evaluation
- e. Response activities
- 4. Aesthetics: Questions concerning the nature and value of Art
- H. Art Education Curriculum & Instruction
  - 1. Goals
  - 2. Concepts
  - 3. Objectives
  - 4. Methodology
  - 5. Lesson Plans
  - 6. Assessment

**IV. INSTRUCTIONAL METHODS AND ACTIVITIES**

- A. Lecture
- B. Discussion
- C. Research
- D. Critique
- E. Video / media
- F. Studio artwork
- G. Notebook and portfolio

**XI. EVALUATION**

*Grades for the course will be based on:*

- A. **Unit Planner / Resource Lesson Plans.** Ten lesson plans pulled from periodicals, web sources, or art education textbooks with written adoption plans and an art image. Lesson plans will be connected to the *Mississippi Framework for Visual Arts Education (2003)*.
- B. **Original Lesson plan.** Develop an art lesson plan for a given grade level using the national art education lesson plan format. Share the lesson plan with the class in a 10 to 15 minute presentation with a typed copy of the lesson distributed to the instructor and each of the class members on the day of the presentation.
- C. **Exam.** Two Exam will be given from the text, lectures, and notes.
- D. **Portfolio of Artwork.** Studio examples that correspond with the lesson plans presented in class. Artwork and lesson plans will be kept in the resource notebook.
- E. **Resource Notebook.** This will includes notes from the textbook and lectures, completed study guides, historical information about artists and works of art, studio suggestions, and lesson plans organized in a 3-ring binder with cover design and title page.

**X. ASSIGNMENTS**

Unit Planner / Resource Lesson Plans . . . . .	15%
Original Lesson Plan . . . . .	15%
2 Exam . . . . .	20%
Portfolio of Artwork . . . . .	35%
Resource Notebook for art education . . . . .	15%

**XI. LIST OF MATERIALS**

notebook and dividers      sheet protectors      supplies for lesson plan      glue stick

**XI. REFERENCES**

*Reserve at Speed Library*  
 MDE. (2003). *Mississippi Visual Arts Framework*. Jackson, MS: MDE.



Leland Speed Library:

Periodicals / Journals\*:

Art Education  
Arts & Activities Magazine  
Journal of Aesthetic Education  
School Arts Magazine  
Studies in Art Education

Resource Books located in Leland Speed Library

Arnheim, R. (1974). Art and visual perception: a psychology of the creative eye. Berkeley, CA: Univ of CA Press. **701.15 Ar65a**

Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development. **370.1523 Ar58m**

Beacher, L. (2001). Multiple intelligences and positive life habits: 174 activities for applying them in your classroom. Thousand Oaks, CA: Corwin. **372.13 B353m**

Boas, B. (1924) Art in the school. Garden City, NJ: Doubleday Doran. **707 B63a**

Brittain, W. L. (1979). Creativity, art and the young child. NY: Macmillan. **372.5 B778c**

Broudy, H. S. (1954). Building a philosophy of education. NY: Prentice-Hall. **370.1 B796b**

Bruner, J. (1977). The process of education. Cambridge: Harvard University Press. **370.1 B8355p**

Chapman, L. (1978). Approaches to art in education. NY: Harcourt Brace Jovanovich. **372.5 C367a**

Dewey, J. (1934). Art as experience. NY: Pedigree. **701 D515a**

Dobbs, S. (1992). The DBAE handbook: An overview of discipline-based art education. Los Angeles, CA: Getty Center for Education in the Arts. **707 R311**

Edwards, B. (1979). Drawing on the right side of the brain. Los Angeles: Houghton Mifflin. **741.2 Ed95d**

Edwards, B. (1986). Drawing on the artist within. NY: Simon & Schuster. **741.2 Ed95dr**

Efland, A. (1990). A history of art education. NY: Teachers'College. **707.073 Ef67h**

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Eisner, E. (1972). Educating artistic vision. NY: Macmillan. **707 E187e**

Faulkner, R. N. (1941). Art today: An introduction to the fine and functional arts. NY: H. Holt. **700 F273a**

Feldman, E. (1967). Art as Image and idea. Englewood Cliffs, NJ: Prentice-Hall. **701 F333a**

Gaitskell, C. D. (1952) Children and their pictures (2nd ed). Toronto: Ryerson. **707 G129c**

Gaitskell, C. D. (1949). Arts and crafts in our schools (9th ed). Peoria, IL: C A Bennett. **707 G129a**.

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. NY: Basic Books.



## **153.9 G173j**

Gardner, H. (1999). *The disciplined mind: What all students should understand*. NY: Simon & Schuster. **371 G173d BR**

Gardner, H. (1995). *How are kids smart? [videorecording]: multiple intelligences (M.I.) in the classroom / featuring Howard Gardner*. NY: National Professional Resources. **371.252 H83**

Gardner, H. (1994). *The arts and human development: A psychological study of the artistic process*. NY: Basic Books. **700.1 G173ah 1994**

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. NY Basic Books. **370.1523 G173m**

Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. NY: Basic Books. **370.152 G173u**

Gardner, H. (1990). *Theory of Multiple intelligence [videorecording]: Guest: Howard Gardner / American Federation of Teachers*. **370.1523 G173t**

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. NY: Basic Books. **153 G173f**

Gardner, H. (1982). *Art, mind, and brain: A cognitive approach to creativity*. NY Basic Books. **700.1 G173a**

Gardner, H. (1980). *Artful scribbles: The significance of children's drawings*. NY: Basic Books. **155.413 G173a**

Guilford, J. P. (1959). *Personality*. NY: McGraw-Hill. **137 G944p**

Hegel, G. W. F. (1953). *The philosophy of Hegel*. NY: Modern Library. **193.5 H361p**

Horovitz, Betty Lark. (1967). *Understanding children's art for better teaching*. Columbus, OH: C. E. Merrill. **372.5 H785u**

Hubbard, G. (1982). *Art for elementary classrooms*. Englewood Cliffs, NJ: Prentice-Hall. **372.5 H861a**

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Hurwitz, A. & Day, M. (1991). *Children and their Art (5th ed)*. NY: Harcourt Brace. **372.5 H949c 1991**

Hurwitz, A. & Day, M. (1995). *Children and their Art (6th ed)*. NY: Harcourt Brace. **372.5 H949c 1995**

Jasmine, J. (1996). *Teaching with multiple intelligences*. Westminister, CA: Teacher Created Materials. **370.1523 J311t**

Kellog, R. (1969). *Analyzing children's art*. Palo Alto, CA: National Press. **704 K293a**

Kellog, R. (1967). *The psychology of children's art*. NY Random House. **704.054 K293p**

Lanier, V. (1991). *The world of art education: According to Lanier*. Reston, VA: NAEA. **700.7 L272w**

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Lazear, D. G. (1992). Teaching for multiple intelligences. Bloomington, ID: Phi Delta Kappa. **370.1 L458t**

Linderman, E. W. (1967). Invitation to vision; Ideas and imagination for art. Dubuque, IA: W. C. Brown. **704.94 L643i**

Logan, F. M. (1955). Growth of art in American schools. NY: NAEA. **707 L838g**

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Lowenfeld, V. (1954). Your child and his art: A guide for parents. NY: Macmillan. **706.9 L952Y**

Lowenfeld, V. (1939). The nature of creative activity... NY: Harcourt Brace. **701 L952n**

Mathias, M. E. (1929). Art in the elementary school. NY: C. Scribner's Sons. **707 M426a**

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McFee, J. K. (1961). Preparation for art. San Francisco: Wadsworth. **372.5 M167p**

Melton, L. (1999). Improving K-8 reading using multiple intelligences. Bloomington, ID: Phi Delta Kappa Educational Foundation. **372.4 M495i**

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Merritt, H. (1964). Guiding free expression in children's art. NY: Holt Rhinehart & Winston. **707 M553g**

Milbrath, C. (1998). Patterns of artistic development in children. Cambridge, England: Cambridge University Press. **704.054 M589p**

Multiple intelligences [videorecording]: Discovering the giftedness in all / Thomas Armstrong presents. (1997). Port Chester, NY: National Professional Resources.

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Munro, T. (1967). The arts and their interrelations. Cleveland, IN: Western Reserve Univ. **700 M926a**

Nicholson-Nelson, K. (1998). Developing students' multiple intelligences. NY: Scholastic Professional Books. **372.01 N528d**

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