SEATTLE UNIVERSITY
COLLEGE OF EDUCATION
TEACHER EDUCATION

ORGANIZING THEME: The School of Education prepares ethical and reflective professionals for service in diverse communities.

EPDAR944 The Visual Arts for Elementary Teaching

One Continuing Education Credit

Beverley Silver, MA Ed.
Loyola Hall 515
206-296-5780 (hours by appointment)
silverb@seattleu.edu

A word about the WEST E Elementary Education: Content Knowledge…This course will serve as good background for the content test. The WEST E is focused on the recall of facts; however, this course also is designed to develop conceptual understanding.

REQUIRED RESOURCES

Arts K-12 Learning Standards
http://www.k12.wa.us/Arts/Standards/default.aspx

- Online Grade Level Standards and Resources – Visual Arts Options for Implementing http://tinyurl.com/3k7bkf9
- Options for Implementing the Arts Standards (Visual Arts) by Grade Level http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf

Visual Arts Glossary: (pages 187-202)
http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf

About the Artist: Jacob Lawrence (document included in this packet) provides information about the artist and suggested Internet and text resources for viewing his art.

The resources above will provide you with the necessary information to complete the course assignments. However, you are encouraged to think of them as a starting point for exploring visual arts understandings for this course and your future classroom teaching. Additional resources are available from the public library, Amazon.com or through an Internet search, including the following recommended resources:

RECOMMENDED RESOURCES:

Wachowiak, Frank and Clements, Robert D. (2005). *Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools.* Boston, MA: Allyn & Bacon, Inc.
(A solid foundation for teaching art. Most helpful features include subject ideas and development for each grade level, media techniques and pictures of student art.)

Walkup, Nancy (editor) *School Arts*. Worcester, MA: Davis Publications.
www.schoolartsonline.com
(Monthly magazine includes lessons and an art historical highlight in each issue. On-line version available, too.)

Yenawine, Phillip. (1995) *Key Terms for Art Beginners*. New York, NY: Harry N. Abrams, Inc.

(A mini art encyclopedia. Art is featured throughout the book to help illustrate terms. Art techniques, concepts, artists and styles are all covered. Other books by Phillip Yenawine: *Lines, Colors, Shapes, People, Places, Stories.)*

CONCEPTUAL FRAMEWORK: The teacher is an ethical knowledgeable and reflective decision-maker who teaches all learners to function effectively in a global and pluralistic society.

COURSE DESCRIPTION and INTRODUCTION

This course is designed for applicants to the MIT **elementary certification** program at Seattle University who need to deepen their knowledge of the visual arts. The course is intended to provide background knowledge of visual arts for teaching at the elementary and middle school levels. It is expected that this course will serve as an introduction to the visual arts, and that you will continue to deepen your knowledge once you are in the classroom and responsible for teaching specific topics related to learning in and through the arts.

You will find that most elementary and middle school teachers understand the importance of visual arts instruction as part of a student's basic education – they know *why* they should teach art. Unfortunately, however, many do not know *what* to teach in the visual arts regarding subject area content. For example, teachers might often ask students to write a book report and draw a picture illustrating an aspect of the book. Although the teachers focus on the knowledge and skills required for writing the book report, they provide little or no instruction on the illustration part of the lesson. This course aims to provide you with the basic knowledge and understanding of *what* to teach in the visual arts. Your future MIT courses will build on that knowledge and understanding and provide further instruction on teaching strategies.

Primarily, this course is intended to prepare you to provide visual arts instruction to elementary and middle school students. In addition, the course will endeavor to have you construct understandings that are personally meaningful to you. Learning to view and respond to art develops keener observation and thinking skills – from the concrete to the abstract. As you use art terms and uncover themes, ideas and symbols that artists use, you should become more art literate and, hopefully, gain increased confidence and comfort with the subject area. Making art provides an opportunity to engage in the creative process – you will be learning by doing. Taking an idea from its inception through the process of experimentation and refinement and into a final product is itself a worthwhile lesson in problem solving.

The focus of this course is learning "the language of art." The language of art, for both viewing art and making art, is based on the elements of visual arts and the principles of design. There are seven elements of visual arts (line, shape, form, color, value, space and texture), and they are the basic ingredients that make up an artwork. The ways the elements are arranged in an artwork in order to communicate an idea or create a mood are called the principles of design. The principles of design are contrast, balance, movement or rhythm, repetition or pattern, variety, harmony, emphasis or dominance, unity and proportion. It should be noted that individual artworks, most often, only include some of the elements and some of the principles.

You will demonstrate your ability to "speak" the language of art by completing several activities – viewing and responding to a work of art, making your own work of art, creating a PowerPoint presentation depicting elements of visual arts and principles of design and, finally, reflecting on these assignments. These activities can also serve as models for learning experiences to share with your future students.

In order to view images of art work and learn information about art terms and Washington State Essential Academic Learning Requirements (EALRs), you will need to review resources primarily on the Internet. These activities are intended to introduce you to a range of resources related to understanding the visual arts.

The course requirements are interrelated. In other words, researching for one assignment will inform other assignments and vice versa. In order to build on your knowledge and understanding from one activity to the next, the assignments are designed to be completed in the following order:

1. View and Respond to the Art of Jacob Lawrence
2. A Neighborhood Scene Painting
3. PowerPoint Presentation: A Pictorial Dictionary of Art Terms
4. Reflection

All assignments are submitted at the same time in one packet. At that time you also register and pay for the course.
See http://www.seattleu.edu/coe/mit/modules_list.aspx for how to enroll in this course.
Include a stamped, self-addressed envelope large enough for returning the assignments.

It is estimated that to complete these assignments, you will invest about 30 hours. It is hoped that you will use this course to your advantage and not simply "go through the hoops" to achieve credit and a grade. You are investing in your preparation for becoming a teacher, I hope these set of experiences provide new insights, increased knowledge, and kindles enthusiasm for teaching visual arts to young people—if that enthusiasm was not already present!

OBJECTIVES At the conclusion of this course, the student will be able to:

1. Demonstrative knowledge and understanding of the visual arts taught at the elementary and middle school levels.

2. Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.

3. Demonstrate knowledge of the Washington State Visual Arts K-12 Learning Standards (including the Washington State Essential Academic Learning Requirements in the Arts): http://www.k12.wa.us/Arts/Standards/default.aspx

4. Value professional development by reviewing curriculum and participating in professional opportunities to enhance understanding of the visual arts.

5. Understand issues of diversity and multiculturalism as they apply to the visual arts.

6. Consider ethical dimensions of teaching the visual arts.

REQUIREMENTS AND GRADING (Specific details on assignment sheets attached.)

This syllabus is a contract between you and your instructor of the course. It is hoped that you become actively engaged in making decisions about your learning. Read the syllabus carefully and consider all the assignments then create a plan for your learning **with a timeline.** All written assignments must be word-processed (double-spaced) with at least a one-inch margin to allow for comments. All assignments must follow APA guidelines **as appropriate** and reflect correct grammar, spelling and usage. Read each assignment sheet carefully to ensure that you meet all of the requirements for the assignment.

Requirements

1. Read and View the Required Resources on Page 1 of the syllabus. They will contribute to your knowledge base for creating the assignments that follow. If you need additional information for completing the assignments, you are encouraged to review the Recommended Resources and/or any other books or Internet websites you find helpful.

2. View and Respond to the Art of Jacob Lawrence. Word process your responses on a separate sheet of paper and submit a color copy of the painting or a website link for viewing the painting.

3. A Neighborhood Scene Painting and a Reflection Paragraph about your Painting.

4. Create a Pictorial Dictionary of Art Terms as a PowerPoint Presentation. (Mail a color hard copy of the slides and email the PowerPoint presentation to silverb@seattleu.edu)

5. Reflection Paper. After you have completed all the assignments, complete a self-assessment of the value of the independent study and what additional work you will need to do to be prepared to teach visual arts.

6. Time Log. Keep a log of the time you spent reading, researching, viewing internet sites, or other forms of technology and in the creation of assignments.

Grading: This syllabus serves as a contract between you and your instructor. It is my hope that you will do your very best work and meet my obligation to provide you with feedback in the form of a course grade that reflects the quality of your work.

Grades on assignments will be as follows: A, A-, B+, B, B-, C+, C.

The final grade for the module must be B or better.

Latest Date for Turning in Assignment: August 10. However, I encourage you to turn in the assignments earlier rather than later. Don't underestimate the time to complete the course!

Name of Assignment:

View & Respond to the Art of Jacob Lawrence

Objectives:

- Demonstrative knowledge and understanding of elements of visual arts and principles of design.
- Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
- Demonstrate knowledge of the Washington State Visual Arts K-12 Learning Standards (including the Washington State Essential Academic Learning Requirements in the Arts): http://www.k12.wa.us/Arts/Standards/default.aspx
- Understand issues of diversity and multiculturalism as they apply to the visual arts.
- Consider ethical dimensions of teaching art.

Rationale for the assignment: "Speak" the language of art by using art terms to describe a work of art and analyze its composition.

Description of the assignment: Look carefully at a work of art by Jacob Lawrence and respond to it by completing the *Guidesheet for Viewing and Responding to Art*. Jacob Lawrence was a distinguished American artist who lived and worked in Seattle for many years and whose work is on view in local museums, galleries and Seattle University as well as nationally.

1. Choose a work of art by Jacob Lawrence to view and respond to in writing. Refer to *About the Artist: Jacob Lawrence* (included in this packet) for information about the artist and suggested resources for viewing his art.
2. Complete the *Guidesheet for Viewing and Responding to Art*. (included in this packet.) Word process your responses on a separate sheet of paper. Refer to the Visual Arts Glossary: (pages 187-202) http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf for definitions of art terms. (NOTE: This glossary should provide you with the necessary information to complete the course assignment. If you need additional glossary information or illustrated examples, you are encouraged to review the Recommended Resources on Page 1-2 of the syllabus and/or any other books or Internet websites you find helpful.)
3. Submit a color copy of the artwork you are writing about **OR** provide a website link where I can view a color image of the artwork. If you submit a color copy, it can be a computer print out or a photocopy from a book or an actual poster of Jacob Lawrence's work.

<u>Resources for this assignment:</u>

Visual Arts Glossary
http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf (pages 187-202)

Guidesheet for Viewing and Responding to Art. (included in this packet.)

About the Artist: Jacob Lawrence (document included in this packet) provides information about the artist and suggested Internet and text resources for viewing his art.

Criteria for evaluation: The *Guidesheet for Viewing and Responding to Art* is completed. (Your responses are word processed on a separate sheet of paper.) You included a color copy of the artwork you wrote about or a website link where it can viewed.

ABOUT THE ARTIST: JACOB LAWRENCE
Bio/Themes/Resources

BIBLIOGRAPHY
Jacob Lawrence was one of the most honored and accomplished American artist of the 20th century. For over 60 years, he created paintings and prints that captured his own experiences and portrayed American life. His favorite subjects included people at work and play, city life and stories illustrating American history - especially, stories about heroic African Americans who struggled for freedom from slavery.

Born in 1917, he grew up in the Harlem area of New York City during the Great Depression of the 1930's. When he was 12 years old, he attended art classes at an after school program. He went on to study art at the Harlem Workshop and the American Artists School in New York City.

At age 23, he became the first African American artist to exhibit work in a major New York gallery. The paintings exhibited were purchased by the Museum of Modern Art in New York and The Phillips Collection in Washington D.C. From that time on, his artistic success continued.

Jacob Lawrence's paintings are represented in public and private collections and museums throughout the world. Throughout his lifetime, he received many honors, fellowships, grants and honorary degrees. He was also elected into the American Academy of Arts and Letters, the highest award given to an American artist. In 1986, Lawrence retired from his 15 year position as professor of art at the University of Washington. Jacob Lawrence continued to paint until shortly before his earth in 2000 at the age of 82.

THEMES to EXPLORE
- American Scene (Community, Neighborhood, Careers, Work, Daily Life)
- Family
- Human Struggle
- Nigeria, West Africa
- Portraits/Self-Portraits
- Symbols
- Storytelling/Narrative Art/Series
- American History/African American Heroes:
  American Revolution, George Washington Bush/Oregon Train, Civil War (slavery/abolition movement), John Brown, Harriet Tubman, Fredrick Douglas), Great Migration, Harlem Renaissance/Great Depression, World War II/Hiroshima
- Toussaint L'Ouverture (founder of Republic of Haiti)

RESOURCES

Websites
www.whitney.org/jacoblawrence
http://www.artcyclopedia.com/artists/lawrence_jacob.html
www.AllPosters.com
http://www.phillipscollection.org/research/over_the_line/html/nonflash.html

Children's Books
Getting to Know the World's Greatest Artists, Jacob Lawrence
Written and illustrated by Mike Venezia, Children's Press, a Division of Grolier Publishing, 1999

Toussaint L'Ouverture, The Fight for Haiti's Freedom

Walter Dean Myers, Simon & Schuster Books for Young Readers, New York, NY, 1996

The Great Migration, An American Story
Illustrated by Jacob Lawrence. Poem by Walter Dean Myers
The Museum of Modern Art, New York, The Phillips Collection, Harper Collins Publishers, 1993

Harriet and the Promised Land
Illustrated by Jacob Lawrence. Simon & Schuester, New York NY, 1993

John Brown: One Man Against Slavery
Illustrated by Jacob Lawrence. Written by Gwen Everett, 1993

Selected Publications
Jacob Lawrence: The Complete Prints (1963-2000)
Francine Seders Gallery, Ltd. in association with University of Washington Press, 2001

Jacob Lawrence Art Ed Books and Kit
Janet Boris, Harry N. Abrams, Inc., New York, NY, 2001

Complete Jacob Lawrence: Over the Line: The Art and Life of Jacob Lawrence
Two volumes: Catalogue Raisonne
Peter Nesbett, and Michelle DuBois, ed. University of Washington Press in association with the Jacob Lawrence Catalogue Raisonne Project, Seattle, WA 2000

Jacob Lawrence
Richard J. Powell, Rizzoli Art Series, New York, NY, 1992

Story Painter, The Life of Jacob Lawrence
John Duggleby, Chronicle Books, San Francisco, CA, 1998

Aesop's Fables
Illustrated by Jacob Lawrence. University of Washington Press, 1997.

Jacob Lawrence, American Scenes, American Struggles
(A Closer Look Activity Book)
Nancy Shroyer Howard, David Publications, Inc., Worcester, MA, 1996

Jacob Lawrence: The Frederick Douglass and Harriet Tubman Series of 1938-40
(exhibition catalogue) Ellen Harkins Wheat, Hampton University, Hampton, VA 1991

Jacob Lawrence, American Painter (exhibition catalogue)
Ellen Harkins Wheat, University of Washington Press, 1986

One-Way Ticket
Poetry by Langston Hughes. Illustrations by Jacob Lawrence. 1948

Guide Sheet for Viewing and Responding to Art

1. LOOK
Carefully study the artwork.

a. What is the artist's name?
b. What is the artwork's title?
c. When was the artwork made?
d. What is the medium (the material chosen by the artist to create a work of art, such as oil paint, clay, charcoal)**?**

2. DESCRIBE

a. What are you looking at? (Describe the subject, setting and what is happening.)
b. List and describe the specific art elements that you see:
(lines, shapes, forms, values, textures, space, colors)

Lines:
- Are the lines straight or curved or angular? Thick or thin? Horizontal, vertical or diagonal?

Shapes:
- Are the shapes geometric or organic or free-form? Give examples.

Forms:
- Do the forms depicted in the artwork appear flat and two-dimensional or do they appear three-dimensional? Give an example.

Values:
- What tints do you see? What shades? Are these values of color or are these grays?

Textures:
- Give an example of how a texture is simulated in the artwork. Does it appear rough or smooth? Explain.

Space:
- Give an example of positive space and negative space in the artwork.
- Does the artist depict the foreground, middle ground and background differently to create a sense of space or distance? Is the use of color, scale and/or detail different in each area? Explain.

Colors:
- What hues do you see? Identify whether they are primary or secondary colors.
- Do you see warm colors? Do you see cool colors? Where?
- Describe the intensity of the colors. Are they mostly bright or dull? Explain.
- Are the colors more similar (analogous) or contrasting (complementary)? Explain.

3. ANALYZE

The questions below ask you to identify how elements are arranged to create a mood or communicate an idea. Note which principles of design really stand out**.** The principles are: contrast, balance (symmetrical/formal or asymmetrical/informal), movement/rhythm, repetition/pattern, variety, harmony, emphasis/dominance, unity and proportion.

a. Balance – Is the work symmetrical or asymmetrical? Explain why.
b. Movement – How do your eyes move around the work?
c. Harmony, repetition/pattern – What elements (lines, shapes, forms, values, textures, space and colors) are repeated?
d. What provides variety? (What different kinds of lines, shapes, forms, values, textures, colors and/or space do you see?)
e. What elements are emphasized?
f. What is the center of interest, focal point or the place your eyes constantly return to?

4. INTERPRET

a. List adjectives to describe themes, ideas, and/or emotions the work suggests.
b. What do you think the artist is saying?
c. Create your own title for the artwork.

Name of Assignment: **A Neighborhood Scene Painting**

Objectives:

- Demonstrative knowledge and understanding of elements of visual arts and principles of design.
- Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
- Demonstrate knowledge of the Washington State Visual Arts K-12 Learning Standards (including the Washington State Essential Academic Learning Requirements in the Arts): http://www.k12.wa.us/Arts/Standards/default.aspx
- Understand issues of diversity and multiculturalism as they apply to the visual arts.

Rationale for the assignment:
Creating your own work of art provides you with an opportunity to apply your knowledge and understanding of elements of design and principles of organization. There are two basic aspects of teaching art – looking and responding to works of art (art appreciation) and making art (art production). In the first assignment, you addressed the art appreciation aspect by looking and responding to Jacob Lawrence's art, and this assignment addresses the art production aspect as you make art inspired by Jacob Lawrence's theme and style.

As a painter, I have tried to express my feelings of America through the use of color, texture, pattern, line, shape, space and movement. It is through these elements that I try to give life to my paintings by showing people at play, people at work, and people at school...Growing up in the Harlem neighborhood of New York was an important part of my life for my formative years. –Jacob Lawrence

Description of the assignment: Create a painting depicting a scene in your neighborhood.
As you look at the art of Jacob Lawrence, you will notice that the concept of every day life in his neighborhood was a prevalent theme in his work. Use that same theme and Lawrence's style of a simple color scheme and flat shapes as an inspiration for your artwork.

As you complete the course assignment, be assured, no prior art training is required!
Figure Drawing: Don't worry about your skills in figure drawing. You can even make stick figures depicting people in action. Notice that Jacob Lawrence's figures are often more stylized than life-like, realistic and detailed. Yet, you still know that the images depict a figure.

Materials
- Sketching paper and pencil
- White drawing paper, 9"x12" or 12"x 18"
- Paint (tempera, poster paint, acrylics or watercolors): red, yellow, blue, black, white
- Brushes
- Paper plate (to use as a palette for mixing paints), water containers

Steps to Follow:
Guiding Question: "Where do I Live?"
Overview: Think about where you live. If people were to walk or drive through your neighborhood, what kinds of things would they see? If they would see people, what would the people be doing?
Sketch 3 ideas. Select the idea you like best. Redraw the neighborhood scene on drawing paper. Consider including people at work or at play. Use lines and shapes to fill the whole paper. Choose a simple color scheme to match the mood you want to convey. Paint the scene using flat colors. Title the work.
Step 1 Using any available white paper, Sketch three ideas in pencil that show scenes in your neighborhood.
Step 2 Select the best sketch of a neighborhood scene. Redraw it on white drawing paper, 9" x 12" or 12" x 18." Work large. Use **lines and shapes** to fill the entire space of the paper. Add details to the lines and shapes to transform them into buildings, trees, sidewalks, cars, etc. Extend some objects off the edges of the paper.
Step 3 Choose a simple **color** scheme of 3-4 colors. Use colors that match the mood you want to convey. Include at least 3 values of one color by mixing black with the hue to make darker values (shades) and white with the hue to make lighter **values** (tints). Paint the scene with flat colors. Rinse brushes well between changes in color.
Step 5 Title the work.
Step 6 Reflection: Write a paragraph about one of the following: a challenge or obstacle you had to overcome and your solution, what you would do differently, or what worked well.

Resources for this assignment:

Visual Arts Glossary
http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf (pages 187-202)
(NOTE: This glossary should provide you with the necessary information to complete the course assignment. If you need additional glossary information or illustrated examples, you are encouraged to review the Recommended Resources on Page 1-2 of the syllabus and/or any other books or Internet websites you find helpful.)

About the Artist: Jacob Lawrence (document included in this packet) provides information about the artist and suggested Internet and text resources for viewing his art

Criteria for evaluation:
The painting (9"x12" or 12"x18") clearly depicts a neighborhood scene. The space of the paper is filled with lines and shapes and leads the eye off the edges of the paper. There is a color scheme of 3-4 colors and at least 3 values of one color. Shapes are painted with flatly applied color. The craftsmanship is neat and carefully done. The painting shows creativity and original thinking. The one paragraph written reflection is completed.

Name of Assignment: **PowerPoint Presentation:**
A Pictorial Dictionary of Art Terms

Objectives:

- Demonstrate knowledge and understanding of visual arts taught at the elementary and middle school levels.
- Demonstrative knowledge and understanding of elements of visual arts and principles of design.
- Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
- Demonstrate knowledge of the Washington State Visual Arts K-12 Learning Standards (including the Washington State Essential Academic Learning Requirements in the Arts): http://www.k12.wa.us/Arts/Standards/default.aspx
- Consider ethical dimensions of teaching the visual arts.

Rationale for the assignment:
This assignment provides an opportunity for you to explore the relationship between elements of visual arts/principles of design and the Washington State EALRs and Grade Level Expectations (GLE) and Evidence of Learning. You will be asked to put yourself in the mindset of an elementary or middle school teacher directed to provide visual arts instruction which meets the Visual Art EALRs and specific Grade Level Expectations. Thus, you will be able to apply your visual arts learning to the real world of classroom teaching in an engaging and age appropriate manner.

Description of the assignment:
Create a Pictorial Dictionary of Art Terms as a PowerPoint presentation. Your presentation should be designed as a teaching tool for a specific grade level between Kindergarten and Grade 8. Use words and pictures (photos, art reproductions, drawings/illustrations, etc.) to accurately define and/or describe the 7 elements of visual arts and 4 of the 8 principles of design.

Your work should address :
Visual Arts EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
Component1.1: Understands and applies visual arts concepts and vocabulary.
Grade Level Expectation (GLE)/Evidence of Learning 1.1.1 - 1.1.6
AND
Grade Level Expectation (GLE)/Evidence of Learning 1.1.7.

Your PowerPoint presentation should be age appropriate and suitable for classroom use – each slide should be clear, simple and engaging for students to view and understand.

Steps to Follow:

Step 1
Before you begin, review the Visual Arts K-12 Learning Standards including the Grade Level Expectations (GLE) for Grades K-8.

- Options for Implementing the Arts Standards through Visual Arts by Grade Level
  http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf
  - pages 1-12 (provide an overview)
  - page 13 (navigating the document)
  - page 14 – 105 (Arts Standards by grade level)
    OR
    refer to Online Grade Level Standards & Resources,
    http://tinyurl.com/3k7bkf9

Step 2 Choose one grade level from Kindergarten through Grade 7/8.

Step 3 Create a Pictorial Dictionary for your chosen grade level using the computer technology of a PowerPoint program as a teaching tool.
PLEASE NOTE: You can use one of the design templates provided in the PowerPoint program or you can design your own.

Your completed Pictorial Dictionary should include at least the following 12 slides:

- **Title Page** (one slide, include the grade level)
- **At least one slide for each of the 7 elements of visual arts**
  - Use words and pictures (photos, art reproductions, drawings/illustrations, etc.) to accurately define and/or describe each element (line, shape and form, color, value, space, texture).
  - **Refer to:**
    - **Visual Arts Glossary:** (pages 187-202)
      http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf
    - **Visual Arts EALR 1:** The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
      Component: 1.1 Understands and applies visual arts concepts and vocabulary.
      Grade Level Expectation/Evidence of Learning: 1.1.1 - 1.1.6
      http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf
      page 14 – 105 (Arts Standards by grade level)
      OR
      Online Grade Level Standards & Resources
      http://tinyurl.com/3k7bkf9
- **At least one slide for each of 4 principles of design (you choose any 4 of the 8 principles to include)**
  - Use words and pictures (photos, art reproductions, drawings/illustrations, etc.) to accurately define and/or describe each principle (repetition/pattern, contrast, emphasis/dominance, variety, balance, movement/rhythm, proportion, harmony/unity).
  - **Refer to:**
    - **Visual Arts Glossary:** (pages 187-202)
      http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf
    - **Visual Arts EALR 1:** The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
      Component: 1.1 Understands and applies visual arts concepts and vocabulary.
      Grade Level Expectation/Evidence of Learning: 1.1.7
      http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf
      page 14 – 105 (Arts Standards by grade level)

OR
Online Grade Level Standards & Resources
http://tinyurl.com/3k7bkf9

Step 5 Submit your completed presentation by including a color hard copy of the slides with your other assignments AND email me the PowerPoint presentation at silverb@seattleu.edu. This way I will know what the slides look like even if there are difficulties opening your email attachment.

Resources for this assignment:

PowerPoint computer program

The websites listed below are examples of PowerPoint presentations that use words and pictures to describe/define elements of design and principles of organization. Although they are not examples of this specific assignment, they should be helpful examples of how words and pictures can illustrate art terms.

http://art.pppst.com/elements.html
http://www.slideshare.net/tonye/elements-of-design-powerpoint-2006
http://www.writedesignonline.com/history-culture/AndyGoldsworthy/overview.htm

Arts K-12 Learning Standards
http://www.k12.wa.us/Arts/Standards/default.aspx

- Online Grade Level Standards and Resources
  http://tinyurl.com/3k7bkf9

- Options for Implementing the Arts Standards (Visual Arts) by Grade Level
  http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf

Visual Arts Glossary: (pages 187-202)
http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf

Criteria for evaluation: The Pictorial Dictionary should use words and pictures to accurately describe/define the 7 elements of art and 4 principles of design based on Visual Arts EALR 1, Component 1.1, Grade Level Expections/Evidence of Learning 1.1.1 – 1.1.7. The presentation should be clear, simple, engaging and appropriate for your chosen grade level. The chosen grade level should be included on the title slide.

Name of Assignment: **Reflection**

Objectives:

- Demonstrative knowledge and understanding of visual arts taught at the elementary and middle school levels.
- Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
- Demonstrate knowledge of the Washington State Visual Arts K-12 Learning Standards (including the Washington State Essential Academic Learning Requirements in the arts): http://www.k12.wa.us/Arts/Standards/default.aspx
- Value professional development by reviewing curriculum and participating in professional opportunities to enhance understanding of visual arts.
- Consider ethical dimensions of teaching the visual arts.
- Understand issues of diversity and multiculturalism as they apply to visual arts.

Rationale for the assignment: Active reflection on one's learning helps you refine your teaching and grow professionally. Inherent in reflection is a commitment to the ethical dimensions of what we do when we teach. This assignment is intended to help you reflect on what you are learning, and motivate you to grow professionally, and provide feedback to your instructor on your learning experience.

Description of the assignment: After you have completed all the assignments, do a self-assessment of the value of the independent study and what additional work you will need to do to be prepared to teach visual arts. Please provide feedback on the assignments answering the following questions:

1. Which assignments were particularly helpful to your learning? Explain.
2. What changes would you suggest to make this course better?
3. What additional work will you need to do to be prepared to teach visual arts?

Write a one- to two-page reflection.

Log: Be sure to attach your time log when you turn in your independent study.

Criteria for evaluation: Your assessment of your needs as a learner are relevant and realistic. Your assessment of the strengths and shortcomings of the assignments takes into account aspects of your own experience and understanding. You have provided suggestions for improvement of the course, if appropriate. You have provided a clear time log.

EPDAR 944 Visual Arts for Elementary Teaching

Before turning in your assignments please review this checklist of activities and place it as the cover page of your assignments:

Name:
Address:

Email address:

Periodically this syllabus is updated. Please note the date **at the bottom of page** of the syllabus so that both the instructor and the student are using the same syllabus.

Date on syllabus: _____

Have you included all the requested information for each assignment?

- π View and Respond to the Art of Jacob Lawrence paper
- π Color copy of the Jacob Lawrence painting your wrote about or a website link for viewing the painting
- π A Neighborhood Scene Painting
- π Reflection paragraph about your painting
- π PowerPoint Presentation: A Pictorial Dictionary of Art Terms (mail a color hard copy of the slides <u>and</u> email it to silverb@seattleu.edu)
- π Reflection paper
- π Time log
- π Self-addressed, stamped envelope to return all of your assignments

After you have completed each assignment, it is a good idea to review the assignment sheet to determine if you included everything requested. Also, review the criteria for evaluation. This provides you with the opportunity to do a self-assessment before you turn in your assignments for grading.