# SYLLABUS

**AEAH 1750.001 Visual Arts Integration**

<table>
<thead>
<tr>
<th>Lecture &amp; Lab</th>
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<tbody>
<tr>
<td>Department of</td>
<td>School of Education</td>
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<tr>
<td></td>
<td>Emerging Teacher Institute</td>
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<td></td>
<td>Division of Education and Education</td>
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<td>Interim Dean: Dr. Lisa Hobson</td>
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</tbody>
</table>

**Instructor Name:** Dr. Ruth J. Guevara  
**Office Location:** FH 254  
**Office Phone:** 972-338-1317  
**Email Address:** Ruth.Guevara@untdallas.edu  
**Office Hours:** Monday 11:00am-2:00pm Tuesday 2:30pm-4:00pm, Wednesday 2:30pm-4:00pm, Thursday 10:00am-1:00pm and Friday by appointment. Set appointment in advance.  
**Course Format:** 100% Face-to-Face. Lecture and lab.  
**Classroom Location:** UNT Dallas Dal 1 Room 244  
**Class Meeting Days & Times:** Tuesday 10:00am-2:20pm  
Aug. 27, 2019 - Sept. 24, 2019  
5 Week Session  
**Course Catalog Description:** (1 hour): Exploration of planning for meaningful visual arts integration within early childhood and elementary education, experimentation with a variety of media and processes, study of the basic elements and principles of art and an appreciation of a variety of art forms. Concurrent enrollment in lecture/lab component is required.  
**Prerequisites:** Not required  
**Co-requisites:** Not required  
**Required Text:** No text required.  
**Recommended Text and References:** A list of journals articles will be provided and reviewed in conjunction with weekly assignments. Reference list will include art and children in special programs such as Special Education, Bilingual and ESL in EC-6th classrooms.  

**Access to Learning Resources:**  
**UNT Dallas Bookstore:**  
972-780-3652  
Fax: (972) 780-3689  
**UNT Dallas Library:**  
phone: (972) 780-3625;  
web: [http://www.unt.edu/unt-dallas/library.htm](http://www.unt.edu/unt-dallas/library.htm)
Course Goals, Outline and Overview: Children and Art (AEAH 1750) - An exploration of the elements and principles of art; experimentation with a variety of art media as related to the theories of creative development and an appreciation of a variety of visual art forms. Concurrent enrollment in a lecture/lab component required. Satisfies the fine arts elective for early childhood and elementary education majors. Active participation in art assignments in and outside of class/lab sessions. Students are to engage in class discussions, reading assignments and active learning throughout the semester. The course will require reading assignments, class discussions, hands-on experiences, and lectures that will prepare students to plan and implement comprehensive art experiences for elementary aged students. Attention will be given to working with elementary students with diverse learning and different cultural backgrounds and ability levels. Students will learn and demonstrate understanding about the elements and principles of design in art, experiment with a variety of art media as related to the theories of creative development.

The goal of this course is to

Student Learning Objectives/Outcomes: At the end of this course, the student will

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<tbody>
<tr>
<td>1</td>
<td>Understand and articulate the role of visual arts in the classroom.</td>
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<tr>
<td>2</td>
<td>Apply basic art vocabulary to written, oral, and art making experiences in the classroom.</td>
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<td>3</td>
<td>Correlate learning in art to other content areas (TEKS) for interdisciplinary planning.</td>
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<tr>
<td>4</td>
<td>Apply an understanding of visual arts and culture, art history, art criticism, art appreciation, museum education, and aesthetics to the inquiry process.</td>
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<tr>
<td>5</td>
<td>Understands the importance of child development and how it is connected with art and the fine arts.</td>
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<tr>
<td>6</td>
<td>Actively participates in art activities that engages the creative spirit of the individual student.</td>
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PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES
STANDARDS: TAC §228.30:

Generalist EC-6: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely high-quality feedback. TEA State Standards

§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.

The provisions of the subchapter shall supersede §75.31(a)-(f) of this title (relating to Fine Arts) beginning September 1, 1998.

TEA State Standards
Review of TEA Chapter 117.1 Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary will be reviewed throughout the semester as it applies to art, children and the fine arts, work on in the classroom. The introduction and knowledge and skills subsection for each grade level will be reviewed and applied to the activities students will be working with throughout the five week session. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and
cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts and is essential to nurture and develop the whole child. This document will be reviewed and included as part of the weekly lectures.

INTASC Standards

Standard #1 - Learner Development
Standard #2 - Learning Differences
Standard #3 - Learning Environment
Standard #4 - Content Knowledge
Standard #5 - Application of Knowledge
Standard #6 - Assessment
Standard #7 - Planning for Instruction
Standard #8 - Instructional Strategies
Standard #9 - Professional Learning and Ethical Practice
Standard #10 - Leadership and Collaboration

COURSE STRUCTURE:
This course includes a series of lectures and lab assignments. Students are required to attend class and lab sessions. Lectures will include content learning, video reviews and discussions, research and current practices in art education, art curriculum, art narratives, children’s pictorial representations, art appreciation, art history, culture and creativity. Additional information will include students with learning and language differences and who meet the requirements under Chapter 89 Special Population. Review of test questions for the Preparation to Teach Content Areas state certification exam will be included in the 5 week art sessions.

The course will include quizzes, readings with research support, presentations of art work and an art collection of art assignments.

Course Outline

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Lecture Topics of Discussion</th>
<th>SLOs Student Learning Outcomes &amp; Assessment</th>
<th>Reading &amp; Art Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Lecture &amp; Lab</td>
<td>Powerpoint Presentation &amp; Review: Fundamentals of Art</td>
<td>1, 2, 5 Quiz #1</td>
<td>Calendar of Assignments, reading list and handouts. Art Collection</td>
</tr>
<tr>
<td>Week 2 Lecture &amp; Lab</td>
<td>Famous Artist Painting Like Matisee, Picasso, Van Gogh, Andy Warhol-Pop Art etc. Native American Art &amp; Symbols – Chart &amp; Story</td>
<td>5, 6 Quiz #2</td>
<td>Calendar of Assignments, reading list and handouts. Art Collection</td>
</tr>
<tr>
<td>Week 3 Lecture &amp; Lab</td>
<td>Cultural Art &amp; Artist Mosaic, Mola/Kuna Culture, Retablos, Northwest Coast Native Americans – Totem Poles, Tear Art – 3D Recycle Art open theme</td>
<td>3, 4, 7 Quiz #3</td>
<td>Calendar of Assignments, reading list and handouts. Art Collection</td>
</tr>
</tbody>
</table>
Week 4
Lecture & Lab | Weaving - Native American Weavers
| Weaving Panels paper bag, magazines, Beads, raffia, ribbons and fabric weaving | 4, 6, 7 Quiz #4 | Calendar of Assignments, reading list and handouts. Art Collection

Week 5
Lecture & Lab | Weaving Panels & Art Collection presentations | 4, 6, 7 Quiz #5 | Calendar of Assignments, reading list and handouts. Art Collection

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**GRADING MATRIX**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>SLOs</th>
<th>Value – Points</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Week 1 Fundamentals of Art – Basic Elements of Design</td>
<td>1,2,5,7</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Week 2 Painting – Prints</td>
<td>5,6,7</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Week 3 Cultural Art</td>
<td>3,4,7</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Week 4 Weaving Paper &amp; fiber</td>
<td>4,6,7</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Week 5 Weaving Art Collection</td>
<td>4,6,7</td>
<td>100 pts Art Portfolio</td>
<td>100 points TOTAL: 500 pts</td>
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</tbody>
</table>

**Course Artwork grading matrix:** **ART COLLECTION**  
A = 90 -100 B 89-80 C = 79 – 70 D = 69 – 60 F = below 60% did not complete art assignments.

**Extra points: Art Collection = 50pts.** May include extra examples of art in your art collection. Extra art assignments include cultural perspectives in art with one example of the artist unique artwork included and to be evaluated. Art techniques and presentation will be included as part of the student’s art collection. Check with the instructor for ideas and approval before including extra art work in your art collection.

**University Policies and Procedures**  
**Students with Disabilities (ADA Compliance): University Policies and Procedures**  
Students with Disabilities (ADA Compliance): The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students’ with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information call Ms. Cindy Suarez, director of the Office of Disability at 972-338-1777. Email address: UNTDisability@untdallas.edu. Office: Founders Hall, Office 204. UNTD Policy 7.004.

**Course Evaluation Policy:** Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester. Your feedback is important and contributes to making revisions if necessary to the course assignments, lectures and lab sessions. Your voice and comments are important and will provide insight on how to best make appropriate changes and improvements with this course.

**Assignment Policy:** According to the instructor’s discretion while working in accordance with the School of Education and program guidelines to inform our students of the policies that are aligned with each of the courses.
Exam Policy: Exams should be taken as scheduled. No makeup exams will be allowed except for documented emergencies. Appropriate documentation is required in order to validate the type of absence and approval from the instructor for the student to make up an exam, quiz and presentation of his or her work as scheduled on the Calendar of Assignments. No details of a medical visit, emergency treatment or hospitalization will be required. Information should be on letterhead of the medical office or facility and only include the date and year the patient presented, was treated and released. This same request will apply when attending a family funeral.

STUDENT EVALUATION
50% of the overall course grade is determined on the weekly lecture sessions, participation and completion of assignments during class. The remaining 50% of the overall course grade is determined in the weekly lab sessions. Therefore, your overall course grade is determined by averaging together your lab grade with your lecture grade. Students are expected to participate in the lecture and lab sessions. A grading matrix will apply for the lecture and lab sessions. A rubric will be used to score each of the art assignments and art collection as part of the lab section of the course. Additional points will be based on the quality and highest level of performance and completion of each art assignment and art collection. This will include the student expanding on 1-2 additional art examples as worked on in class with a different and creative presentation. Additional points will be based on the quality and highest level of performance and completion of each art assignment and art collection.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments will abide by the UNTD Academic Integrity Policy.

Bad Weather Policy: Students will be notified by the Marketing and Communication Department of campus closure due to inclement weather conditions that may include ice, sleet, snow and or tornadoes near the campus. The department will also update the UNTD website, Facebook, Twitter and local television stations with closure of campus by providing information as soon as it is available. For more information refer to http://www.untdallas.edu/police/resources/notifications

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at http://www.untdallas.edu/hr/upol
Students are expected to attend class and be active participants throughout the semester. It is strongly recommended that students avoid any tardy or absence during the five week class sessions. It is the responsibility of the student to schedule with the instructor any make-up class work, presentations and or exams. Students are responsible to notify the instructor if they are not able to attend class and are to provide valid reason for their absence. Students are responsible to make up any work missed in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes and any changes or updates to the course calendar and assignments if they are absent.
Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the

**Assignment Policy:**
APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects and presentations.

**Laptops** – Laptops will only be used in class as they pertain to an assignment in class. Laptops will remain closed during the start of class and the instructor’s lectures. Laptops will be used during an activity or in search of specific information pertaining to in-class art assignments and or groups working on an activity. Students who are responding to emails will be asked to shut down their lap top.

**Cell phones:** All cell phones must be kept in either the student’s backpack, tote bag or purse. No cell phones will be used during the instructor’s or guest speaker’s lecture, presentations and demonstrations. All cell phones must be placed on silent mode. Students expecting an emergency call will need to notify the instructor prior to the start of class. Each request will be heard and reviewed on an individual basis. Failure to adhere to this practice. Students are to meet the highest standards of professional practice as set by the university and instructor pertaining to cell phone usage in class. Texting will not be tolerated during class and when the instructor is lecturing and or working with students.

**Incomplete Work** – Request for an “I” - Students seeking to receive an incomplete will need to be in good standing, have 80% of their work completed, must meet either one of the following: 1) emergency surgery, called to military duty, family medical emergency and attending a family funeral. The instructor has the right to request specific documentation to support the request for an incomplete. Failure to submit a request will result in a low or non-passing grade based on the final submission. Art Collection of art assignments.
### CALENDAR AND ASSIGNMENTS CHECKLIST FOR VISUAL ARTS INTEGRATION

#### Lecture & Lab Assignments

**Attendance Check – Greetings & Welcome to Art!**
**Review: Course Syllabus and Schedule of Art Lab Assignments**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS – Lecture, Discussions, Reflections</th>
<th>LAB ASSIGNMENTS THEMES – Art Collection</th>
<th>SLOs</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1    | Chapter 117 Texas Essential Knowledge and Skills for Fine Arts Subchapter A. Elementary  
**TOPICS**  
- Stages of Children’s Art  
- Victor Lowenfeld, Rhoda Kellogg  
- Rendering Art  
- Seeing & planning like and Artist  
- Art in the Early Childhood and Elementary Classroom  
- Art Activities and Second Language Learners  
- Art Activities for Children with Learning Differences  
- Art History for Children – Egyptian Hieroglyphics Interpretations, Perspectives & Voice  
- Great Artist – Michelangelo, Leonardo da Vinci, Cezanne, Monet, Picasso, Van Gogh, Degas, Matisse, Chagall, Klee, Kahlo, Warhol,  
- Art in Children’s Literature Books an Illustrator’s work.  
- Art Narrative Stories & Symbols  
**Resources:**  
Audio review: [www.artsconnected.org](http://www.artsconnected.org)  
Teaching Shading in Drawing [http://www.goshen.edu/art/ed/shading.htm](http://www.goshen.edu/art/ed/shading.htm)  
Teaching Channel [www.teachingchannel.org/videos](http://www.teachingchannel.org/videos)  
• Name or Word Art Design  
• Designs – Visual Music & Kaleidoscope Lines  
• Cityscape – Which city?  
• Symbols used in Stories A Secret Indian Story  
• Quilt with Geometric Shapes/Small Panel  
• Cut Out Collage – Henri Matisse  
• Creating a Shape Hunt  
• Texture – Seeds, beans, pasta “Find/Describe Texture” Chart  
• Drawing people, animals, buildings, landmarks, city, town, village, city scape, etc.  
• Portrait Collection  
• Collection of Assortment of Drawings  
• Collection of Stages of Children’s Art  
**Art Collection** | 1, 2, 5, 7 | 100 |
| 2 | • Working with paints in the classroom.  
  • Art connections to content appropriate for the Classroom. **Video Review of Art in the Classroom. Voices from the Children. Teaching Channel Using the Arts to Promote Critical thinking - TeachingChannel.org**  
  • Addressing art with children, students with learning differences, diverse learners (ELs) and special needs.  
  • Color Wheel, exploring with mixing of primary and secondary colors  
  • Complimentary colors  
  • Simple Facts about Famous Artist  
  • Deep Space Sparkle – video – Starry Night  
  http://www.deepspacesparkle.com/2013/08/13/starry-night-multi-media-art-lesson  
  http://www.incredibleart.org/links/artgames.html  
  Video review: [www.artsconnected.org](http://www.artsconnected.org) | • Painting Techniques  
  • Tempera  
  • Watercolor  
  • Oil Pastels  
  • Color Wheel Mixing Colors  
  • Warm & Cool Ocean Scene, Sunset, Sunrise, Desert, etc.  
  • Complimentary Color Puzzle Design  
  • Circular Forms with crayons, color pencils, and oil pastels, Wassily Kandinsky  
  • Color Surprise – Tissue Paper (bleeding tissue)  
  • Prints – Styrofoam plate, yarn on a card patterns  
  • Cardboard Art – Buildings & color | 5, 6, 7 | 100 |

| 3 | **Art Collection Ideas**  
  Prints: leaf, animal, bird, landmark  
  Collage: Self-Portrait, artistic tapestry/**My Art Narrative Story**  
  Mosaic: Insect, animal, flowers, etc.  
  Mola open – Free Choice  
  Retablo: Mexican Folklore – Your Story  
  Recycle Box Art – **Free Choice**  
  Tear Art – Torn Paper Art – Open Theme  
  Northwest Coast Native Americans – Totem Poles (paper towel roll and or tube)  
  Aboriginal Cultural Folk Art Paintings  
  Word & Picture Art – A Visual Art Story Design or Story | • Handout information for each category.  
  • 1 example of each in this category | 3, 4, 7 | 100 |
| 3D Art – Recycle Art Project | Handout on Recycle Art  
<table>
<thead>
<tr>
<th>Small to Big Art Project</th>
<th>Small to big items</th>
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</table>
| **4** Weaving Panels with Fibers and Paper Beads, raffia, ribbons and fabric weaving | Handout: Steps to Paper, Cardboard and Weaving Looms: Weaving in the Classroom  
| | Videos- youtube  
| | Demonstration by Instructor  
| | **JOURNAL ENTRIES**  
| | Variation of paper weaving examples.  
| | |  
| | | | 4, 6, 7  
| | | | **100** |
| **5** Completion of Weaving – **Art Collection** – A written reflection, visual, and oral presentation required. | Art Collection completed with required art assignments.  
| | |  
| | | | 4,6,7  
| | | | **TOTAL**  
| | | | **100 pts** |

*Final Art Collection Exhibit & Presentations*
Research List for Art Education
Children and Art

Reading List:


Kindler, Anna M. University of British Columbia, Canada, Art and art in Early Childhood: What can young children learn from “a/art activities?”

McArdle, Felicity (1994) “Art education” in the early years: learning about, through and with art. Charles State University, Australia


Children’s Literature Book List

**Ten Little Rabbits**
By Virginia Christian & Sylvia Long

**Abuela’s Weave**
Award Winner

**Songs from the Loom**
A Navajo Girl learns to weave

**The Goat in the Rug**
An inlet to Charles L. Blood & Morris Link
By Geraldine
Illustrated by Mary Winslow Parker

**Navajo Rugs and Blankets**
A Coloring Book
By Chuck and Andrea Mobley
Illustrated by Sam Mike

**Children’s Books on Navajo Rug Weaving**

**Weaving Around the World: Projects and Books for Kids!**

**Little Eagle**
A Navajo Boy
Eric Carle