New Course Request  
Indiana University  

Check Appropriate Boxes:  
Undergraduate credit  
Graduate credit  
Professional credit  

1. School/Division: Herron School of Art + Design  
2. Academic Subject Code: HRE  
3. Course Number: M400  (must be cleared with University Enrollment Services)  
4. Instructor: Dr. Cindy Baghmann  
5. Course Title: Laboratory/Field Experience: Elementary School  
   Recommended Abbreviation (Optional): Field Exp: Elem School  
   (Limited to 32 Characters including spaces)  
6. First time this course is to be offered (Semester/Year): Fall 2023 to 2024  
7. Credit Hours: Fixed at 3 or Variable from 0 to 3 cr  
8. Is this course to be graded S-F (only)? Yes  
9. Is variable title approval being requested? Yes  
10. Course description (not to exceed 50 words) for Bulletin publication:  
    Supervised laboratory or field experience in elementary school(s). Coreq: M471  

11. Lecture Contact Hours: Fixed at 2.5 or Variable from 0 to 0  
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from 0 to 0  
13. Estimated enrollment: 35 of which 0 percent are expected to be graduate students.  
14. Frequency of scheduling: Every Spring  
15. Will this course be required for majors? Yes  
16. Justification for new course: Herron Course for Herron Art Education Students  
17. Are the necessary reading materials currently available in the appropriate library? Yes  
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.  
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.  

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.  

Submitted by:  
Department Chairman/Division Director  
Date  

Dean of Graduate School (when required)  
Date  

Approved by:  
Dean  
Date  

Chancellor/Vice-President  
Date  

University Enrollment Services  

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
M472 TEACHING ART IN THE ELEMENTARY SCHOOL

Dr. Cindy Bixler Borgmann
Office: HM005, 920-2450 or 920-2455 (messages only)
Office hours: M/W 11:00 - 2:00
cborgman@iupui.edu

Bulletin description: M472 (3 cr) P: M371
Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To be taken concurrently with EDUC M400, which encompasses off-campus experiences in the elementary schools.

Course description: This course is designed to develop student skill in teaching art to young people - preschool through elementary. Needs, interests, and capabilities of the young audience will be examined through readings, field experience, and inclass discussion. Emphasis will be placed on methods and content development (lessons/curriculum) for increasing children's abilities in art production, art criticism, art history, and aesthetics; and promoting authentic environments where students construct meaning.

Course objectives: The objectives of this course are to increase student's ability to:
* identify needs, interests, and capabilities of all elementary age children in art
* identify and plan for quality art curriculum, goals, and assessment measures
* prepare and teach authentic units of instruction with developmentally appropriate objectives, content materials, and assessment tools
* provide the structural framework of an art curriculum designed for a sequential, discipline based elementary art program where children construct meaning
* use appropriate methodology and strategies in teaching for critical inquiry in art criticism, art history, aesthetics, and studio in the social context of the elementary art room
* plan for integrated learning experiences in art with the elementary classroom teachers
* study the contemporary art world and implement these works of art / ideas in the art room
* practice organizational skills and classroom management with children
* develop reflective thinking and action research as best practice
* use critical thinking skills and nurture a value for professional development

Goals: Objectives for this class are encompassed in three major learning goals focused on developing habits of mind. These are: Goal 1) construction of authentic units of art instruction by practicing habits of research as preliminary practice in constructing units; Goal 2) development of reflective practice by practicing habits of reflection and action research - analyzing teaching performance in relation to student performance and behavior, then using this analysis to improve teaching; and Goal 3) valuing of professional development by practicing habits of engaging in action research, reading professional literature, and sharing work in professional arenas.

Assessment: Student learning will be assessed through performance on the following assignments:
  30% Art Talks teaching (video, lesson unit, assessment of teaching, observations, reflections)
  20% quizzes/ midterm
  30% inclass assignments (Artist Biography, Inquiry lessons: aesthetics, history, criticism, studio)
  20% final revised unit/portfolio
Each of the above assignments is accompanied with assessment criteria and tool (rubric) upon distribution.
Required Texts:
appreciation
program. Indianapolis, IN: MSD Washington Township.
Indiana k-12 academic standards 2000: visual arts, (editor) In Indiana Department of
Education *Indiana k-12 academic standards 2000*. Indianapolis: Indiana Department of

Expectations: Inclass discussion and participation are a large portion of this class. Attendance and
punctuality are mandatory and will count heavily toward final assessment of professionalism. Please
contact instructor in event of absence.

Accommodations: Students needing accommodations because of disability will need to register with
Adaptive Educational Services and complete the appropriate forms issued by that office before
accommodations will be given. Adaptive Educational Services is located in CA 001E. (274-3241)

Weather: In the case of bad weather on field experience days watch for the closing of school district you
are observing; if closed do not observe that day. For information on university class status the IUPUI
weather advisory is http://www.iupui.edu/it/registrar/adverseweather.html or call 278-1600.

Standards for Professional Development and Student Learning:
In this course the following standards/principles will be assessed.

Indiana Fine Arts Standards for Professional Development: These standards are practiced and assessed:
#2: Curriculum: Teachers begin to demonstrate knowledge of curriculum theory and structure for visual
art and use skills in development, implementation, and revision to provide arts curricula that meet the
educational goals and needs of the elementary learner and the local community. (Art Talks)
#3: Student Learning: Teachers begin to understand that many instructional options are available and use
a variety of strategies that are developmentally appropriate for elementary students and visual art. (Art
Talks)
#5: Assessment: Teachers demonstrate knowledge of and skill in assessing instruction and learning.
Teachers develop and apply assessment measures out in schools with children. (Art Talks - videotaped for
self assess.)
#6: Classroom Management: Teachers understand that classroom management which creates a classroom
environment conducive to learning depends on the consistent, objective use of a reasonable system of
procedure in a fair and compassionate manner. (Art Talks - full class teaching)
#7: Professional Growth and Development: Teachers understand the importance of professional growth
and development and commitment to the profession by participating in personal and professional
development activities. This includes membership in the Herron chapter of the National Art Education
Association and presentation/attendance at the annual conference of the Art Education Association of
Indiana. Ongoing collection of evidence of development as a professional for the exit portfolio.

Principles of Teacher Education - School of Education:
Principle 1: Conceptual Understanding of Core Knowledge:
Set learning goals that reflect command of the subject matter.
Demonstrate teaching as an inquiry process, collecting and analyzing data about students’
learning, and generating plans designed to support student learning.
Improve learners quantitative and communication skills through meaningful learning engagements.
Model effective communication and problem solving
Use a variety of art materials and techniques and technology (video, dvd, website resources, internet)

Principle 2: Reflective Practice
Demonstrate teaching as an inquiry process, collecting and analyzing data about students’ learning through visual sign systems, facilitating dialogue and inquiry with works of art, and generating invitations designed to support student learning.
Entertain multiple perspectives through sharing interpretations of works of art, inclass readings, and the multiple ways of knowing made possible through aesthetic experiences.
Self assess from multiple perspectives collect information through observation of classroom interaction.
Assess learners’ development and knowledge
Use assessment processes appropriate to learning outcomes.

Principle 3: Teaching for Understanding
Set clear goals for learning experiences.
Provide learners with meaningful choices in interpreting and planning visual experiences for making meaning in the classroom.
Create a collaborative, supportive social environment.
Engage learners in generating knowledge and testing hypotheses.
Use multiple strategies to engage learning utilizing multiple intelligences and nurturing aesthetic experience.
Encourage learners to see, questions, and interpret ideas from diverse perspectives.
Create an inviting, interactive learning environment.
Ask questions that promote learning.
Build on children’s prior knowledge.

Principle 4: Passion for Learning
Learn about learners and teaching through reflective practice.
Recognize and support learners’ intellectual, social, and personal growth.
Support learners with special needs.
Engage learners in multiple ways of knowing.
Provide learners with access to learning opportunities.
Engage in personal inquiry to construct content knowledge and skills.

Principle 5: Understanding School in Context of Society and Culture
Act as a change agent.
Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
Challenge negative attitudes.

Principle 6: Professionalism
Demonstrate and document standards-based practice in the classroom.
Participate in professional organizations and resource networks beyond the school.
Dialogue with colleagues about issues that are complex and difficulty.
Give presentations for other professionals.
Promote positive attitudes.
Operate on democratic principles.

IUPUI Principles for Undergraduate Learning:
#1: Core Communication Skills: Students demonstrate ability to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology. Student practice written and spoken communication in one-on-one teaching and large group; how to facilitate discussion and thinking in students in elementary schools; and analysis and apply research in art education.
#2: Critical Thinking: Students analyze carefully and logically information (visual images, text, verbal dialogue) and ideas from multiple perspectives in a social context. Students begin to develop reflective practice and how to nurture critical inquiry and reflection - making meaning of our world - in elementary children.

#3: Integration and Application of Knowledge: Students use integrated information and concepts from studies in multiple disciplines and plan for integrated interdisciplinary units for elementary students.

#4: Intellectual Adaptiveness: Students examine and organize disciplinary ways of knowing, and apply and modify them to specific issues and problems based on the contexts and requirement of particular situations.

#6: Values and Ethics: Students make judgments with respect to individual conduct, citizenship, and aesthetics, recognizing art as a visual sign for communicating meaning and values of life. Students recognize the importance of aesthetics in their personal lives and society and how to nurture aesthetic perception and aesthetic experience in young people.

Class References and Further Readings


Bolin, P. (September, 1996). We are what we ask. Journal of Art Education.


Sources on Arts Integration:


M472 Teaching Art in the Elementary School - daily agenda

Note: All assignments listed under Assign will be due the next class meeting unless specified otherwise. Chapters are from text: Children and Their Art.

1/10 Introduction: What we know and what we want to know. Overview of semester.
Assign: “Aesthetic Modes of Knowing” in The Kind of Schools We Need, Eisner (Cloning the Author); and Read text chapters 1, 2 at leisure, before taking Praxis Specialty Area, NTE. Art Talks Unit (Due 3/9) and make final decision on artist for this unit (1/26)

1/12 Authentic learning: Aesthetic Experience and Constructing Meaning, discuss readings; curriculum components; connecting with national, state, and district standards
Projects: Bring sample of drawing or painting by child under the age of 6; and, Lesson Plan File (Due 1/19): Bring photocopied art lessons/critiques for early childhood (PreK, K,1) manipulative stage (scribbling/preschematic) including a making art (studio) and a responding to art (criticism/history/aesthetics) experience for each lesson. If an artist’s work is not included with your chosen studio lesson, adapt the lesson with an appropriate artwork/questions you would use to engage response. See: Portfolio, SRA, Discover Art, in Education Building, CRC. Collect appropriate lessons for drawing, painting, printing, and sculpture (carving, modeling, or constructing).

1/17 Martin Luther King Day - No School

1/19 Early childhood/Primary: Artistic development (responding/creating): characteristics, needs, skill development, and teaching strategies in manipulative (scribbling/preschematic) and beginning symbol making (schematic) stages (role of creative play in art and learning)
Project: Bring in a drawing or painting by a child in schematic stage and preadolescent stage.
Lesson Plan File (Due 1/31): Bring photocopied art lessons/critiques for schematic and preadolescent developmental stages including a making art (studio) with a responding to art (criticism/history/aesthetics) experience for each lesson. If an artist’s work is not included with your chosen studio lesson, adapt the lesson with an appropriate artwork/questions you would use to engage response. See: Portfolio, SRA, Discover Art, in Education Building, CRC. Collect appropriate lessons for drawing, painting, printing, and sculpture – carving, modeling, or constructing/assembling.

1/24 Field Observation in assigned Art Talks classroom with reflective journal entry (due 1/31)
Discuss choice of artist for your Art Talks unit with your art teacher.

1/26 Field Observation in assigned Art Talks classroom with reflective journal entry (due 1/31)
Discuss choice of artist for your Art Talks unit with your art teacher.
Assign: Readings: Aesthetic Development, by M. Parsons/ D. Feldman/Housen (handouts)  
“Designing Education for Understanding”, in The Disciplined Mind, Gardner.

1/31 Middle/Intermediate Childhood: Artistic development (responding/creating); characteristics, needs, skill development, and teaching strategies in (symbol making and preadolescence stages)
Assign: Readings: Art Talks : Artist Biography assignment with student examples;
Project: Develop age appropriate biography on your artist and lesson plan for teaching the relevant historical information of your artist. (Due 2/14) 
(Research Art Talks artist)

2/2 Feedback and authentic assessment: When and how to use traditional tools of assessment with young people. Rubric development (Imaginary Creatures); criteria for rubric development
Assign: Reading: Text - Chapter 17: Curriculum/Assessment;
Short Sheets by Borgmann/Parr
Project: Create rubric for elementary studio. 
(Research Art Talks artist)

2/7 Feedback and authentic assessment: When and how to use traditional tools of assessment with young people cont.; Conceptual framework, Goals for state, program, grade, unit; Writing units of instruction: Standard, Concept, Objective, Teaching (introduction/closure), Assessment; alignment of objective/teaching/assessment.
Assign: Reading: Text - Chapter 19 Assessment. 
(Research Art Talks artist)

2/9 Student rubrics discussed. Developing strong history lessons/biography. Motivation in history lessons: manipulatives, story, focus, student engagement, activities (view past Art Talks discussions).
Assign: Reading: Text - Chapter 13 Art History
(Research Art Talks artist)

2/14 Art history lessons presented in class. Critique of videos of student instruction in art history and response lessons. Art Criticism:Developing visual language with young people and conversation in responding to art.
Assign: Reading: Text - Chapters 12- Criticism and 14 - Aesthetics
Project: Design an activity and lesson for engaging meaningful dialogue/understanding work by your Art Talks artist (Due 2/16)

2/16 Rough draft on biographies turned in. Response activities presented in class. Aesthetic development and questioning.
All 3 lessons for Art Talks- typed (Due 3/9)
Assign: Reading: Text - Chapters 6 Drawing and 7 Painting
Project: Aesthetics lesson/activity (Due 2/28)

2/21 Field Observation in Art Talks classroom with journal reflection due next class.
(Arrange for a trial VUE activity w/3 students in your art talks classroom.)

2/23 Field Observation in Art Talks classroom with journal reflection due next class.
(Arrange for a trial VUE activity w/3 students in your art talks classroom.)

2/28 Aesthetic lessons presented; Studio - Drawing and Painting: Methodology, content, and skill development; and, motivation
Assign: Reading: Read Art Talks: Unit assignment and assessment
Project: Art Talks Studio lessons

3/2 Midterm
Assign: Reading: Text - Chapter 9 Printmaking and Chapter 15 - Methods for Teaching Art

3/7 Studio - Printmaking: Methodology, content, and skill development; motivation
Assign: Reading: Text - Chapter 8 - Sculpture;
Project: Bring sculpture lessons/critique for all developmental stages from Lesson Plan File.

3/9 Present Art Talks Units Inclass; using video in the classroom; Studio - Sculpture: Methodology, content, and skill development; motivation.
Art Talks Units Due to Cindy and Art Talks Teacher Today. NO EXCEPTIONS!
Assign: Readings: Text on Chapter 17 Curriculum & Chapter 18 Classroom Management
Project: Portfolio (Due 4/30)

3/14 & 3/16 IUPUI Spring Break

3/21 Field Observation (Art Talks Schools - Washington Township). Be sure to check on any last minute needs or questions with your teacher at this time as students and teachers will be leaving for their Spring Break on Friday and not available for consultation until 4/6 - the first Art Talks teach.

Assign: Reading: Art Talks Booklet Assessment and Teaching Reflections and Project: Art Talks Unit - revision

3/28 Art ed open lab for laminating and preparation: All hands on teaching materials and handouts prepared and ready for Art Talks teaching.

3/30 Classroom management: Guest Speaker

4/4 Monday Art Talks - Teach 1
Assign: Assign: Watch video, apply rubric, send reflection/self assessment of performance-Oncourse two days after teach (4/6).

4/6 Wednesday Art Talks - Teach 1
Assign: Watch video, apply rubric, send reflection/self assessment of performance-Oncourse two days after teach (4/8).

4/11 Monday Art Talks - Teach 2
Assign: Watch video, apply rubric, send reflection/self assessment of performance-Oncourse two days after teach (4/13).
4/13 Wednesday Art Talks - Teach 2
Assign: Watch video, apply rubric, send reflection/self assessment of performance-On course two days after teach (4/15).

4/18 Monday Art Talks - Teach 3
Assign: Watch video, reflect on all three teaching performances and do an evaluation using your rubric, write reflection on your strengths and weaknesses of teaching based on your 3 day performance AND bring your video to class cued to a 3 minute segment that supports (visual evidence) an important point made in your reflection - Due 4/25 (video presented in class).

4/20 Wednesday Art Talks - Teach 3
Assign: Watch video, reflect on all three teaching performances and do an evaluation using your rubric, write reflection on your strengths and weaknesses of teaching based on your 3 day performance AND bring your video to class cued to a 3 minute segment that supports (visual evidence) an important point made in your reflection - Due 4/25 (video presented in class).

4/25 In-depth class discussion/sharing activities (successes and failures). Bring in samples/activities and prepare to share your experiences. Share 3 minutes of video - your choice.
Assign: Sign up for individual performance assessments of teaching with professor.

4/27 Individual assessments / Portfolio Due / Final Unit Revision:

5/2 Class reflections and evaluations