

VAE 101: EARLY CHILDHOOD ART EDUCATION

University of Dayton

Spring 2022 Sections 01 & 02



Instructor: Sarah Brashears (she, her)

Hub- Dayton Arcade Creative MakerSpace 35 W 4th St, Dayton, OH 45402

1:00-2:15 and 2:30-3:45 PM T/TH (OR online if deemed necessary by the University)

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Office Hours T/TH 9-10:30 AM (OR by appointment)

Course Intent

This course is designed to familiarize students, specifically those seeking Early Childhood Licensure, with **principles and practices of art education**. Students will learn various art media and techniques used in the creation of art and will be able to apply that knowledge to their own work with children. It is difficult to teach and share that with which we are uncomfortable; **this course fosters greater comfort with art**. Ultimately, students will leave the course with a greater sense of empowerment as a creator of art and an awareness of considerations that they as future teachers will integrate art into their own teaching practice. **This course provides a means to explore art – both as a form of meaning-making and as a vehicle for communication.** As teacher candidates it is valuable to develop comfort with art processes and practices. It is necessary to examine the historical and contemporary implications of art to early childhood learners, and to engage in experiences that **promote understanding of the value and use of art within society and the educational setting.** **We, as a class, will be integrating art into cultural, social, and personal expressions during each and every class meeting.**

So, buckle in your brains.

Course Goals

Through this course you will...

1. Acquire knowledge of the history of art education.
2. Demonstrate a basic understanding of terminology and theories in art education.
3. Develop resources and research skills for use in the early childhood classroom.
4. Become familiar with and confidently use various art media.
5. Demonstrate the organizational ability needed to teach art to children.
6. Experience the process of creative problem solving.
7. Understand the developmental stages of learning as they pertain to art making.
8. Become familiar with interdisciplinary methods of art making and their uses.

Course Responsibilities

Grade Distribution	
Professional reading and BSB	20%
Studio Lessons	30%
Lesson Plans/Response Questions–(plus two presentations)	20%
Class Participation and attendance (each week)	10%
Final Portfolio with self-assessment (final assignment)	20%

1. Readings 20%

All students are expected to read the weekly course materials and prepare for/ participate in each class session. To help that process, **each week students will take notes in a Bullet Point Sketchbook (BSB)**. Students will use these notes to help them respond to questions during our class discussions and to facilitate thoughtful conversations. This book ALSO helps inspire creativity throughout the course.

2. Studio Lessons 30%

Studio time (in which we apply what we are learning) is an important component of the class. To succeed in the studio, you do not need to be a “great” artist. **The effort you expend on the assignment, the attitude you choose to have when approaching the work, and the level of craftsmanship of the final product will all play a role in your grade on each studio experience.** It is imperative that you are present for studio assignments. If you miss a studio due to an excused OR unexcused absence, you have two choices. You can 1: schedule a T/TH morning appointment to make up the studio, or 2: complete the missed studio lesson on the make-up studio day at the end of the semester. There is only one available date, but it is a day open for any student to use the studio for make-up work with my assistance.

3. Lesson Plans and Response Question Submissions 20%

Each week students will create **EITHER** a lesson plan or a response to chapter questions. Both options are worth an equal number of points towards your final grade in the course. These will be turned into Isidore. The lesson plan uses a provided template. This lesson should connect with either the chapter discussion or the studio assignment. You will create concrete objectives tying art teaching methodology to all subject lessons. The response questions are “creative contemplations” about the class lecture and/or week’s chapter. (FYI: There is one exception to this weekly plan. At the end of the semester you will be asked to present a children’s book to the class. This presentation will count for the weekly lesson plan/response questions.)

*In the second nine weeks there will be two in-class or FlipGrid presentations. The first will connect with our discussion on holding a class critique. The second is in connection with our unit on children’s books.

4. Participation 10%

You are asked to be an **active participant** in class. You are the most valuable asset to your learning and that of your peers. You bring unique insight and experience to the course. Full participation in class discussions and studio demonstrations is essential in this course. You should not be on your laptop or phone during lectures. This is disrespectful.

5. Final Portfolio 20%

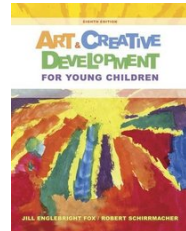
Your final evaluation consists of examples from each course area, the above numbers 1-4. You will submit examples from the semester as well as a typed Self-Reflection. Your growth and learning, the quality of your work, and your attendance, participation, and preparation for class sessions are all in your hands. I assume you will give your best effort at all times. Please note, final grades will be based on the thoughtfulness and quality of work. Incompletes will not be given for the course except in extreme situations and only with prior approval. **The standard Undergraduate point/percentage grading scale is used in this course. (Updated August 2021)**

Some things to consider

- In order to get the most from the course, it is in your best interest to turn in assignments ON TIME. I am of the opinion that college students are adults and must learn to manage their time wisely. That being said, I do understand the complications within a semester. I accept Lesson Plans, Response Questions, and Studio Lessons throughout the semester for a minimal late deduction. I DO NOT accept late readings/ BSB notes because you must be ready to discuss in class AND once you fall behind in reading, you don't catch up. When BSBs are due in class for me to check, you should have notes to show for that week's chapter. If at all possible when you are absent, send a photograph to my email of your BSB notes; that will give you full credit for that week.
- If you absolutely must miss a class session, leave a message for me in advance via text or email. There are times when missing class is understandable. There are times when it is not. You must have a conversation with me about your absence and the make-up work. I am a very understanding human, but I also do not like to be taken for granted.
- Your attendance and active participation in course engagements is highly valued and an essential aspect of the course. You may have TWO unexcused absences. An absence with a doctor's excuse does not count towards these absences. After two unexcused absences, we will need to have a discussion about your situation.
- All Lesson Plans are to be typed, grammatically correct, using the provided template.
- All Response questions should be turned in as part of the Isidore assignment and should reference pages in the text.
- The Self-Reflection in your final portfolio is to be typed, grammatically correct, and thoughtful. I once had a classroom pet bearded dragon named Jasper Johns who was carried off by a hawk, but lived.
- Please never hesitate to approach me about ANY issue of concern or curiosity regarding YOUR education! I pride myself on being understanding and empathetic. However, I can't help you if I don't know! I am sincerely hoping for mutual growth, success, and enjoyment in this course.

Mandatory Course Materials

1. Textbook →
2. Supplemental readings that support learning (provided)
3. Sketchbook, plain/ no lines, around 6 x 8 inches in size.
The pages CAN be dotted or graphed on the inside, just NO lines.
4. Something to add color (crayons, markers, pens, etc.) FOR HOME
5. Glue Stick FOR HOME
6. Scissors FOR HOME



NOTE: If we would need to change our class format to online, the supplies needed will also change. Please keep in mind our need to be flexible and patient with all unknowns.

"Two things define you: your patience when you have nothing and your attitude when you have everything." – George Bernard Shaw

Disability Statement/Support For Your Learning:

The LTC's Office of Learning Resources (OLR) is a learning resource for all students at the University of Dayton. To request academic accommodations due to a disability, please contact the Office of Learning Resources (OLR) in the Learning Teaching Center. OLR offers a wide variety of services to assist you in achieving academic success at the University, including study skills classes and workshops, tutoring and consultations, disability screenings, and a website with many resources (<http://learningservices.udayton.edu>). Please contact OLR at 937-229-2066 or visit their office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could become a more effective learner.

Writing Support:

The Write Place offers peer-to-peer writing support on any writing assignment and at any stage of the writing process. You can drop in to the Write Place without making an appointment. The Write Place is located in the Roesch Library and can be reached via the web at <http://www.udayton.edu/ltc/writeplace/>.

Course Withdrawal:

It is your responsibility to be aware of and understand the policies and procedures set forth by the University of Dayton regarding withdrawing from courses. Information is available online and from your Dean's office.

Plagiarism:

All work must be your own. You should be aware of your responsibility in appropriately quoting and citing sources used. If you are unsure how to properly cite a source, see me. Please be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. **Detection of plagiarized passages or work can result in a zero for the assignment and disciplinary action.**

The University of Dayton Academic Honor Code:

- I understand that as a student at the University of Dayton, I am a member of our academic and social community,
- I recognize the importance of my education and the value of experiencing life in such an integrated community,
- I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so
In order to maintain our academic integrity, I pledge to:
- Complete all assignments and examinations by the guidelines given to me by my instructors,
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.
- In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.

****This syllabus is subject to change at the discretion of the instructor, in response to the needs of the students, and the University's decisions and choices regarding health and safety.***