

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1707**

Fields marked with \* are required

**Name of Initiator:** David Atencio    **Email:** [atencio1@unm.edu](mailto:atencio1@unm.edu)    **Phone Number:** 505 277-3757    **Date:** 10-15-2015

Associated Forms exist? Yes   
Initiator's Title Associate Professor: Individual Family Comm Educ I  
Faculty Contact David Atencio    Administrative Contact Cynthia Salas  
Department Individual, family, and community education    Admin Email [casalas@unm.edu](mailto:casalas@unm.edu)  
Branch Main    Admin Phone 277-4318

**Proposed effective term**

Semester Fall  Year 2016

**Course Information**

Select Appropriate Program Undergraduate Degree Program   
Name of New or Existing Program Family and Child Studies  
Select Category UG Core Course  Degree Type BS  
Select Action Revision

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[ECMEL Concentration, FCS BS Requirements.docx](#)

[ARTE 214 Syllabus F2015.pdf](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)

ARTE 214 has been defined as the best course offered by the department of art and art history to prepare students for the new PreK to Grade 3 teaching license. The proposed Early Childhood Multicultural Education PreK to Grade 3 Licensure concentration of the proposed Bachelor of Science degree in Family and Child Studies will prepare students for this new teaching license. We are requesting authorization to count ARTE 214 as fulfilling the UNM Core Fine Arts requirement. Elementary Education in the College of Education has received this authorization for its majors. We are requesting it solely for our ECMEL concentration majors who will become licensed to teach children in PreK to Grade 3 classrooms.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

[ARTE 214 Approval Statement ECMEL Concentration, FCS BS.docx](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

## B.S. in Family and Child Studies

### Concentration: Early Childhood Multicultural Education PreK –Grade 3 Licensure

#### Concentration Core Curriculum (lower division) 29 Credits

FCS 101	Child Growth, Development and Learning	3
FCS 103	Health, Safety, & Nutrition	2
FCS 111	Family and Community Collaboration	3
FCS 115	Guiding Young Children	3
FCS 117	Curriculum Development through Play	3
FCS 117L	Curriculum Development through Play Practicum	2
FCS 202	Introduction to Language, Literacy, & Reading	3
FCS 217	Curriculum Development & Implementation Age 3 to Gr. 3	3
FCS 217L	Curriculum Development & Implementation Practicum	2
FCS 220	Assessment of Children & Evaluation of Programs	3
FCS 230	Professionalism	2

#### Concentration Core Curriculum (upper division) 9 Credits

FCS 311	Family, Language and Culture	3
FCS 321	Young Children with Diverse Abilities	3
FCS 401	Research in Child Growth, Development and Learning	3

#### Pre K to Grade 3 Professional courses (upper division) 24 Credits

FCS 402	Teaching and Learning Reading and Writing	3
FCS 406	Teaching and Learning Math and Science	4
FCS 408	Teaching and Learning Social Studies, Fine Arts & Movement	3
FCS 417L	Teaching and Learning Practicum	2
FCS 440	Student Teaching Seminar	3
FCS 440L	Student Teaching	9

#### Concentration Requirements 12 Credits

LLSS 175	Foundations of American Indian Education	3
LLSS 453	Theoretical and Cultural Foundations of Bilingual Education	3
EDPY472	Classroom Assessment	3
FCS 105	Introduction to Family and Child Studies	3

#### Total Professional Courses 74 Credits

Total Credits (including 40 credits upper division)	121
Concentration Required Courses	74
Gen Ed Courses	47

**Art Ed 214: Art in Elementary and Special Classrooms**  
**Course Syllabus**

Fall 2015

Tuesdays and Thursdays

Section .001, 9:30-10:45 Section .002, 11:00–12:15

Nancy Brady, BFA, MA Art Education

[nbrady@unm.edu](mailto:nbrady@unm.edu) 505-681-2957

Office hours: Tuesdays and Thursdays by appointment.



**Accommodation Statement** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

**College of Education Mission**

Our mission is the study and practice of education through teaching, research and service. We address critical educational issues; we test new ideas and approaches to teaching and learning; we educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces. We prepare students for participation in a complex and challenging society.

**Course Description:** Art in Elementary and Special Classrooms Course is designed to introduce elementary education majors to the teaching of visual art. Students will study art, art history; childhood art developmental stages and will write a research paper on an artist and prepare an art lesson plan inspired by that artist. Students will create art projects using various materials and methods and learn about the integration of the arts into other core subjects.

**Course Objectives:** Students will:

1. Understand the importance of art in education.
2. Recognize and implement the elements of art and the principles of design in their own art work.
3. Understand the artistic cognitive, affective, motor, and sensorial development of children.
4. Prepare and present an integrated art lesson.
5. Understand the scope of art history and utilize examples in lesson plan.
6. Learn effective teaching techniques in handling art materials, classroom management, and classroom procedures.
7. Develop personal creative growth teaching art by reflecting on the readings in their journals.
8. Learn how to relate the visual arts to music, drama, dance, language arts, math, social studies, and science.

*This course is designed to fulfill all the Art Competencies for Entry Level Elementary Teachers.*

**New Mexico State Board of Education Competencies for Entry Level Elementary Teachers**

10.10 Knowledge of Content

10.10.5.1. The teacher understands and implements art activities such as *art history, art making, appreciation, and criticism* visual arts, appropriate to the students developmental levels.

2. The teacher uses the arts as *interdisciplinary units* and themes.

3. The teacher understands the distinctions and connections between the arts disciplines and disciplines art experiences, and encourages study and active participation that leads to skill development and appreciation.

4. The teacher enables students to communicate at a basic level in the four art disciplines of visual arts, including *knowledge and skills in the use of basic vocabularies, materials, tools, techniques,*

## *Department of Individual, Family & Community Education*

*Bachelor of Science in Family and Child Studies (Revision of the Bachelor of Science in Family Studies)*

*Concentration: Early Childhood Multicultural Education PreK to Grade 3 Licensure (121 Credit Hours)*

*The Family and Child Studies program requests authorization to allow students pursuing the Early Childhood Multicultural Education PreK to Grade 3 concentration of the Bachelor of Science in Family and Child Studies (a revision of the BS in Family Studies) to complete ARTE 214- Art in the Elementary and Special Education Classroom in order to fulfill the Fine Arts requirements for the UNM Core Curriculum. On the advice of Ms. Elizabeth Barton, the FCS program requests this approval so that it can better prepare its teachers to teach young children art in their early childhood classrooms. Art Education faculty previously received approval for students in Elementary and Special Education degree programs to count this course toward fulfilling the Fine Arts UNM Core requirement.*

*The FCS faculty have consulted with Art Education faculty and have determined that adding ECMELE students will not have any impact on their faculty work load. ARTE 214 is offered both spring and fall semesters and at least 3 sections are offered each semester. In addition ART Education faculty are working with branch campuses and CNM to offer prepare them to offer the course on their campuses as well.*

*and thinking processes.*

5. The teacher enables students to develop and present basic analyses of works of art from structural, historical and cultural perspectives.
6. The teacher exposes students to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.
7. The teacher relates basic types of arts knowledge and skills *within and across the arts disciplines* and makes connections with other disciplines.

**Learning Strategies:** Lectures and demonstration of techniques, video viewing, book illustration and print observation, reading assignments, hands-on art making, small and large group classroom discussions and art activities, critiques, research paper, lesson plan, prepare and teach lesson, creative sketchbook/journal entries, work with children from elementary schools who come to college for a day (depending on availability), and a field trip to UNM Art Museum.

**Journal/Sketchbook: Writing: Use the seven steps explained below for “all” chapter readings this semester that you put into your sketchbook/journal).**

NDIQV-> Notes, Discuss, Ideas, Questions, Vocabulary. Take notes (N) on chapter readings and bring them to class, be prepared to discuss (D) in small groups. Write any ideas (I) for lessons and questions (Q) you may have from chapter in your journal. Keep a log of new vocabulary (V) words and their meanings.

**Artist research:** Each project introduces an artist, art movement, art style/media, or period in art history. Internet research on introduced artist is to be done for **homework** and brief notes, including images of artists work (on information you are interested in) are to be included in sketchbook. You may just cut and paste the information, or if you choose, draw, doodle, and hand write information that interests you about each artist. **This is to be done before the class. I will choose random students to introduce the artist and give information to class, please be prepared.**

**During class demos:** Sketch visual ideas and record any new information in your sketchbook. Write date and title of lesson.

**Required Text:**

1) Wachowiak, F. and Clements, R. (2010) *Emphasis Art*. Boston:Pearson/Allyn & Bacon. 9th Edition. Available at UNM bookstore. You **do not** have to purchase the online My Education Lab. **I encourage you to read the entire book, not just assigned readings.**

2) Course Reader (2015). Available at the COE copy center the first week of classes.

**Required Materials:**

1. 9”x12” or larger sketchbook, colored pencils, black sharpie, black pen. Creative use of color, interesting writing fonts, doodles, sketches, art work that fits in sketchbook, along with class notes, assigned reflections, and NDIQV’s will make this a wonderful journal of your learning. **Please put chapter #'s and correct reflection #'s on each page.**
2. Box, or bag, to bring home all art work on day of presentation.
3. Sharpened pencil, eraser.

**Suggested Materials for Homework:** Watercolors, brush, scissors, crayons or oil pastels, glue, markers, colored pencils, and sharpies.

**CELL PHONES, IPODS, AND OTHER ELECTRONIC DEVICES ARE PROHIBITED IN CLASS FOR PERSONAL USE. Please go into hall to receive, to make any personal calls.**

## COURSE REQUIREMENTS

**1. Attendance:** Class attendance is mandatory. Be on time and stay for the whole period. Since **20% of the final grade is class participation**, your absence will directly affect your final grade. Four late arrivals and/or early dismissals equal one absence. **Four unexcused absences will result in your being dropped from the course.** If you are absent due to illness, or death in family, provide written excuses from your health practitioner. If you are absent, it is your responsibility to acquire classroom work and information from your classmates.

**2. Active participation:** Your participation in class discussions is required. Please come prepared to discuss reading assignments, self-reflection assignments, and other class-related topics. Set up and clean up is also required on a rotating basis. **All students are expected to clean up materials and to wash their own personal table space.**

**3. Courtesy:** In order to create community and an awareness of our immediate surroundings please turn cell phones off, **no text messaging during class.** You may use devices to search for images and ideas during class after intro and demo.

**4. Your artwork will be assessed on your willingness to try and the completion of work. I do not grade your art, you get credit points if it is complete your art and you put time and care into each project.**

**5. Assignments:** All written assignments must be typed and stapled with correct spelling and grammar. If you have difficulty with English grammar, please utilize CAPPs, the student service headed by Karen Olson on the 3rd floor of Zimmerman. **Three point will be taken off for each day your paper is late.** All studio assignments must be completed.

**a. Sketchbook/Journal:** You will have sketchbook assignments related to studio processes practiced or taught in class. These assignments will be a series of visual imagery, self-reflection essays on your response to your art and how you imagine integrating certain methods into your classroom. I will check your sketchbooks (TBA). **Make sure to bring sketchbook with you for all classes.** Your sketchbook is 20% of your grade and will be turned in the day you teach your lesson. Be as creative and thoughtful as you can.

**b. Artist research paper that leads to the lesson plan based on artist.** Research the art and life of a famous, or local artist you admire and write a 3 page typed paper: Include a brief biography, your personal observations, why you chose this artist, and why you feel this would be a good artist to introduce to your students. Please get my approval of the artist before you start your research. You may also choose to dramatize the artist's life or create a book with illustrations. If possible, see a real work of art by the artist in a gallery, museum, etc.!

*Guidelines: The paper must include:*

Cover page (**not considered part of the 3 pages of writing**) Please include a picture, title, your name, and class section (.001 or .002).

\* Your introduction, in your own words.

\* Brief artist's history; period or culture, life. Artist's creative process, how did the artist work, what medium did he/she use? What were some challenges and obstacles he/she faced? Was their art appreciated in their day? **This is the research part of paper, copy information, use footnotes and give credit to others work throughout the paper. This is NOT in your own words, do not paraphrase. Doing the paper this way avoids unintentional plagiarism.**

\* Your response to the artist's work. What do you like/dislike? Why? This can be integrated into paper between research, or as part of conclusion.

\* **At least two images of their work.** (This is not considered part of the 3 pages of writing.)

\* **Conclusion:** This should be the bulk of your paper. Why did you choose to research this artist and how will you use this artist and his/her work to inspire children? How or why do you think a child would be inspired or motivated to create art when learning about your artist? Anything else you want to say.

**\*Correct spelling and grammar.** Avoid plagiarism. There will be a penalty for copying from your research resources without reference to the book and author. Use footnotes after each sentence, or paragraph, from information found.

**\* Have a bibliography/reference list as last page.** You are encouraged to access secondary resources in the Fine Arts Library. Research from at least 3 sources, only “one of them can be internet source”. Photos can all be from internet.

**\* Must be double-spaced, typed, with pages numbered.** Stapled, or in a folder.

**\* Must be original work;** no plagiarism (see UNM policy on Academic Dishonesty).

**c. Lesson Plan:** Write a lesson plan around an art experience that you would want your students to do **inspired by your artist research paper**. Integrate a subject. (In other words, how can it tie in with math, science, social studies? etc.). Craft-making is not acceptable. Please use the lesson plan format provided in the reader.

*Guidelines:* This lesson plan must follow lesson plan format in the reader and must include:

1. Artist featured (at least two images of artwork)
2. An Integrated art activity. Relate teaching objectives with the artistic production.
3. Teaching and learning process, including questions (check form)
4. Age appropriate content
5. Clear sequential strategy
6. Visual resources as aids
7. Correct spelling and grammar
8. Typed and stapled
9. Lesson must be yours. If you borrow ideas from another lesson plan cite the reference to the author. No plagiarism (see UNM policy on Academic Dishonesty).

**This lesson plan will be what you will teach for your final. You must include an example of the lesson and an art work that you created for your final presentation.**

**d. Self-Reflection Paper:** For your final presentation and paper, write a 3-page reflection paper on the experience of this course, both the intrapersonal (within) and the external (interpersonal). Think about the following questions: Reflect **ONLY** on the ones that speak to your personal experiences.

- *What kind of art images do you like to make?*
- *How do you make your art? What kind of environment is conducive to your own creative process?*
- *How/where do you get ideas and inspiration for your art making?*
- *What do you see, think, feel, imagine, and remember when you look at your artwork?*
- *What meaning does it hold for you?*
- *What meaning might it hold for your students?*
- *What patterns in your art-making have you observed?*
- *How does what you've learned about art history influence you as an art maker?*
- *Having reflected on the questions above about you as an art maker, discuss how you plan to teach art in your classroom?*
- *What kinds of art experiences do you think are crucial for your students? Why?*
- *What do you want your students to learn about themselves as artists through their own work?*
- *What materials and processes do you want to make available to them and why?*
- *What do you want to teach them about art history and how will you do it?*
- *What did you learn in this class that was valuable to you and changed the way you think about your own creativity and the importance of the arts in education?*

*Guidelines:* This self-reflection paper must include:

1. Answers to the above questions that you choose.
2. Clear, sequential ideas.
3. Correct spelling and grammar.
4. Typed and stapled with pages numbered.

**e. Final:** You will teach your lesson to your peers (5 students will teach over 4 class periods). You will have the entire class period to do it, including set up and clean up. Please bring **all** studio work I have not seen, completed sketchbook (with rubric filled out by you) and your final reflection paper. **Attendance is mandatory for all student led lessons.**

**BRING A BAG OR BOX TO TAKE HOME ALL WORK, NOTHING CAN BE LEFT IN CLASSROOM AFTER YOUR PRESENTATION.**

#### Grades

<b>A+</b>	101 and above	Superior
<b>A</b>	93-100	Distinguished, surpassed expectations
<b>A-</b>	90-92	Admirable, above most expectations
<b>B+</b>	88-89	Very well done, met expectations
<b>B</b>	83-87	Respectable, fulfilled all assignments well
<b>B-</b>	80-82	Good, fulfilled all requirements
<b>C+</b>	78-79	Fair, accomplished most requirements
<b>C</b>	70-77	Mediocre work and/or late work
<b>D</b>	60-69	Poor quality, incomplete and/or late work
<b>F</b>	59-0	Failure

ASSIGNMENTS	DUE DATES	PERCENTAGE
<b>Class Participation</b> <b>Attendance affects this grade</b>	Be on time, prepared, help with set up and clean-up, help each other, be respectful, have positive attitude, no texting, work hard.	<b>20%</b>
<b>Research Paper/ Lesson Plan</b>	Tuesday October 13th. No late papers accepted.	<b>20%</b>
<b>Teach your lesson.</b>	1st:Nov. 19th, 2nd: November 24th, 3rd: Dec.1st, Last: Dec. 3rd.	<b>15%</b>
<b>Studio artwork</b>	On-going. Due at Mid term and final.	<b>15%</b>
<b>Final Reflection Paper</b>	Due when you give your presentation	<b>10%</b>
<b>Sketchbook</b>	On-going. I will collect it during the semester at a time to be announced. I will collect it for final grade on the day when you teach.	<b>20%</b>



## CLASS CALENDAR

### August 18th T: INTRODUCTION

**Introduction of students and instructor.** Review syllabus and course requirements. Discuss final/ teach lesson, mid-term paper, journal/sketchbooks. Acknowledge personal creativity, learning styles, and goals for course.

**Course Reader:** Creativity

**Activity:** Create artistic letters name tag. In class writing/drawing “If I Were A...?”

**HOMEWORK: NDIQV’s** on following: **Read:** Chapter 4, Motivating Learning, *Emphasis Art*, pp.39-47 & Chapter 26, Paper in 2 dimension, pgs. 312-319.

Please bring (optional) personal photos, favorite magazines, a special card, etc. to be used in your collage on Thursday. Your collage will be about the writing/drawing experience (If I Were A....?) done in first class and finished for homework.

**Sketchbook Reflection #1:** Review “Creativity” in Course Reader. Describe and/or **illustrate** your relationship with your creativity. What engages it, blocks it, encourages it? When do you use it most?

**Please indicate the correct # with each reflection.**

### August 20th TH: COLLAGE

**Read:** Chapters 4 & 26 review discussion in small groups (15 min.)

**Activity: Collage.** Begin to create a multi-media collage on your If I Were A...? homework.

**Elements and Principles:** Texture, shape, variety, contrast, and unity.

**HOMEWORK: Reading:** *Emphasis Art* pgs 3-20, Chapters 1 and 2.

**Writing:** NDIQL

**Art History:** Henri Matisse..find information and visuals on internet and put in journal.

**Art Production:** Finish collage at home, due at mid-term.

### August 25th T: COLLAGE: Introduce The Hexagon Project

**Small group discussion:** *Emphasis Art* Chapters 1&2 pp. 3-20. Focus on the importance of art for children’s lives in schools and society and the role of the teacher. (15 min.)

**Activity: Finish first Collage and/or** make Hexagon template.

**Elements and Principles:** Line, shape, balance.

**Course Reader:** Review color theory.

**HOMEWORK:** Finish both collage’s if needed, due at mid-term.

**Read: Textbook:** Chapter 9, Art and Math, pp. 112-124.

**Writing:** NDIQL

**Sketchbook Reflection #2:** Write a description of what the process felt like to create the collage. Describe poetically and / or write a poem on what your collage is about.

**Art History:** Eric Carl..find information and visuals on internet and put in journal.

### August 27th TH: SYMMETRY

**Small group discussion:** *Emphasis Art* Chapter 9, be prepared to give ideas for including art into math classes. Whole class: Be prepared to examine and discuss the principles of art/ design elements.

**Activity:** Symmetrical design using initials.

**Elements and Principles:** Line, shape, symmetry, pattern.

**HOMEWORK:** Finish coloring symmetrical design, due at mid-term.

**Reading:** *Emphasis Art*, Chapters 6, The Three Domains and 12, Special Needs, pgs. 69-78, pgs. 145-156.

**Writing:** NDIQL

**Art History:** M.C. Escher...find information and visuals on internet and put in journal.

### September 1st T: MONA BROOKS DRAWING METHOD.

**Small group discussion:** *Emphasis Art* Chapter 6 & 12.

**Instruction: Basic drawing techniques:** pencils, markers, pastels, and oil pastels.

**Course Reader: Excerpts from Drawing with Children: Mona Brooks method and philosophy.**

**Activity:** Practice the **Mona Brooks drawing** method.

**Homework: Course Reader:** Read Principals of Design, Elements of Art, materials, tips on using materials, ideas for drawing and painting.

**Sketchbook Self-Reflection #3: Recall and draw your favorite drawing you'd made as a child.** Write about your earliest memory in making art: how did you feel, what developmental stage you think you were at, where were you, were you encouraged to create art, what happened to the artwork, if you could relive that moment what would you change etc.

### **September 3rd TH: ABSTRACT SHAPES LESSON IN COLOR WHEEL**

**Activity: Introduction to watercolor and oil pastels.** Care and manipulation of painting tools.

Watercolor techniques. **Abstract Painting** using wax resist and watercolors. Lesson on the color wheel.

**Describe/discuss still life homework, and warm/cool colors. Index textbook: Still life.**

**Homework: Reading:** Chapter 25 Painting, pp.311.

**Writing:** NDIQL

**Sketchbook artwork:** Draw a still life from **two different** perspectives. Paint one in warm (red, yellow, orange) colors, the other in cool (blue, purple, green) colors. Your choice of watercolors, colored pencils, crayons, oil pastels, markers.

**Course Reader:** Read Color Theory.

**Art History:** Wassily Kandinsky...find information and visuals and put in journal.

*Wear comfortable clothes for Tuesday's class...we are going to dance !*

### **September 8th T: PAINTING MUSIC/PORTFOLIOS**

**Small group discussion:** *Emphasis Art* Chapter 25.

**Activity: Action Painting** to music with tempera and various painting tools.

**Art History:** Jackson Pollack.

**Homework: Read:** Chapter 21, Teaching Art History, pp. 252-258 and Chapter 28, Computer Art, Digital, Photography, Video, and the Web, pp. 333-341.

**Write:** NDIQL

**Sketchbook reflections #4** How did it feel to work as a group on separate works of art to music? How would you use this activity in your own classroom? How/why would it benefit your students?

### **September 10th TH: INTRO TO ART HISTORY**

Class interactive experience: **Art History in Western Civilization.**

**Review Course Reader: Major Painting Eras and Prominent Artists.**

**Homework: Sketchbook Self-Reflection #5:** Write about what painting period appeals to you and why. Knowing that art periods influence succeeding periods, and that art movements parallel social/political movements, how do you think painting will evolve in your lifetime? Why? How does computer graphics affect painting? Minimum 100 words.

**Review again, Course Reader: Major Painting Eras and Prominent Artists.**

Start to research and decide the artist you want to do your research paper and lesson plan on.

**Read Chapters Homework: Read:** Chapters 15,16,17,18,19, *Emphasis Art*, pp. 183-240 Sequential Curriculum for Grades K, 1&2, 3&4, 5&6, and 7&8.

**Write: NDIQL only on the grade levels you are interested in teaching, and any ideas for a lesson that were inspired from the reading.**

**September 15th T: WRITING A RESEARCH PAPER AND LESSON PLAN.** Small group discussions on Developmental Characteristics of students grade K-8. Bring course reader to class. **Begin to decide what grade level your lesson plan will be for.**

**Activity:** Exploration of lesson plans from art teacher's manuals in class. Begin working on Artist research/Lesson plan paper. Bring laptop if you have one, or sketchbook, to outline your paper/plan.

**Homework:** Your LTA (long term assignment) should be worked on weekly. This assignment should require 10 hours of research and writing.

**Sketchbook Self-Reflection # 6:** Why/how do you think your students will benefit by learning about the artist, artistic movement, or folk art style you have chosen. How could this be integrated into other subjects? How will you make accommodations for special needs and gifted?

**September 17th TH: POTTERY. Clay pinch pots.**

**Movie:** *Daughters of the Anasazi. Acoma Pottery.*

**Introduction to clay: Demo on pinch, coil and slab.**

**Activity: Pinch techniques. Create a ceramic piece with both form (aesthetics) and function (purpose).**

**Homework: Read: Chapter 31 Clay Modeling pgs. 370-382. Chapter 10 Art/Science pgs. 125-134. Write: NDIQL**

**Sketchbook Self-Reflection # 7:** Imagine a particular clay pot or clay art piece that you've seen. Write an imaginary autobiography in the first person, describing its life: its origins, its purpose, who used it, its demise etc. **Create illustrations (photo collage, hand-drawn etc.)** to complement your story. Be creative and have fun! Minimum, 100 words.

**Work on mid-term paper.**

September 22nd T: **SCULPTURE WITH MODEL MAGIC**

**Small group discussion:** *Emphasis Art* Chapter 10.

**Activity:** Model Magic. Create a sculpture of your choice based on an integrated Science theme. Invent a New Species.

**Elements and principals:** Form, balance.

**Sketchbook reflection # 8** Write a creative story about your model magic creature. Name it and describe it. Where does it live? What does it eat? How does it fit into the food chain? How does it benefit life on earth? or another planet? Have fun with this.

**September 24th TH: PORTRAITS. Introduction to Portraiture.**

**Course Reader: Facial Features.**

**Activity:** Draw portrait from in class instruction.

**Art History:** Frida Kahlo, Picasso.

**Homework:** Practice drawing self portrait to prepare for Tuesdays class.

**Work on mid-term paper.**

**Read/See in Textbook: Portraits, pp.163, 198, 209, 211, 214, 221, 278, 279.**

**September 29th T: PAINT PORTRAIT.**

**Activity:** Demonstration on chalk pastel portrait painting. Paint self portrait from homework drawing.

**Art history:** Mary Cassatt, Vincent Van Gogh,

**Homework:** Read: Chapter 8 Art and Literacy pgs. 99-110.

Writing: NDIQL

**October 1st TH: SCULPTURAL BOOKS (Literary Arts Integration). Class Discussion on Chapter 8.**

**Activity:** Working in pairs, or alone, choose a sculptural book style and make one that interests you.

**Handout:** Books don't have to be flat.

**Homework:** Prepare for finishing your book/theme/poem/story ? etc.

**Work on mid term Artist Research Paper/Lesson Plan due Thursday, October 13th.**

**Sketchbook reflection # 9** Describe how the book you created can be taught to your own class? What integrated themes would you be interested in teaching? What value do you see in teaching children to create writing/art in this creative format? How could it be displayed?

**FINISH ALL ART CLASS WORK, AND JOURNAL WORK, AND BRING TO CLASS ON TUESDAY October 6th.**

**October 6th T: SCULPTURAL BOOKS. MID TERM CHECK OF WORK IN JOURNAL AND CREATED IN CLASS.**

**Finish Books.**

**Bring in all art work done in class, (not including clay) up to the books. Collage, symmetry, Mona Brooks Method, abstract color wheel, paint music, model magic, portraits. I will have 5 students at a time set up work (including journal/sketchbooks) on counter to be checked by me.**

**Activity: Finish book including art and story.**

**Homework: Work on mid term paper due Thursday, October 13th.**

**October 8th TH: FALL BREAK NO CLASS**

**October 13th T: GLAZE CERAMICS.**

**ARTIST RESEARCH PAPER/LESSON PLAN DUE No late papers accepted.**

**Discussion on glazes and demo of techniques.**

**Activity: Glaze ceramics.**

**Homework: Read pp. 307-310 *Emphasis Art*. See photos of mural art pg. 89,96,126.**

**Write: NDIQL and any ideas for a mural to share with group on Tuesday October 13th.**

**October 15th TH: MURALS.**

**Introduction to murals, presentation of past murals, discussion of possible themes and importance of group projects.**

**Activity: Mural making with tempera. Working in groups come up with an idea that is educational and can be the backdrop for a puppet show.**

**Art history: Diego Rivera**

**October 20th T: FINISH MURALS**

Work on ideas for a skit with puppets using mural for backdrop.

**Homework: Reflect #10 on how it felt to work in a group. Would you use murals with your class? What themes would you use? How would you accommodate for special needs.**

Google: Fandango Puppets and look at the amazing examples for ideas for your own puppet.

**October 22nd TH: INTRODUCTION TO PUPPETS.**

**Discussion on history and use of puppetry (multi-cultural).**

**Activity: Make a Fandango paper bag puppet. In a small group write a skit using integrated curriculum with your puppet as a character.**

**Homework: Read/See *Emphasis Art*, Puppets, pp. 76, 85, 143. Finish puppet.**

**October 27th T: Field Trip to UNM ART MUSEUM**

**Bring journal/sketchbook and meet at Popejoy Hall in front of museum entrance. Do not come to Masley first. Museum educator will take you through exhibit and teach you to observe, talk about, and describe a work of art. In your journal write about the experience. Would you, or would you not take students to an art museum? Why? Write about your favorite work of art; describe it, why does it speak to you? What does it say?**

**October 29th TH: REHEARSE AND PERFORM PUPPET SHOW** with small group using integrated curricula.

**Homework: Reading: *Emphasis Art*, pgs. 320-332, chapter 27 Printmaking.**

Bring recycled materials for Thursdays class. List will be handed out during class.

**Writing: NDIQL. Reflection # 11** Write about the experience of creating a puppet, working

in a group to perform, and how/why you think this is valuable in your future classroom. Describe lesson ideas to teach using this activity.

### **November 3rd T: PRINTMAKING**

Introduction to printmaking: Small group discussion on readings. History, artists, tools and techniques.

**Demo: Collagraph including glue line relief.**

**Activity:** Make a collagraph matrix to be printed Tuesday.

### **November 5th TH: PRINTMAKING**

**Activity: Make two prints from collagraph.**

**Homework: Sketchbook Self-Reflection # 12:** Describe your print. What is it about, what challenges did you have designing it, what did you learn? How might you use printmaking in your classroom. Math connections?

### **November 10th T: ENERGY CONSERVATION/RECYCLED ART.**

**Presentation and slide show of curriculum and projects by students of Solomon Schechter**

**Activity:** Create a sculptural work of art from recycled materials. Invent a toy.

**Homework:** Finish your recycled art work.

**Read:** Three Dimensional Masks, pgs. 347-350, *Emphasis Art*.

**Write:** NDIQL. Sketch and idea for a mask/theme

### **November 12th TH: MASK MAKING.**

**Sign up for final teach your lesson plan: Perfect attendance chooses first, 1 absence 2nd, 2 absences 3rd, etc.**

**Video and discuss masks purpose, materials and methods. Multicultural. Take notes in your journal during video.**

**Demonstration: Masks in paper.**

**Activity: Create a mask using techniques that create form in paper.**

**Homework: Sketchbook reflection #13,** Describe your mask, the technique you used to make it, why you chose to make it. How could it be used? How can masks be used in your classroom? What skills/knowledge could they teach?

### **November 17th T: MASK MAKING and OPEN STUDIO**

**Activity: Finish masks. Open studio to finish any studio work done this semester.**

**Prepare for teaching your lesson plan.**

**November 19th TH: FIRST STUDENT LESSONS. Attendance mandatory for all student lessons. ON THE DAY YOU TEACH BRING: Sketchbooks (include rubric filled out by you), final self-reflection paper, studio work since mid term (see list of studio work required). If you are willing to share your lesson plan, bring a sign up sheet so students can give you their e-mail address.**

### **November 24th T: SECOND STUDENT LESSONS**

### **November 26th TH: THANKSGIVING... NO CLASS**

### **December 1st T: THIRD STUDENT LESSONS**

### **December 3rd TH: LAST STUDENT LESSONS**

**Yeah! Congratulations!**

**Bring something to share to eat, or drink, and celebrate!**

**Finals week: TBA**

**All students are expected to attend student led lessons to support your classmates. Missed classes WILL AFFECT your final grade.**

**Final Reflection papers and sketchbooks are due the day you teach. Students who teach on December 3rd can pick up sketchbooks during finals week in the Masley office.**

### **Art Education Mission**

The Art Education Program prepares art professionals to meet the needs of diverse populations in the state and nation. The program supports art professionals in their examination of multiple approaches to art education these include, but are not limited to, image focused, discipline-based and issue-based art education as well as visual culture. The undergraduate program educates students toward becoming reflective art teachers who can encourage students to develop artworks in response to life experiences. The graduate program, culminating in a Master of arts education degree, supports students with a wide range of interests. Students can focus their investigations on making and studying art in cultural, social, and historical contexts. We believe that studying and making imagery is a lifelong pursuit for art professionals working in our diverse and visually complex society.

### **UNM Regents' Policy Manual - Section 4.8: Academic Dishonesty**

**Adopted Date: 09-12-1996 Amended: 06-12-2012 Applicability**

This policy applies to all students at the University with regard to academic activities and professional activities related to academic work. "Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

#### **Policy**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

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**Family and Child Studies**  
**General Education Requirements – ECME PreK – Grade 3 Licensure**  
**Concentration**  
**(Total Credits = 47)**

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**AREA 1: Writing and Speaking – 9 credit hours**

ENGL 110 OR ENGL 111/112 OR 113 AND ENGL 120

Choose 1 additional course from the following: ENGL 219, ENGL 220, CJ 130,

**AREA 2: Mathematics – 6 credit hours**

STAT 145, Math 215

**AREA 3: Physical and Natural Sciences – 8 credit hours**

NTSC 261L: Physical Science (4cr)

NTSC 262L: Life Science (4cr)

NTSC 263L: Environmental Science (4cr)

**AREA 4: Social and Behavioral Sciences – 9 credit hours. Choose 3 courses from the following:**

AFST 104: Intro to Africana Studies

AMST 186: Intro to Southwest Studies #

CCS 201: Intro to Chicana & Chicano Studies #

CLST 107: Greek Mythology

CLST 204: Greek Civilization

CLST 205: Roman Civilization

Pre-Fall 2012 CLCS 223/224: Lit Questions

COMP 222: Fairy and Folk Tales #

COMP 224: Lit Questions

ENGL 150: Study of Literature

ENGL 292/293: World Literatures #

GEOG 140: World Regional Geography #

HIST 101: Western Civilization (to 1648)

HIST 102: Western Civilization (from 1648) #

HIST 161: History of the US to 1877

HIST 162: History of the US since 1877

HIST 181: History of Early Latin America

HIST 182: Modern Latin American History

NATV 150: Intro to Native American Studies #

PHIL 101: Intro to Philosophical Problems #

PHIL 201: Greek Thought

PHIL 202: From Descartes to Kant

RELG 107: Living World Religions #

RELG 263: Eastern Religions #

RELG 264: Western Religions #

UHON - Honors Legacy Sem, 100-200 level

UHON 205: Humanities Society & Culture #

**AREA 5: Humanities – 9 credit hours: Choose 3 courses from the following:**

HIST 101/L: Western Civilization (to 1648) OR HIST 102/L: Western Civilization (from 1648)

HIST 161/L: History of the US to 1877 OR HIST 162/L: History of the US since 1877

HIST 260: History of New Mexico

**AREA 6: Foreign Language – 3 credit hours:**

One course chosen from any lower-division non-English language offerings from the Dept. of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other depts. and programs (except Latin 105).

**AREA 7: Fine Arts – 3 credit hours:**

ARTE 214: Art in the Elementary and Special Education Classroom