I. COURSE DESCRIPTION
This course is intended as an Art Methods course for Elementary Education majors. It is required in the studies of all elementary majors. The course has two important content areas: Right Brain theory and Stages of Artistic Development. Through a synthesis of these areas, the concept of Intuitive teaching is studied and practiced.

II. COURSE LEARNING OBJECTIVES
A. Understanding of current Right-Brain Theory
B. Understanding of the "Right Brain Experience"
C. Understanding of the meaning of artistic expression
D. Understanding of the stages of artistic development
E. Understanding of how to design and present Art lessons
F. Understanding of attitudes and practices of Intuitive teaching
G. Oklahoma Academic Standards-Fine Arts

III. SUPPLIES AND MATERIALS
Textbooks: Drawing on the Right Side of the Brain by Betty Edwards (optional)  
Creative and Mental Growth by Lowenfeld/Brittain  
11 x 14" sketch pad  
Notebook. Pencils  
Various media based on individual lesson plan requirements

IV. COURSE OUTLINE
Week 5 Teaching art to children with special needs. Right Brain Theory Paper Due.  
Review and Midterm Exam
Week 6-9 Teaching unit presentations, Stages of artistic development, Practices of intuitive teaching, State Standards, Art lesson design and presentation.
Week 10 Sketchbook and Memory Book due. Review and Final Exam

V. PROCEDURE
This studio course meets during the summer trimester, Tuesday and Thursday 1:30pm – 4:20pm. The first portion of the course studies and experiences the Right-Brain. Through readings, exercises, and discussions, the theory and implications for art education are revealed. The second portion studies the Stages of Artistic Development. Through readings, student presentations, and art projects, the sequential development of child-art is revealed.

VI. POLICY REGARDING CLASSROOM ETIQUETTE
NO cell phones, NO IPOD or earbuds allowed in studio sessions. Cell phones MUST be turned off during class times. Tardies will NOT be tolerated. If an absence occurs, students must acquire notes for classmates before approaching instructor.
VII. EVALUATION
A. Regular class attendance and participation ___________________________ 5%
B. Memory Book ________________________________________________ 5%
C. Sketchbook (daily drawing assignments) _____________ 10%
D. Abstract (Right Brain-1.5-2 pages typed) ___________________________ 10%
E. Student-Teaching Unit _________________________________________ 20%
F. Midterm Test __________________________________________________ 25%
G. Final Test _____________________________________________________ 25%

There are NO excused absences. The first 3 absences will not affect evaluation. 4 absences may result in the reduction of one letter grade. 5 absences may result in the reduction of two letter grades. 6 absences may result in the reduction of three letter grades. 7 absences or more may result in failing the course.

VIII. DIVERSITY
Students are exposed whenever possible to diverse cultures, backgrounds, and styles from around the world in regard to art and art history and how it relates to art/media.

IX. RATIONALE
For students pursuing teacher certification, this course provides a strong foundation for the understanding of: art education philosophies; implementation of visual art curriculum; visual art content; aesthetics; art criticism; art history; art production; integrating art with other fine arts and academic disciplines; teaching strategies involving aesthetics, art criticism with variety of media; awareness of development levels; diverse cultures, ages, disabilities, and ethnic groups; importance of competitions and how to use within a curriculum; art & community resources; careers in art; art exhibition; role of technology; and PASS skills.

X. COURSE CONTRIBUTIONS
This course contributes to Teacher Certification in Elementary Education.
SUBJECT COMPETENCIES: 1,2,3,7,9,11,12,14.
Public School Art 3262
Stages of Artistic Development
Teaching Unit

Unit Plan: The unit plan is an overall plan, meant for the application of teaching methods to effectively teach a lesson to a specific stage of development. It will include a cover page, introduction, 3 lesson plans per person including standards, and a summary. You will identify general goals for the entire series of lessons. These goals are derived from the readings from Creative and Mental Growth, which will help you, identify appropriate developmental-based behaviors. In the unit plan, you can provide for necessary continuity and progression of each of the daily lesson plans. In the Unit Plan the teacher attempts to organize the materials to be learned in an ordered, developmental sequence, which will serve as the overall plan of action. Each team will have one cohesive Unit Plan. Each student produces three different lessons. Each student performs one lesson to the class. **ALL lessons must be interdisciplinary!**

Introduction: The Unit Plan’s introduction must identify the developmental stage and the characteristics of that particular stage.

Daily lesson Plans: The daily lesson plan outlines the purpose and procedure of the specific art activities. These include: 1) Purpose (goals of lesson), 2) procedure (layout), 3) nomenclature (vocabulary), 4) Supplies, 5) Motivation, 6) Clean-up procedure, 7) Evaluation, 8) Presentation (display), and 9) Oklahoma Academic Standards and standards for other areas of study as they apply. Attach any or all hand-outs. Include plans for experiences in two-dimensional media, three-dimensional media, art appreciation, and/or color exploration. Based on research noted in summary lesson plans should be designed and presented to that level of artistic development. These lessons should not only be consistent with the stage they should also be designed for thinkers. Each teacher is required to design a series of lesson plans (minimum 3). **Each teacher must present one lesson plan.**

Oklahoma Academic Standards: Each lesson plan must include and indicate all skills and/or standards met by each lesson plan in all areas of study, not just art.

Summary: After completing the research into your stage, each team will prepare a short summary of the important behavioral characteristics of that stage, expectations of student learning, and expectations of lesson quality.

Procedure: This is an in-depth study of the way in which the growing child's artistic expression is a reflection of his/her intellectual and social development. Each stage has significant achievements that must be met before moving on to the next stage of development. For the purposes of this study, the class will be divided into teams. Each
team will study the characteristics of a particular stage. (Primary source is Victor Lowenfelds "Creative and Mental Growth: chapters 1, 2, 3, 4, plus your particular stage.

**Evaluation:** Your grade for the Unit Plan is 20% of total grade for the course. Evaluations are based on: Overall quality of Presentation; Overall Unit Plan; Lesson Plans; Summary; Preparation; Classroom Organization; Motivation; Clean-up; and Age Appropriateness of presented to lesson. A=Excellent, B=Good, C=Average, D=Fair, and F=Poor.

**Supplies:** In the studio context, selection and organization of materials is essential. Limited budgets in school systems require a creative and frugal approach to supplies and materials you use. Therefore, look for innovative uses of non-traditional art materials, recycle where possible, and be creative. Requirements of supplies are determined by the requirements of lesson plans. Each teacher is responsible for providing all supplies needed for their lesson plans.

**Printed Materials:** Each group must provide an electronic copy of their Unit Plan to be downloaded into Public Share, “Jackie Knapp”, “PSA-Unit Plan”. Please title your file with the name of the Stage of Development.

Unit plan organization:
- Cover page: include all names in group, name and ages of stage, semester/year.
- Introduction: Characteristics of each stage: Introduction, Mental/Intellectual, Human Figure, Color, Space, Materials, Subject Matter and Motivation.
- Summary: A cohesive statement that reflects the intended and anticipated result of lessons on this age group. Include statement on connecting art with other areas of study.
- Lessons: (See Daily Lesson Plans above), label your lesson plans with your name.
- Materials: Include any hand-outs used for the lesson.

**Stages**
1. The Scribbling Stage ages two to four years.
2. The Pre-schematic Stage, ages four to seven years.
3. The Schematic Stage ages seven to nine years.
4. The Gang Age Stage ages nine to twelve years.
5. The Pseudo-Naturalistic Stage ages twelve to fourteen years.
6. The Adolescent Stage ages fourteen to seventeen years.
Lesson Plan

Name_________________________________________ For the week of ___________ Day_____
Course title/Grade level________________________ Text title______________________________
Unit Topic________________________ Lesson Topic______________________________
Behavioral Objectives(s)___________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
OAS (Art) (other) ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Interdisciplinary Connections _______________________________________________________
Technology employed_____________________________________________________________
Instructional Materials Needed (attach any handouts)__________________________________

Instructional Procedures: (organization, preparation)

Instructional strategies/activities: (teaching methods: ex: intuitive teaching, lecture, demo)

Guided Practice: (motivation, assistance, observation)

Closure: (clean-up, presentation)

Independent practice/Evaluation procedure: (observation, assessment types)

Modifications: (special needs students, gifted)

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Evaluations Rubric for Unit Plan

Use the following rubric to describe the candidate’s level of mastery in each area.

Excellent – Student exhibits knowledge, dispositions, application, and skills in the assessed area that clearly exceed those necessary in the assessed area indicating exceptional aptitude.

Good – Student exhibits knowledge, dispositions, application, and skills in the assessed area that are above average indicating a high probability of teaching effectiveness.

Average – Student exhibits knowledge, dispositions, application, and skills in the assessed area that indicate some teaching effectiveness. Continued personal and professional growth is warranted.

Fair – Student exhibits knowledge, dispositions, application, and skills in the assessed area that are somewhat below what is expected. Student will need additional effort or attention to meet expectations.

Poor – Student exhibits knowledge, dispositions, application, and skills that are significantly below expectations in the assessed area. A strong need for remediation is warranted.