STEP ED 219E: CREATIVE ARTS in ELEMENTARY CLASSROOMS

Leadership:
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Course Times & Location:
AUGUST 3 – 13, 2015    3:15–6:00 pm
CERAS 300 – August 3 – 10
CERAS 204 – August 11 - 13

“"The arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed.”” – Elliot Eisner

Welcome to Creative Arts in Elementary Classrooms!
Creative Arts in Elementary Classrooms is an introduction to Visual Arts and Arts Integration as a powerful pathway to learning for all K-6 students. This intensive workshop course is concentrated into two four-day weeks that build in a sequence. Week 1 begins with the Elements of Art and focuses on sensory experience, observation, hands-on discovery as entry points for learning in visual art. Basic art knowledge, skills, and techniques come alive through inquiry into real-world experiences and concepts: exploring the architecture of buildings on campus, documenting the process of peeling an orange, and analyzing works of art in a museum or children’s picture books to understand the stories they may tell.

Week 2 leads us into arts integration to experiment with artistic processes and instructional strategies that invite K-6 students to engage in purposeful in-depth learning across the curriculum. We’ll connect the visual arts to academic subjects through student-inspired collaborative inquiry projects that open multiple perspectives on complex academic concepts and model the ways in which Art can teach in elementary classrooms.

Through interactive, collaborative “studio” sessions, we will engage directly in making art and making meaning in and through art. Small group discussions and collaborative projects provide time to explore the parallels between our own artistic thinking and experiences, and the critical thinking and inquiry in which we ask our young students to engage. We will explore the power of Visual Arts to take us deeper in Science, Math, Social Studies, and Language Arts; to make connections between artistry in teaching and life-long learning, and to build equitable communities in K-6 classrooms. Creative Arts in Elementary Classrooms is a course that encourages critical exploration, collaborative interaction, and open-ended questions and surprise. Expect to get messy, think deeply, and have fun!

Course Objectives:
The purpose of our work in Creative Arts in Elementary Classrooms is to develop new ways of seeing & thinking about the role and practice of the arts in K-6 classrooms by...

- Engaging in hands-on art exploration and discussion of art education theory and practices to better understand how to engage children in meaningful learning IN and THROUGH visual and integrated arts;
- Understanding the value of the arts to the whole child: the cognitive, linguistic, emotional, social, cultural, and physical development of all children in elementary classrooms;
- Understanding the arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration across the academic curriculum, and in relation to the Common Core State Standards;
- Exploring how the arts help create inclusive, equitable classroom communities, and why teacher and community collaboration and advocacy for the arts is crucial.
### Course Calendar:

<table>
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<tr>
<th>Date</th>
<th>Key Ideas</th>
<th>Readings for discussion, tasks &amp; assignments</th>
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| **Monday** 8/3/15 | Concept: Ways of Seeing--Making Thinking Visual Through Art  
Focus: Elements of art as building blocks for learning  
- Welcome and introduction to the course  
- Open exploration & discovery: Elements of Art centers  
- Color mixing & guided exploration in painting  
- Reflection and small group dialogue  | To read and annotate for Tuesday, 8/4:  
- Karen Gallas: “Art as epistemology: Enabling children to know what they know”  
- Karen Ernst daSilva, "Drawing on experience”  
- Elliot Eisner, "10 lessons the arts teach" (1 page)  
- Studio Thinking Habits of Mind (1 page)  
Record Monday's reflections in Wonder Books |
| **Tuesday** 8/4/15 | Concept: Ways of Seeing--Making Thinking Visual Through Art  
Focus: Coming to our senses: Art connects us to authentic learning.  
- "Oh! Oranges!” an inquiry into fruit through art & language  
- Making visible what we’ve learned: Individual oranges book activity  
- Small group discussion on making thinking visual through art: what did you discover about the connections between observation, perception, drawing, language, and science?  | Record reflections in Wonder Book  
To do for Thursday 8/6:  
What issues or questions do you have about teaching art? Bring in a question for the Arts Ed Dialogue next week. |
| **Wednesday** 8/5/16 | Concept: Ways of Seeing--Making Thinking Visual Through Art  
Focus: Coming to our senses: Art connects us to authentic learning.  
- "Oh! Oranges!” an inquiry into fruit through art & language  
- Making visible what we’ve learned: Individual oranges book activity  
- Small group discussion on making thinking visual through art: what did you discover about the connections between observation, perception, drawing, language, and science?  | To read and annotate for Thursday, 8/6:  
- Jeanneret - "Why the arts are important”  
- "The arts & the Common Core” (1 pg.)  
- "Visual Thinking Strategies”  
Record reflections in Wonder Book  
To do for Thursday:  
What issues or questions do you have about teaching art? Bring in a question for the Arts Ed Dialogue next week. |
| **Thursday** 8/6/15 | Concept: Multiple Literacies: Art is the literacy of the heart  
Focus: Reading art as text to make meaning of complex concepts  
- Visual Thinking Strategies: Art can tell a story  
- Visual thinking strategies dialogue (small groups)  
- Making connections to the Common Core & the 4Cs  
- Gallery walk at The Anderson Gallery or The Cantor Center  
- Optional: Dinner with Art @ the Cool Café  | *turn in Wonder Books today  
To Read and annotate for Monday, 8/10:  
- Kennedy Center, “Defining Arts Integration”  
- "Why Arts Integration?”  
- "Discrete or integrated arts?”  
- "Components of a Strong Art Lesson” (1 pg)  
- “Science Inquiry & Science Literacy” (1 pg)  
We’ll discuss these readings in class on Weds., 8/12 |
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<th>Date</th>
<th>Concept: Making Thinking Visible through Art</th>
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| Monday 8/10/15 | Focus: Connections: Children's picture books and art integration  
- Guiding question for project: What would arts programs look like if they emphasized the cognitive consequences of work in the arts for educational purposes? (Elliot Eisner)  
- Children's picture book exploratory  
- Inquiry: Designing the collaborative Integrated Art Projects  
- Creating Textured Papers |
|             | Please bring a laptop, tablet or other Internet-capable device to use for research on your collaborative project this week.  
Internet research for the projects will include accessing national & state standards for Visual Arts and the Common Core State Standards |
| Tuesday 8/11/15 | Concept: Making Thinking Visible through art  
Focus: Constructing an idea to make it visible for teaching  
- Work on collaborative projects  
- Small group discussion: Arts integration in the K-6 classroom: stretching and exploring the possibilities for learning  
- Reflection |
|             | To do for Wednesday, August 12:  
Read:  
- “Defining Arts Integration”  
- “Discrete or integrated arts?”  
Reviewing:  
- “10 Lessons the arts teach”  
- “Studio Thinking Habits of Mind”  
Reflect on your experience in your Wonder Book |
| Wednesday 8/12/15 | Concept: Making Thinking Visible through art  
Focus: Constructing an idea to make it visible for teaching  
- Complete collaborative projects  
- Discussion: implications for teaching and learning – Studio Thinking Habits of Mind, 10 Lessons & standards |
|             | To do for Thursday, August 13:  
- Complete your collaborative project & in-class presentation. Each collaborative group will present on Thursday.  
Reflect on your experience in Wonder Books |
| Thursday 8/13/15 | Concept: Making Thinking visible through art  
Focus: Sharing and celebrating our art  
- Prepare classroom art gallery  
- Arts ed dialogue  
- Project presentation check-in/prep  
- Gallery walk and project presentations  
- Party! |
|             | To do for Monday, August 17:  
Final reflection (hard copy or online) due Monday, August 17 |

**Creative Arts Assignment Schedule**

There will be THREE assignments in the course. Two involve hands-on engagement in art and some writing, and the third is a comprehensive reflection on your own thinking and learning in the course.

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<tr>
<th>Date Assigned</th>
<th>Assignment</th>
<th>Date Due</th>
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<tr>
<td>Tuesday 8/4</td>
<td>Campus Architecture Walkabout</td>
<td>Monday 8/10</td>
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<tr>
<td>Monday 8/10</td>
<td>Collaborative Integrated Art Project (The projects will be developed &amp; presented in class.)</td>
<td>Thursday 8/13</td>
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<tr>
<td>Monday 8/10</td>
<td>Final Reflection</td>
<td>Monday 8/17</td>
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All assignments must be completed by the due date unless prior arrangements have been made. Students will be asked to revise assignments that do not meet the rubric criteria.
Creativity belongs to the artist in each of us. To create means to relate. The root meaning of the word art is 'to fit together' and we all do this every day. ~ Corita Kent

COURSE READINGS:
Most of the readings for Creative Arts are either articles or 1-2 page overviews of important practices and ideas in art education and arts integration. These are brief, easily readable pieces meant to raise critical questions in the teaching of art and to spark in-class dialogue and discussion. There is no class textbook. For further readings of interest, check the Creative Arts sub-page for Resources.

Titles of course readings are posted in the right-hand column of the course calendar by the date for which they are due. We will be discussing many of these in class or incorporating them into the work we do. It will help to get a head start before class begins. The actual readings are posted under the class schedule as PDF or Word docs you can download.

If you would like to go deeper in your exploration of the arts and education, take a look at the RESOURCES sub-page on the Creative Arts Google site. I particularly recommend the following as a wonderful starting place for a conceptual understanding of arts learning in children and classrooms:

A landmark book on learning in the arts emphasizing how the arts develop cognition and a deeper understanding of complex concepts and experience. Eisner (1933-2014) was a Professor of Art and Education at Stanford for forty years and a significant pioneer in arts education.

Professional Attendance and Participation
The arts facilitate the growth of a community where creative ideas and opinions can be expressed and heard openly; where there is room to agree and disagree, and where collaboration is valued. In this spirit, we welcome you. We expect you to attend all classes, turn in all assignments, and be actively engaged and constructive participants in daily class discussion and activities. We respect the different backgrounds, knowledge and interests you bring to this class, and our shared goal is to develop a culture of mutual trust and respect. We maintain high expectations for your learning and performance, while trusting your good intentions and commitment to the teaching profession.

Grading
Assignment #1 (Campus Architecture Walkabout) = 20% of course grade
Assignment #2 (Collaborative Integrated Project) = 30% of course grade
Assignment #3 (Final Reflection) = 20% of course grade
Attendance and quality of in-class participation in small and whole group work = 30%

Criteria for grading projects and written work are based on rubric scoring and on a demonstration of the following:
• understanding and application of concepts, content, and practices central to this course
• depth of thinking, creative contributions, and relevance of your work to the course content
• evidence that you are connecting your own thinking and experience, coursework, and teaching & learning in elementary classrooms in your written reflections

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**Stanford University Honor Code**
The focus of this course is on creativity and expression. Student work is expected to reflect original thinking and personal integrity. Please note the standards of Stanford's Honor Code, the University's expectations for academic integrity, establishing and maintaining the highest standards in academic work. When submitting written work, please respect copyrighted materials in print or online: plagiarism will not be tolerated. For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)

**Please note:** If you need support, resources, or accommodation to ensure your success in this course due to a disability of any kind, please contact the Student Disability Resource Center at 723-1066. We and the Center will work with you to ensure that you receive the support that you need in this course. Thanks!

"We are interested in education here, not in schooling. We are interested in openings, in unexplored possibilities, not in the predictable or the quantifiable, not in what is thought of as social control. For us, education signifies an initiation into new ways of seeing, hearing, feeling, moving. It signifies the nurture of a special kind of reflectiveness and expressiveness, a reaching out for meanings, a learning to learn."

– Maxine Greene (1917-2014)

“Nothing is a mistake. There’s no win and no fail. There’s only make.”

— Corita Kent