

CAMBRIDGE COLLEGE

Integration of the Visual Arts in Early Childhood and Elementary Grades

Course Description

This course facilitates the learning of basic visual arts techniques to be applied as tools for teaching and for the integration of the curricular contents in the elementary school. The disciplines of visual arts such as drawing, design, painting and sculpture make possible, in a creative and entertaining way, the development of psychomotor, cognitive and affective skills, which are fundamental to the learning process of children. Students will learn which of the basic techniques of visual arts are most appropriate for the topics of the curriculum of elementary school and how to integrate topics and techniques. Work will be developed both individually and in groups in order to decide the curricular topics that will be used and the collective and individual tasks necessary for the creation and design of lessons.

Experimentation, perception and reflection will be studied as necessary processes for the active participation in the creative process. Exercises and projects will be carried out throughout the course to facilitate the learning of basic drawing, design, painting and sculpture skills.

General Objectives

- learn principles, concepts, techniques and materials related to drawing, design, painting and sculpture and their application as teaching tools in the elementary school
- understand experimentation, perception and reflection as necessary for the active participation in the creative process
- develop projects in which innovative forms in 2 and 3 dimensions will be created making non-conventional interpretations of materials and space
- promote critical and creative thinking through oral, written reflections and art projects
- promote the exchange of ideas in the group for problem solving and decision-making in the process of art production, developing reflexive skills that will constitute the base for self-evaluation and the evaluation of others

Specific Objectives by Unit AND Topics and Exercises by Unit

INTRODUCTION

- Enumerate and explain the stages in the development of visual arts in children from grades K-6
- Explain the seven intelligences theory
- Recognize and describe the necessary attitudes for the development of the creative potential of students
- Analyze various curricular contents in order to choose the curriculum of a particular grade and one of its subjects

Subjects:

- Stages in the development of visual arts in children from grades K-6 Seven Intelligences Theory
- Necessary attitudes for the development of the creative potential of the students
- Curricular contents: Grades K-6

DRAWING UNIT

- Experiment and reflect on the perception skills necessary to learn to draw
- Experiment and apply the basic drawing techniques to create bi-dimensional and tri-dimensional drawings

Subjects:

Drawing and the 5 perception skills. Perspective and the way we see. Tri-dimensional drawing and bi-dimensional surfaces

Exercises:

“Memory of a Childhood Landscape”, “Perceiving and Drawing Forms in Space”, “perceiving and Drawing Negative and Positive Forms in Space”, “Drawing Lines for the Creation of Forms and Images”, “Perceiving and a Simple Perspective Drawing”. “Perception and Drawing of Figures in Action, and Verbs”, “Perceiving and Drawing Your Classmates and a Self-Portrait”, “Drawing a Powerful Learning Experience”, Project. Free Drawing

Reflection: Creative process and teaching to teach integrating visual arts in the elementary school subjects

Evaluation:

Presentation of the process-folio of exercises in U-1

DESIGN UNIT

Experiment and apply the elements and principles of design

Subjects:

Principles and Basic Elements of Design

Exercises: “Composition of a Selected Format”

Project:

Cut and Paste

Reflection:

Creative process and teaching to teach integrating visual arts in the elementary school subjects

PAINTING UNIT

- Describe, explain and apply the theory of the color wheel
- Paint on bi-dimensional and tri-dimensional surfaces

Subjects:

Color Theory.
Color Wheel and Combinations
Application of Colors to Tri-dimensional surfaces

Exercises:

“The primary, secondary, tertiary colors, black and white”

Reflexion:

Creative process and teaching to teach integrating visual arts in the elementary school subjects

Evaluation:

Presentation of a Project

SCULPTURE UNIT

- Describe and explain the basic principles for the creation of objects in space
- Experiment and apply methods for sculpture construction

Subjects:

Sculpture in Space

Exercises:

“Schematic drawings for the conceptualization of sculpting projects”

Reflexion:

Creative process and teaching to teach integrating visual arts in the elementary school subjects

Teaching Methods

- Lectures-Demonstrations: Lectures will be given and practical demonstrations will be done on the theoretical and technical aspects to be covered in the different units.
- Exercises: These are creative activities designed to experience artistic creativity and apply the skills learned to specific projects.
- Reflections: Sections devoted to expressing the diverse ideas and experiences of the students with artwork, the production process and its applications to the integration to specific topics of subjects of the elementary school curriculum
- Audio-Visual Presentations: Occasionally audiovisual presentations will be made on elements and principles of design and on various educational models that integrate arts in education.
- Readings: A Textbook is not required. Reading of assigned material on reserve is essential.

Evaluation Methods

This course promotes the use of Authentic Assessment to evaluate the learning process and its products. Authentic assessment allows student to demonstrate what they have learned in an environment similar to that in which they are going to apply the skills learned: the classroom. This evaluation strategy is bases on the comparison the students make of their previous knowledge to the newly acquired knowledge.

Learning will be documented through portfolios, projects and a written reflexion. Due to the experimental nature of the course attendance is required to all the class sessions. If the exercise sequence is interrupted, the student will be responsible for its completion. In case of a justified absence it is the students responsibility to inform the Professor in writing.