

Cambridge College
Course Syllabus
ESP701, Students with Disabilities and the Visual Arts

School of Education
Master of Education Program
ESP 701, Students with Disabilities and the Visual Arts
Summer 2007

Course Outline

Description:

This course is for teachers who teach students with special needs. The course focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills.

This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple printmaking techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts.

Purpose

The purpose of this course is to give the teacher the opportunity to discern and analyze diverse strategies and means in the daily work with students of special needs. The visual arts, and specially the spatial intelligence (as described in the theory of multiple intelligences), are the point of departure for establishing an assertive use of creative projects that help the student to focus and to develop a better understanding of the physical and conceptual world.

Course Content and Design

The content and design of the course is divided in:

- hands-on art exercises (drawing, painting, photography, comic book design and creation of personal art portfolios)
- reading of material concerning the multiple intelligence theory and reflection paper
- documentation of the artwork produced for the creation of power point presentations
- Re-design of curricula and lessons

Course Requirements

Reflective Essay Reflective paper

Lesson Plans

Class Participation

Personal Art Portfolio/PowerPoint

Group Exercises

Required readings

Armstrong, T. (2000) Multiple Intelligences in the Classroom-ASCD

Edwards B. (1994). Dibujando con el lado derecho del cerebro. Ediciones Urano

Recommended Readings

Clement, R. (1986) The Art Teacher's Handbook. Stanley Thornes, UK

Ruediger, D. 2001. Mandalas for meditation; Sterling, NY.

Gardner, Howard.1993. Multiple Intelligences. New York: Basic Books.

Gravett, P. (2005). Graphics Novels-Stories to change your life; Collins Design.

Jung, C.G. (1992) Formaciones de lo Inconsciente; Paidos.

Outcomes of the course

- To develop innovative visual art strategies in school lessons that stimulate the student to focus and to have a better understanding of his or her surroundings.
- To use the visual arts as a means to develop reading, verbal and social skills.
- To plan and design better educational practices that respond to the special needs of the student.

Knowledge outcomes

- To develop an understanding of the movements in art history (renaissance to contemporary art) in order to relate to the role and evolution of perception of the external and internal world of the artists in history.
- To amplify the number of associations and connections between the history of art, the events that surrounded the developments of art forms and the ways art was produced (traditional and non traditional).
- To understand the important role of the creative impulse and the imagination in the daily practice of teaching.

Skill Outcomes

- To develop drawing, painting and design skills for the importance of the identity of the teacher as an artist in his or her own way.
- To understand the role of the art of drawing and painting as a very accessible medium for everyone
- To engage in visual art practices that are attractive and challenging and to consider alternative art projects that stimulate other multiple intelligences.

Attitudinal Outcomes

- To develop a better understanding of the fundamental role of developing artistic skills in the teachers who use the visual arts
- To open the possibilities and the potential of the teachers who integrate creative and innovative resources in the classroom
- To inspire other teachers to expand their learning and teaching practices
- To create a better environment in which education and entertainment are key strategies for healthier schools

Behavioral Outcomes

- To understand the cathartic and healing properties of the visual arts

- To prepare lessons that respond to the evolution and transformation of the perception and conduct of both the teacher and the student

Strategies for Assessing Student performance and awarding a Letter Grade

Personal Portfolio	15 % final grade
Painting Personal Mandala	15% final grade
Comic Book Design	15% final grade
Oral Presentation	15% final grade
Lesson Plans	20 % final grade
Class Participation	20 % final grade

**Education Department
Master of Education Program
ESP701 Students with Disabilities and the Visual Arts
Prof. José Luis Vargas
Summer 2007**

Part 2- Class Agenda-Course 701

Students with Disabilities and the Visual Arts

Session 1:

Understanding the Theory of Multiple Intelligence and Hands-On Visual exercises

Date:

June 25, 2007

Topic:

Developing Spatial Intelligence Strategies in the Classroom

Course Number and Title:

ESP 701 PR 01- Students with Disabilities and Visual Arts

Required Readings:

- Armstrong, T. (2000) Multiple Intelligences in the Classroom-ASCD
- Edwards B. (1994). Dibujando con el lado derecho del cerebro. Ediciones Urano.

Activities and assignments:

- Contour Drawing Exercises
- Upside Down Picasso Drawing
- Lines of the Hands
- Emotions
- Analogous Drawings

Assessment:

Quality Personal Art Portfolio- originality, level of complexity, development of skills, understanding of application of specific exercises into class agenda

Session 2:

The Psychology of Color and Painting a Personal Mandala

Date:

June 26, 2007

Topic:

Enhancing and developing diverse capacities in demonstrating alternative language and diverse emotions through the use of color and symbols.

Required Readings:

- Armstrong, T. (2000) Multiple Intelligences in the Classroom-ASCD- Chapter 11

Activities and assignments:

- Reading of Chapter 11, Multiple Intelligences in the Classroom
- Reading in the classroom-Color Therapy
- Painting of a Personal mandala-Personal Stories

Assesment:

- Oral Presentation of Paintings
- Reflective Discussion on Emotional Aspects of Representing Personal Issues
- Understanding of multiple intelligences and importance in developing special considerations in areas of spatial intelligence into developing other skills
- Documenting class situations in photos and creating a story related to their challenges and achievements

Session 3:

The Art of Comics, Using Digital Manipulation Programs and Comic Book Design

Date:

June 27, 2007

Topic:

Alternative and Innovative Projects in the Classroom

Required Readings:

- Gravett, P. (2005). Graphics Novels-Stories to change your life; Collins Design.

Activities and assignments:

- Creating a story
- Selection of scenes
- Photo session

- Manipulation of Photographs
- Designing a comic book

Assessment:

Class Participation

Application and integration of artistic and technological skills

Session 4

Oral Presentations of a Lesson Plan

Date:

June 28, 2007

Topic:

Integration and conceptualization of methodologies in the planning of lessons for specific cases involving different incapacities

Required Readings:

- Armstrong, T. (2000) Multiple Intelligences in the Classroom-ASCD-Chapter 5- MI and Curriculum Development.

Activities and assignments:

- The student will choose an existent student case and will integrate diverse and innovative strategies for motivating the development of skills concerning the needs of the student; specify theme, subject and grade; will integrate the visual arts and will explain what mediums will use; will explain the procedures and specific strategies and why these specific resources.
- Reading of Chapter 5 Multiple Inteligences

Assessment:

- Originality and levels of creativity in applying assertive visual projects for very specific special needs in the students
- Clear definition of students special needs

Session 5:

Re-designing lesson units and lesson plans

Date:

April 29 to July 18, 2007

Topic:

Integration and conceptualization of spatial intelligence practices and lessons in the classroom

Required Readings:

- Armstrong, T. (2000) Multiple Intelligences in the Classroom-ASCD-Chapter 5- MI and Curriculum Development .

Activities and assignments:

- The student will analyze an existent study plan ; select a special unit; specify theme, subject and grade; will integrate the visual arts and will explain what mediums will use; will send a 4 to 5 page essay that explains the procedures and specific strategies and why the students has chosen these specific resources.
- Reading of Chapter 5 Multiple Intelligences.
- Re-design of a lesson unit and design of 5 lesson plans

Assessment:

- Use of assertive visual projects for very specific special needs in the students
- Good definition of students special needs and intelligent integration of visual resources