ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-701-ChildDevelopmentInArt

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:		X		
Writing Intensive:		X		
Honors		X		

2.0 Course information:

Course title:	Child Development in Art
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

2.a Course Conversion Designation* (Please check which applies to this course).**

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
X	New

March 14, 2011

2.b Semester(s) offered (check)

Fall X	Spring	Summer	Other

All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
Students who might elect to take the course: Other graduate students with permission from the instructor

3.0   Goals of the course

3.1   To demonstrate an understanding of artistic development as a complex multidimensional process affected by psychological, experiential and social factors.

3.2   To recognize the stages of development in art making and response to art are general models, and that each student, regardless of age, progresses on an individual basis in achieving art competencies, and to insightfully probe and observe student work to understand individual differences that exist in the classroom.

3.3   To recognize the importance of helping students learn how to make, manipulate, and modify symbols as an integral part of the arts education curriculum.

3.4   To prepare teachers to utilize new technologies throughout their teaching and learning experiences.

3.5   To prepare excellent teachers of the visual arts (Birth-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching   experiences.

3.6   To understand the needs of particular groups of students such as those with special needs, gifted and talented students, and students for whom English is not the first language and to plan appropriate instruction inclusive of all students.

3.7   To prepare teachers of art to be life long learners, and supportive of the multiple needs of the children in their classroom.

3.8   Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.

4.0   Course description
Course Number: ARED-701
Course Name: Child Development in Art
Short Course Title: Child Development in Art
Prerequisites: None
Classroom 3, Studio 0, Credit 3, Fall

In this course students will investigate and study the topic of child development in art and education. Students will explore a range of perspectives on developmental theories; the creation, and understanding of children's art and meaning making; and approaches to teaching art to children in a Birth-12 setting. Resources from the areas of art, psychology, sociology and art education will be investigated. Projects will include the development of a case study, relevant readings, research and studio activities, and collaborative research. Students will be expected to complete weekly reading and writing assignments. In a seminar format, the students realize the course objectives through participatory means. Students are expected to write critical essays, conduct research and field experience, and to participate in weekly small and large format discussion groups. On-line technology is utilized in addition to lectures, videos, and other forms of media. This course has a field experience component of 30 hours.

5.0   Possible resources (texts, references, computer packages, etc.)

5.1   Gardner, H. (1990). *Art Education and Human Development.* California: The Getty Center for Education in the Arts.

5.2   La Pierre, D & Zimmerman, E. (Eds.) (1997). *Research Methods and Methodologies for Art Education*. Reston, Virginia: NAEA.

5.3   Kindler, A. (Ed.) (1997). *Child Development in Art*. Reston, Virginia: NAEA.

5.4   Fineberg, J. (Ed.) (1998). *Discovering Child Art: Essays on childhood, primitivism and modernism*. New Jersey: Princeton University Press.

5.5   Efland, E. (2002). *Art and Cognition: Integrating the visual arts in the curriculum.* Columbia University, New York: Teachers College.

5.6   Klein, S. (Ed.) (2003). *Teaching Art in Context: Case studies for preservice art education*. Reston, Virginia: NAEA.

5.7   Golomb, C. (2004). *The Child's Creation of a Pictorial World*. New Jersey: Lawrence Erlbaum Associates.

5.8   Szekely, G. (2006). *How Children Make Art: Lessons in creativity from home to school.* New York: Teachers College Press.

5.9   Cahnmann-Taylor, M. & Siegesmund, R. (Eds.) (2008). *Arts-Based Research in Education: Foundations for practice.* New York: Routledge.

5.10 Bronson, P. (2009). *NurtureShock: New thinking about children*. New York: Hachette Book Group.

5.11 Donahue, D. & Stuart, J. (Eds.) (2010). *Artful Teaching: Integrating the arts for understanding across the curriculum, K-8.* New York: Teachers College Press.

5.12 Galinsky, E. (2010). *Mind in the Making: The seven essential life skills every child needs*. New York: Harper Collins.

5.13 On-line resources and relevant periodicals in Art and Education such as: *Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, The International Journal of Art & Design Education, Journal of Child Psychology and Psychiatry, National Association for the Education of Young Children, Journal of Early Childhood research, Child Development, and the International Journal of Education & the Arts*.

6.0   Topics (outline):

6.1 Overview of developmental theories and life span development
6.2 Personal interpretation of children's art
6.3 Research methods
6.4 Understanding learners in the Birth-12 classroom: growth and development
6.5 Exceptionalities and inclusion in the art classroom
6.6 Psychology of teaching and learning
6.7 Drawing & aesthetics in children's art
6.8 Cultural viewpoints & interpretations from research
6.9 Learning from the past: looking at research in the field of art education
6.10 Alternative theories & practices in growth and development
6.11 Integrating the visual arts in research
6.12 Visual Thinking as practice
6.13 Theories of creativity
6.14 Curriculum development through action research and arts-based research

7.0   Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Analyze and generate viewpoints on child development in art education	Exam, Project
7.2 Demonstrate knowledge of developmental & post-developmental theories in relation to their contexts	Exam, Assignments
7.3 Observe 30 of the required 100 hours of Field Experience with guided assignments on course topic	Field Experience Log book.
7.4 Stretch and explore self-knowledge of learners and their needs, with attention to students with exceptionalities.	Assignments
7.5 Use reflective practice as a tool to understand issues related to life span issues and creativity	Project
7.6 Develop research skills supported with technology	Project, Assignments
7.7 Envision developmental issues through studio creative work	Project, Critique
7.8 Connect factual, conceptual, procedural and metacognitive knowledge through the design and implementation of an inquiry using a qualitative case study research method	Project, Presentation
7.9 Demonstrate a developing craft of effective communication skills	Assignment, Critique
7.10 Develop craft and knowledge of action and arts-based research practices	Assignment, Critique

8.0   Program outcomes and/or goals supported by this course

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
8.2	To align with the goals of the New York State Learning Standards in the Visual Arts.
8.3	To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12.
8.4	To prepare teachers to promote the well being of all students.
8.5	To work towards excellence in teacher standards as outlined by state and national organizations in art and education.
8.6	To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment.
8.7	To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom.
8.8	To prepare teachers to utilize new technologies throughout their teaching and learning experiences.
8.9	To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.

9.0   General Education Learning Outcome

N/A

10.0   Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
10.2	Field experience component of 30 hours