



# Elementary Art Methods

## Art 300

### Course Syllabus

\*Subject to change\*

#### Fort Hays State University

College of Arts, Humanities, and Social Sciences

Department of Art and Design

Instructor Danielle L. Robinson

#### 1. COURSE INFORMATION

1.1. Credit Hours	2 Credits
1.2. Semester and Year	Fall 2025
1.3. Course Prerequisites	none
1.4. Location of Class	Online via the <a href="#">FHSU Blackboard System</a>
1.5. Class Time	Section VB: Asynchronous online.

#### 2. INSTRUCTOR INFORMATION

##### 2.1. Instructor Contact Information

- Name: Danielle L. Robinson
- Title: Instructor
- Office Location: Schmidt Foundation Center for Art & Design (SCAD) RM220 or in CATS103B
- Office Hours: Monday/Wednesday (2:00-3:30PM) and Tuesday (10:00-11:30AM)  
\*Or by Appointment Please put "Art300" in the subject line.
- Email Address: : [Dlrobinson2@fhsu.edu](mailto:Dlrobinson2@fhsu.edu) Please put "Art300" in the subject line.

2.2. Contact Procedure and Communication Policy: Regular Substantive interactions expected of students. To maintain adequate attendance standing, a minimum of 2 Discussion posts weekly. Weekly work in sketchbook in the form of TAB reflections and sketches, and interactions with peer post in the Discussions are required. If you have questions about the assignment, please email me: [dlrobinson2@fhsu.edu](mailto:dlrobinson2@fhsu.edu)

##### 2.3. About the Instructor:

- Education and Teaching Background: Bachelor of Psychology & Bachelor of Fine Arts: OPSU, Master of Fine Arts: FHSU. 12 years teaching experience in Art

History, Studio Foundations, and Sculpture at FHSU. Current working professional artist in sculpture.

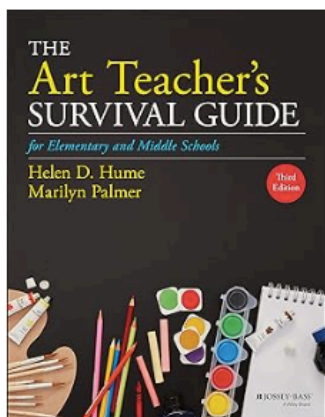
- Research Areas of Interests: Sculpture, Cast Iron, Mold Making, Aesthetics.

#### 2.4. Department Secretary Contact Information

- Name: Lauren Sargent
- Title: Senior Administrative Assistant
- Office Location: SCAD 119
- Office Hours: 8:00-4:30PM
- Email Address: [lsargent@fhsu.edu](mailto:lsargent@fhsu.edu)
- Phone Number: 785-628-4247

### 3. TEXTBOOK AND COURSE MATERIALS

#### 3.1. Required Textbook(s):



[Read sample](#)

#### Follow the author



Helen D.  
Hume

[Follow](#)

#### The Art Teacher's Survival Guide for Elementary and Middle Schools (J-B Ed: Survival Guides) 3rd Edition

by [Helen D. Hume](#) (Author), [Marilyn Palmer](#) (Author)

4.5 ★★★★★ (127) 4.0 on Goodreads 83 ratings

Part of: J-B Ed: Survival Guides (13 books)

[See all formats and editions](#)

#### The perennial bestseller—now in a new edition

Authoritative and practical, this comprehensive guide offers everything a teacher needs to know for conducting an effective art instruction and appreciation program. The Third Edition of *The Art Teacher's Survival Guide for Elementary and Middle Schools* includes a complete update on public-relations guidelines, and reference material examples.

The revised edition also features many new projects, an update on current projects and includes an explanation of the hot topic amongst art educators, Teaching Artistic Behavior (TAB/choice). Choice-based art education is reflected in the authors' discussion of teaching in mixed-media, ceramics, photography, sculpture, and art history.

- More than 100 creative art projects, from drawing to digital media
- Offers teaching tools, tips, and multicultural curriculum resources
- Includes new material on logical ways to encourage individual and personal solutions to a problem

[Read more](#)

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ISBN-10



1119600081

ISBN-13



978-1119600084

Edition



3rd

Publisher



Jossey-Bass

Publication date



October 13, 2020

3.2. Supplementary Book(s) and Article(s): all other materials are provided by the instructor.

3.3. Computer Requirements: Please refer to the [TigerTech webpage](#) to check the requirements. If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify to the instructor.

### 4. COURSE DESCRIPTION



4.1. Course Description: Study of methods, materials, and techniques of teaching art in the elementary school.

4.2 Instructor Course Description: Study of elementary art pedagogy, fine art project development and performance, and integration of creative learning within cross curricular teaching.

4.4. Recommendations for Success: Attend all class sessions and invest some time for the course. "Abandon any reservations you might have about your ability to make art. Embrace your inner child. Nurture curiosity and creativity. Approach each project with the goal to make something impressive!" -B. Hutchinson

## 5. COURSE LEARNING OUTCOMES

5.1. Course Objectives:

1. TSW practice technical procedures to proficiency.
2. TSW design engaging learning activities integrating fine art media.
3. TSW identify and describe elementary art student competencies.
4. TSW create original works of art.
5. TSW design, develop, and demonstrate an elementary art lesson.

5.2. Prerequisites: None

5.3. Course Expectations:

1. Be on time, and on task. Absences will cost your grade.
2. Be present and engaged. Listen to lectures and respond to the weekly prompts.
3. Be respectful of peer and instructor opinions, culture, background, ideals, and ideas.
4. Be organized and meticulous with work and turn required work in on time. Communicate with me if you have an extenuating circumstance causing tardy submission BEFORE a deadline.

## 6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method: Asynchronous lecture, demonstration, and communication through Blackboard.

6.2. Instructional Approach: Direct instruction and Collaborative conference.

6.3. Course Structure: Weekly assignment review and deadlines.



## 7. COURSE SCHEDULE

*This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.*

Week # & Range of Dates	Topics	Classwork	Submit in Blackboard	Due Date
<b>Week 1</b> 8/18-8/24	Syllabus, introductions, mini project	Selfie Collage Mini-Project	*Icebreaker Discussion *Selfie collage	8/24
<b>Week 2</b> 8/25-8/31	Project #1- Origami	Teaching Artistic Behavior (TAB) exercises: Elements and Principles of Design, Origami practice.	*TAB #1	8/31
<b>Week 3</b> 9/1-9/7	Project # 1-Origami	Project requirements and examples. Writing #1 Discussion. Origami practice and project brainstorming.	*Origami practice *Writing #1	9/7
<b>Week 4</b> 9/8-9/14	Project # 1-Origami	Work week	*Origami Project *Project #1 Reflection and self-assessment	9/14
<b>Week 5</b> 9/15-9/21	Project #2 technique practice	Drawing techniques: types of line, shapes, values, color, space.	*TAB #2	9/21



<b>Week 6</b> <b>9/22-9/28</b>	Project #2- Drawing and design	Project requirements, composition techniques, how to tessellate.	*Drawing practice	9/28
<b>Week 7</b> <b>9/29-10/5</b>	Project #2- Drawing and design	Writing #2 Discussion and introduction. Work week	*Drawing project progress post *Writing #2	10/4
<b>Week 8</b> <b>10/6-10/12</b> <b>Midterm Week</b>	Project #2- Drawing and design	Work week	*Drawing project *Project #2 Reflection and self- assessment	10/12
<b>Week 9</b> <b>10/13-10/19</b>	Project #3- Technique practice	Shape and Form, Balance, Unity, Movement, Kinetic challenge.	*TAB #3	10/19
<b>Week 10</b> <b>10/20-10/26</b>	Project #3- Kinetic Sculpture	Project requirements, lever, and weight design brainstorming. Writing #3 discussion and introduction.	*Kinetic Sculpture practice *Writing #3	10/26
<b>Week 11</b> <b>10/27-11/2</b>	Project #3- Kinetic Sculpture	Work week	*Kinetic Sculpture progress	11/2
<b>Week 12</b> <b>11/3-11/9</b>	Project #3- Kinetic Sculpture	Work week Final Project presentation and requirements.	*Kinetic Sculpture project *Project #3 reflection and self- assessment	11/9



<b>Week 13</b> <b>11/10-11/16</b>	Project #4- Paper Lantern	Positive/Negative space, geometric design.	*TAB #4 *Writing #4 *Final Project lesson plan drafts due for review and feedback.	11/16
<b>Week 14</b> <b>11/17-11/23</b>	Project #4- Paper Lantern	Work week	*Lantern Project *Project #4 reflection and self-reflection	11/23
<b>Week 15</b> <b>11/24-11/30</b> <b>Thanksgiving Break</b>	<b>No Class</b>	<b>Happy Thanksgiving!</b>		
<b>Week 16</b> <b>12/1-12/7</b>	Final Project	Work Week	<b>Final project Post</b>	12/7
<b>Week 17 Finals</b> <b>12/8-12</b>			Final Project	12/12

## 8. ASSESSMENT METHODS AND GRADING SCALE

There are 520 points for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The assessment methods and grading scale are as follows:

Assessment Methods	How Many	Unit Points	Total Unit Points	Percentage
Projects	5	30	150	29
TAB post	4	20	80	15
<b>Writings</b>	5	20	100	15
<b>Attendance</b>	15	10	160	29
Final Project	1	60	60	12
<b>Total Points</b>			<b>520</b>	<b>100%</b>

900 – 1,000 = A (90.00% and above)

800 – 899.99 = B (80.00%–89.99%)

700 – 799.99 = C (70.00%–79.99%)

600 – 699.99 = D (60.00%–69.99%)



<600.00 = U (below 60.00%)

### Assessment Descriptions and Instructions

**Projects:** Project work must be documented with high quality photographs. If project is two-dimensional, one very clear image of work is required. If project is three-dimensional, at least three photographs that show all angles of the work is required. Students may post more than the required number of photographs. Videos may be submitted if the work is best represented that way. Images of the project work should be added into a word document. Make the image as large as you can to fit the page. Students must also submit a project reflection and self-assessment in for each project. Both submissions are required for the work to be considered on time and eligible for points.

**TAB post:** TAB stands for Teaching Artistic Behavior. These activities involve the transfer of important fine arts information, provide for practice of techniques, and include a problem-solving element for each. The format for TAB journal information and posts are demonstrated in each TAB presentation. Read the requirements for each. All TAB assignments are to be submitted into Blackboard.

**Writing:** There are 5 writing in this course. Each writing assignment details the required readings, supplemental materials, and questions to address within the document. Download the document, rename the file with your last name in the file name. You will do the writing directly within the document. Image inclusion is to be pasted directly in the document as well. Review the Writing Assignment Rubric for expectations. All writings are to be turned into Blackboard.

**Attendance:** This is a performance class, and your attendance is important as such. Students earn attendance points by completing all the assignments each week on time. All work is due Sunday by 11:59PM of each week. Students must include all required material for attendance points. No assignments turned in for that week: no attendance points for that week. Absence policy: Students that miss more than 4 weeks will result in a failure of the course.

**Final Project:** Student will design a unique elementary learning experience requiring pupils to create an artistic project to demonstrate their knowledge of a selected curriculum. Project may be designed to fit one of the following themes: Core Connected art project, Art History based art project artifact created by student representing proficient quality, written lesson plan including NVAS standard identification, learning objectives, description, identification of both convergent and divergent skill acquisition, and grading rubric. Lecture and demonstration instructional video. Student may submit a draft of their lesson plan for review and feedback. To receive feedback, the draft must be submitted on time.

## 9. STUDENT HELP RESOURCES



- 1.1 [.FHSU Blackboard Student Tutorials](#)
- 2.1 [Student Accessibility Services](#)
- 3.1 [Health and Wellness Services](#)
- 4.1 [Career Services](#)
- 5.1 [Technology Services](#)
- 6.1 [Forsyth Library Research Help and Tutorials](#)
- 7.1 [Academic Tutoring](#)
- 8.1 [Writing Center](#)

### **Special Learning Conditions/Accommodations:**

Fort Hays State University, in accordance with The Americans With Disabilities Act, provides assistance and resources for students with disabilities. The Student Accessibility Services office is located within Health and Wellness Services in the Fischli-Wills Center for Student Success, Room 301, 785-628-4401. This is the appropriate office for students, faculty or staff to contact to verify and notify the University of a student's documented disability. After verification of a documented disability, the Student Accessibility Services office will initiate a request for services. Students should contact the instructor within the first two weeks of class if they require special accommodations for test taking, carrying out assignments, or any other need for assistance.

For more information, you can contact TigerTech at 785-628-3478 or [FHSU TigerTech](#)

## **10. COURSE POLICIES**

- 10.1. Class Attendance: Class attendance is required. If you become sick and are unable to complete your work, notify student affairs about your absence and send me an email so I know why you were absent as soon as possible. All missed classwork is the responsibility of the student to make-up. Visit the Blackboard material, ask your peers what you missed, and or schedule an appointment with me to catch up...
- 10.2. Attendance points are earned by completing all the assignments each week. No assignments turned in for that week: no attendance points for that week. Absence policy: Students that miss more than 4 weeks will result in a failure of the course.
- 10.3. Assignment Due Date: Sunday's by 11:59PM
- 10.4. Procedures for Assignment Submission: All assignments are to be turned into Blackboard.
- 10.5. Extension policy: Students may request an extension for an assignment (beside attendance posts) by making a formal verbal or email request. I





will consider granting an assignment extension if student meets the following criteria:

1. Extension is requested before the assignment is due.
  2. Student is in good standing with attendance (no late posts, no absences, no outstanding make-up work).
  3. Assignment is at least 50% complete at the time of request.
  4. A mutually agreed upon extended due date will be determined by student and instructor.
  5. If extended work is not submitted by extended date, assignment earns 0 points.
- 10.6. Critique other students work, provide constructive feedback. Be honest with your feedback. Silence is not golden in critique! Speak up! Fine arts classes are communities of practice and require students to collaborate for the richest experience.
- 10.7. Netiquette: If attending a Zoom session, follow these guidelines:
1. Keep your audio turned off unless you are speaking.
  2. Turn your video on so I can see you.
  3. Be mindful of your surroundings (What will I see when you turn on your camera on, and do you want me to see that?)
  4. Ensure that you are free of distraction.
  5. Be on time.

## 11. UNIVERSITY POLICIES

- 11.1. [Academic Honesty](#)
- 11.2. [Attendance](#)
- 11.3. [Withdrawal](#)
- 11.4. [Student Accessibility Services](#)
- 11.5. [Health and Wellness Services](#)
- 11.6. [Title IX Policy](#) : FHSU is committed to fostering a safe and productive learning

environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Laurie Larrick, University Compliance Officer and the FHSU Title IX Coordinator, at [lelarrick@fhsu.edu](mailto:lelarrick@fhsu.edu) or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

- 11.7. [Career Services](#)



## 11.8. Technology Services

### 12. Required Supplies

Virtual Students are required to secure their own art supplies for the projects. You will need some basic materials for the TAB journals. Each project has a materials list. Acquire these materials as early as possible in the semester. See below.

Sketchbook or bullet journal (avoid using a notebook or anything with lined paper) This will be your TAB journal. The first mini project is to create a personalized, decorative book cover. You will need the materials below for that.

Scissors, exacto knife, glue stick, ruler, collage materials, drawing or painting media, and any other additional materials that you feel would best represent yourself in the mini project.

#### **Materials for projects are below.**

Project 1, Origami: practice paper can be regular printer paper, notebook paper, or anything thin yet sturdy. Some wrapping paper is durable and thin enough. Avoid construction paper, tissue paper, or any thick papers. The paper you choose for the actual project should be intentionally procured to meet your idea. Some students purchase origami paper (amazon or a crafts store) but you are not required to do this. Printer paper or thin drawing paper can easily be altered for color and texture preferences adherent to your project idea.

Project 2, Drawing and Color; Tessellations and Shape exploration: graphite drawing pencil (this could be a mechanical pencil, regular #2 pencil, or pencils specific for drawing), posterboard at least 18" x 24" (white, non-slick surface), Basic color pencils, sharpie or permanent marker, paper for tracing\* (this can be parchment paper, tracing paper, or thin printer paper), acrylic paint (yellow, red, blue, white, and black), brushes, masking tape.

Project 3, Kinetic Sculpture: 18 gauge wire (full stiff, or half-stiff like fencing wire), lighter wire 20-24 gauge (aluminum is more malleable), air dry clay, newspaper, masking tape, aluminum foil, line for hanging weights (this can be fishing line, ribbon, twine, yarn, etc...), hardware\* (screw-eyes, washers, brass swivels, items to add weight), white glue, hot glue, other adhesives as needed depending on your materials\*, found objects\* can be used, and wooden parts can be used either with or in place of metal wire levers. This list is not exclusive. Students often make use of creative materials for this project.

Project 4, Platonic Solid Paper Lanterns: compass and/or protractor, cardboard or card stock, materials to build structure\* (bamboo skewers, balsa wood, thin dowel rods, foam core, leftover sturdy wire, popsicle sticks, cardboard), materials for lantern walls\* (tissue paper, parchment paper, transparencies, cut paper, etc...), some form of light source\* (small led light, bright glow sticks, flashlight, or any other creative materials to illuminate



the lantern, DO NOT illuminate with any sort of fire like a candle), any additional materials specific to your project plan.

**\*Material options should be acquired specific to your project plan. You do NOT have to acquire all these suggested materials! If you have an idea for better materials than what is listed, feel free to use them.**