



Elementary Art Methods ART 300

Fort Hays State University
College of Arts, Humanities, and Social Sciences
Department of Art and Design
Instructor Brian Hutchinson

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	Art and Design room 225
1.5. Class Time	Tuesday and Thursday Section A: 11:00-11:50 AM. Section B: 12:00-12:50 PM. Section VA: Asynchronous online. Optional weekly class meeting Tuesdays at 5:00 PM via Zoom.

2. INSTRUCTOR INFORMATION

2.1. Instructor Contact Information

- Name: Brian Hutchinson
- Title: Instructor
- Office Location: Center for Art and Design, Room 224
- Office Hours: Monday/Wednesday/Friday: 1:30-3:30 PM or by appointment.
- Email Address: bthutchinson@fhsu.edu
- Phone Number: 785-628-4301
- Other contact information: Make an appointment with me through the Calendly Application: <https://calendly.com/bthutchinson/30min>
- You can also schedule an appointment with me by scanning the qr code below.



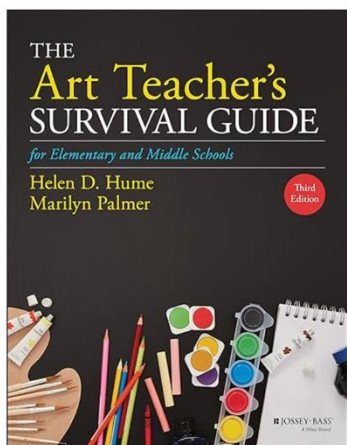
2.2. Contact Procedure and Communication Policy for online course: Regular Substantive Interaction is expected of students. To maintain adequate attendance standing, a minimum of 1 Yellowdig post, weekly work in sketchbook in the form of TAB reflections and sketches, and interaction with peer posts in Yellowdig are required. Weekly office hours for the online course in the form of Zoom meetings are held each Tuesday from 5-6 PM. These meetings are optional but highly recommended if you are struggling with the weekly assignment, have some important questions about the work, or if you would like any feedback on your work. Please email professor with any questions: bthutchinson@fhsu.edu. If you are unable to meet during the online office hours, you can also schedule an appointment with me through the calendly app QR on page 1, or visit the course resources within Blackboard.

2.3. About the Instructor:

- Education and Teaching Background: BFA 2004, Printmaking and Drawing at FHSU. BSE 2004, Secondary Education FHSU. MFA 2009, Printmaking and Drawing FHSU. Currently a doctoral student seeking EDD in Instructional Design and Performance Technology from Baker University. 16 years of teaching experience in K-12 Art Education at many different schools across Kansas. 8 years of full-time teaching experience in Art Education and Studio Foundations at FHSU. Currently working professional artist in multiple media domains.
- Research Interests: Non-Traditional and Traditional Printmaking application within Mixed Media drawing works. Technologically enabled studio teaching. Quality Instructional Design and accessibility.
- Link to a personal website: <https://www.bthutchinson.com/>

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 ★★★★★ (120) 4.0 on Goodreads 81 ratings

[Part of: J-B Ed: Survival Guides \(13 books\)](#)

[See all formats and e](#)

The perennial bestseller—now in a new edition

Authoritative and practical, this comprehensive guide offers everything a teacher needs to know for conducting 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](#)

[Report an issue with this product or seller](#)

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 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. FHSU Catalogue 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.

4.3. Recommendations for Success: Attend all class sessions and invest some time outside of class on project and writing work. 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!

5. COURSE LEARNING OUTCOMES

5.1. Course Objectives

TSW practice technical procedures to proficiency.

TSW design engaging learning activities integrating fine art media.



TSW identify and describe elementary art student competencies.
TSW create original works of art.
TSW design, develop, and demonstrate an elementary art lesson.

5.2. Prerequisites: None

5.3. Course Expectations:

Be on time and on task.

Be respectful of peer and instructor opinions, culture, background, ideals, and ideas.

Be respectful of the learning environment

Allow me to teach you

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method: Asynchronous lecture, demonstration, 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.



Module # & Range of Dates for Module	Topics	Classwork	Post and/or submission assignments.	Due Date
Week 1 8/18-8/24	Syllabus, introductions, mini-project	Selfie Collage Mini- Project	Icebreaker post (YD) Selfie collage (YD)	8/24
Week 2 8/25-8/31	Project #1- Origami	Teaching Artistic Behavior exercises: Elements and Principles of Design, Origami practice.	TAB #1 (YD)	8/31
Week 3 9/1-9/7	Project #1- Origami	Project requirements and examples. Writing #1 Discussion. Origami practice and project brainstorming.	Origami Practice (YD) Writing #1 (BB)	9/7
Week 4 9/8-9/14	Project #1- Origami	Work week.	Origami Project (YD) Project #1 Reflection and self- assessment (BB)	9/14
Week 5 9/15-9/21	Project #2 technique practice	Drawing techniques: types of line, shapes, values, color, space.	TAB #2 (YD)	9/21
Week 6 9/22-9/28	Project #2- Drawing and design	Project requirements, composition techniques, how to tessellate.	Drawing practice (YD)	9/28
Week 7 9/29-10/5	Project #2- Drawing and design	Writing #2 Discussion and introduction. Work week.	Drawing project progress post (YD) Writing #2 (BB)	10/5



Week 8 10/6-10/12	Project #2 continued	Work Week.	Drawing project (YD) Project #2 Reflection and self- assessment (BB)	10/12
Week 9 10/13-10/19	Project #3 Technique practice	Shape and Form, Balance, Unity, Movement, Kinetic challenge.	TAB #3 (YD)	10/19
Week 10 10/20-10/26	Project #3 Kinetic Sculpture	Project requirements, lever and weight design brainstorming. Writing #3 discussion and introduction.	Kinetic Sculpture practice (YD) Writing #3 (BB)	10/26
Week 11 10/27-11/2	Project #3 Kinetic Sculpture	Work Week	Kinetic Sculpture progress (YD)	11/2
Week 12 11/3-11/9	Project #3 Kinetic Sculpture	Work Week Writing #4 Discussion and Lecture.	Kinetic Sculpture project (YD) Project #3 reflection and self- assessment (BB)	11/9
Week 13 11/10-11/16	Project #4 Paper Lantern	Positive/Negative space, geometric design.	TAB #4 (YD) Writing #4 (BB)	11/16
Week 14 11/17-11/23	Project #4 Paper Lantern	Work week.	Lantern Project (YD) Project #4 reflection and self- reflection (BB)	11/23
Week 15 12/1-12/7	Final Project	Work Week	Final project Post (YD)	12/7



Week 16 Finals Week 12/8-12/12	No class	No class	Final Project due no later than 12/12 by midnight (BB)	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 practice	4	20	80	15%
Writings	4	20	80	15%
Attendance	15	10	150	29%
Final Project	1	60	60	12%
Total Points			520	100%

520-468= A (90% and above)
467-416= B (80%–89%)
415-364= C (70%–79%)
363-312= D (60%–69%)
311 and lower= U (below 60%)

Assessment Descriptions and Instructions

Projects: Project work must be documented with high quality photographs.

High Quality Photograph Submission requirements:

Lighting is the most important aspect of your photographs. 2 dimensional artworks: lay flat and light from a 45 degree angle, make sure it is fully lit, and photograph with your phone parallel to the artwork. You can also hang the artwork on the wall in a well lit area and photograph parallel to the work. Crop photo to exclude unimportant visual information.

Sculptural art must be arranged in an environment free from additional information. A 3D work should be placed on a neutral surface with a neutral backdrop of some type. Light 3D work similarly so that you are photographing it from about a 45 degree angle different from the light source. Photograph 3D work from at least 4 different angles to express the form in as many aspects as possible. One of your photographs should



include the 3D work in whole. It is a good idea to include a detailed shot of an area that you are really proud of.

These Photo submission requirements correlate with the craftsmanship portion of the project grade.

Blackboard Self-Assessment and Written Reflection requirements:

Download the Project Requirements document attached within the project assignment. Save the file with your last name in the file name. Answer the reflection questions with complete sentences in reference to your experience while creating this artwork.

Answers should be thorough and address all parts of the questions. Following the reflection questions you must score yourself consulting the project rubric provided in the document. Assign points to your project within the 3 domains and add your score. Below the scoring rubric, cite your point total and write your rationale for assigning these points as you did. Once you have completed this self-assessment and written reflection; save it and turn it in to the blackboard assignment as an attachment within the submission area.

Images of the project work must be posted in Yellowdig (YD) using the correct topic. Students must also submit a project reflection and self-assessment in Blackboard (BB) 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 in BB. All TAB assignments are to be posted in Yellowdig (YD) within the correct topic.

Writings: There are 4 writings 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 in via Blackboard (BB).

Attendance: This is a performance class, and your attendance is important as such. Students earn attendance points by making the weekly Yellowdig posts on time. All posts are due by Sunday (before midnight) of each week. Posts must include all required material for attendance points.

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. Projects may be designed to fit one of the following themes: Core Connected art project, Art History based art project, or Multicultural study art project. Project elements: 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. Students 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

Students have access to academic services, technical support and student services at Fort Hays State University. You can find the resources online at [FHSU Blackboard Student Tutorials](#)

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

10. COURSE POLICIES

10.1. Class Attendance: On time class attendance is required. Be on time if not a few minutes early. If you must be absent for a class, please communicate that to me in advance. If you become sick and are unable to attend class, notify student affairs about your absence and send me an email so I know why you were absent. 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. Attendance points are earned by making the required Yellowdig posts for each week. No post for that week=no points for that week. **Absence Policy:** students that miss more than 3 Yellowdig posts or more than 3 classes (without scheduling make-up with me) are *eligible** for a 10% reduction in overall course grade. Each missed post or missed class beyond 4=20% reduction. Beyond 5=30%. 6 or more=Failure of course.

10.2. Class Expectations: my expectations are stated below. Rationale and examples follow each expectation.

- Be on time to class. I begin class exactly on time. Be here on time if not early.
- Be prepared for class. When you are assigned work to be completed before the next class- Do It! Our time in class is valuable at only 50 minutes twice a week. Work outside of class prepares you for maximum engagement in class.
- Be present in class. Your attention is required during lecture, demonstration, discussion, presentation, and one-on-one critique. Divorce yourself from your phone during class. Do not text, post, or call anyone during class. If you are expecting a call during class, or you must take a call (this would be like an emergency) during class, go out into the hall to show respect for our learning environment. There may be times when your phone is useful. In those instances, you are welcome to use them.

10.3. Assignment Due Date: Sundays before midnight.



10.4. Procedures for Assignment Submission: All assignments are to be submitted in Blackboard or Yellowdig.

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:

10.6 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), and 3. Assignment is at least 50% complete at the time of request. A mutually agreed upon extended due date will be determined by student and instructor. If extended work is not submitted by extended date, assignment earns 0 points.

10.7. Collaboration Procedures: Students are responsible for keeping the classroom studio clean and orderly. Clean up after yourself, put materials where they belong, and remind classmates to do the same. Log out of all computers you have logged in on when leaving the studio classroom. 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.

10.8. 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 your camera on, and do you want me to see that?) and ensure you are free of distraction. 4. Be on time and stay until dismissed.

10.9. *Eligible** Please communicate with me in any event that you are absent or if you have trouble in any way that would hinder your performance in this course. Maintaining regular substantive interaction with me will help you avoid *eligibility* for grade reduction.

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 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. ADDITIONAL ITEMS REQUIRED BY DEPARTMENT/COLLEGE IF APPLICABLE

Students enrolled in the physical course are required to obtain a night and weekend pass from the Art and Design office (room 119) and secure a flash drive/thumb drive/memory stick. Students will need to print imagery for project work. This should be completed by the end of week 2.

The procedure to print imagery: save your image files as jpg or pdf on your flash drive. You can plug your drive into any of the copy machines in our department to print black/white or color images. If you need to print a text-based file, save the file as docx or pdf. You can print these files from our printers as well.

13. ADDITIONAL ITEMS NEEDED BY INDIVIDUAL INSTRUCTOR IF APPLICABLE

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.**