



UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ART

Art 342.01

Art Education Across the Lifespan 1

Winter 2021

Wed Based. This course is fully online.

1. Synchronous Scheduled Meeting times are every Monday from 2:00 p.m. to 3:15 p.m. including Lecture/Demonstration & 3:15 p.m. to 4:45 p.m. (when necessary) during Individual and Small Group Lab time throughout the semester.
2. Asynchronous meetings between the instructor and individuals or small groups regarding specific learning tasks are scheduled as needed throughout the semester on Wednesdays from 2:00 p.m. to 4:45 p.m.

Technology Requirements for Students Taking Online, Remote and Blended Courses
Please review the information regarding technological requirements for online courses here
<https://elearn.ucalgary.ca/technology-requirements-for-students/>

Instructor: *Robert Kelly PhD*
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Email: *rkelly@ucalgary.ca*
Website: *www.robertkelly.ca*
Office Hours: *Zoom meetings by request*

Course Description

An exploration of the cognitive, emotional, and social development of infants, children and adolescents learning art. Students will engage in experiential learning in formal and informal settings.

Prerequisites and/or Co-requisites

N/A

Objectives of the Course

Upon satisfactory completion of this course, the student will be able to:

1. Form a rationale for artistic and creative development in formal education and community settings from birth to the end of adolescence;
2. Demonstrate an understanding of creative, collaborative, critical thinking and communicative development conducive to development from birth to adolescence through the creation of educational environments of collaborative creativity.
3. Demonstrate an expanded repertoire of skills and knowledge of art materials, media and concepts appropriate to artistic and creative development from birth to the end of adolescence;
4. Demonstrate the ability to design educational environments and learning experiences from birth through the end of adolescence conducive to artistic and creative development within formal education and community-based contexts.

5. Demonstrate an understanding through design, of arts and creativity-based educational, entrepreneurial initiatives for a clientele from birth to the end of adolescence.

Textbooks and Readings:

Required Readings:

Kelly, R. (2020). *Collaborative creativity: Educating for creative development, innovation & entrepreneurship*.
Brush Education.

Kelly, R. et al. (2020). *Collaborative creativity idea book for educators: Activities, tactics and strategies for building a collaborative culture of creativity*. Brush Education.

Milbraith, C., McPherson, G. & Osborne, M. (2015). Artistic development. In L. Liben & U. Muller (Eds.), *Child psychology and developmental science*. Vol. 2., pp. 897 -941. John Wiley & Sons.
https://www.researchgate.net/publication/264311070_Artistic_Development

Assignments and Evaluation

Learning Task 1 – Exploration and Analysis of Artistic and Creative Development from Birth to End of Adolescence Encompassing Personal Artistic and Creative Development & Theoretical Artistic and Creative Development Research and Documentation

This assignment includes the research and presentation of theory and models from birth to end of adolescence of artistic and creative development accompanied by a personal studio narrative of personal artistic and creative development. Presentation form will be the choice of the individual presenter.

Assessment - Percentage of final Grade - 20% – Assessment is based on the demonstration of a capacity to research, articulate and present comprehensive personal artistic and creative development and theoretical artistic and creative development models and benchmarks. **Due date – January 27th, 2021**

Learning Task #2 – Observation and Analysis of Formal and Community Art Education Contexts Through Virtual Guest Speakers (Individual)

Examination and analysis of artistic and creative developmental orientations of formal and community educators. The class hear presentations from and interview 4 to 6 art educators from the field representing formal education and community-based context. For each guest presenter a 500 - word annotation written in APA 7 style must be produced to include the following headings: Presenter Name and Professional Context, Summary, Assessment & Reflection. Writing Component – 2000 to 3000 words.

Assessment - Percentage of final grade: 30% - Assessment is based on accuracy in summarizing the main points of each presentation, a demonstrated capacity to analyse the educational orientation of the presenter with regards to artistic and creative development and to articulate the relevance of the content to your own artistic and educational development. **Due date** – These are each due 1 week after each presentation for upload into the designated Dropbox under Assessments in D2L.

Learning Tasks 3 and 4 focus on the design of artistic and creativity formal education programming and entrepreneurial community-based initiatives for learners from birth to the end of adolescence. Both learning tasks involve working collaboratively in a group to design for a specific demographic target from birth to the

end of adolescence. The resultant designs from both learning tasks can focus on any of the following specific demographic levels or combination of levels:

- Birth to pre-school age
- Early childhood to 9 years old. (Early childhood through the primary grades)
- Early Adolescence (ages 9 to 13) (Middle school grades)
- Mid Adolescence (ages 13 -15) (Junior high school grades)
- Late Adolescence (ages 15 to 18) (Secondary school grades)
- The End of Adolescence – Young Adulthood (ages 18 to 23) (Secondary to undergraduate postsecondary levels)

Learning Task # 3 (Small Group) - Artistic and Creative Development Entrepreneurial Program Design for Community Education Contexts

Exploration and development of entrepreneurial artistic and creative development educational initiatives for community contexts. This learning task involves the research, development and presentation of a comprehensive design brief for an artistic and creative development entrepreneurial initiative for a community context. This includes the development and presentation of an early design prototype. This assignment will involve engagement with the Hunter Hub for Entrepreneurial Thinking at the University of Calgary.

Assessment - Percentage of final grade: 25% - Assessment is based on the demonstrated ability to research and develop a design brief that serves as a template for the development of the entrepreneurial initiative into the early prototyping stage. Consideration will be given to the demonstration of adequate demographic research, design appropriateness for the chosen demographic, design innovation and creativity for learner engagement and entrepreneurial initiative sustainability. **Due date:** March 24, 2021

Learning Task # 4 (Small Group) - Art Education Program Design for Formal Art Education Contexts: Studio Exploration

Exploration and design of artistic and creative development education programming for learners from birth to early adolescence in formal education through studio exploration by the research, design, and production of a series of studio-produced exemplars that form the basis a learning sequence for a designated learner demographic.

Assessment - Percentage of final grade: 25% - Assessment is based on demonstrated studio acumen in producing demographic-appropriate, progressive studio exemplars integrated into a comprehensive presentation to articulate program design. Consideration is also given to demonstrated design capacity to effectively incorporate thematic, media, artistic and creative development considerations in overall design. **Due date:** April 12, 2021

All Assignments must be completed with a passing grade to receive an overall passing grade for the course.

Registrar Scheduled Final Exam – NO

Note: *It is the student's responsibility to keep a copy of or any relevant documentation regarding each submitted assignment.*

Late Assignment Policy

Assignments that are submitted late after the posted due date based on the due date described in the individual assignment descriptions emailed to you and posted in D2L (not the course outline) are subject to a grade reduction of 1 grade reduction (e.g. B+ to B, B to B-) per late business day up to 3 business days after which the assignment is graded with a failing grade - F.

Grading Method and Grading Scale

Percentage	Grade	G.P.V.	Grade Definition
96-100	A+	4.0	Outstanding
90-95	A	4.0	Excellent-superior performance, showing comprehensive understanding of subject matter.
85-89	A-	3.7	
80-84	B+	3.3	
75-79	B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete.
70-74	B-	2.7	
65-69	C+	2.3	
60-64	C	2.0	Satisfactory – basic understanding of the subject matter.
55-59	C-	1.7	
53-54	D+	1.3	
50-52	D	1.0	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Fail – unsatisfactory performance or failure to meet course requirements.

Internet and Electronic Communication Device Information

<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf>

Enter rules/guidelines about the use of internet and electronic devices during class – this may not be applicable.

Models (if applicable)

Portfolios and Assignments

The Department of Art will not assume responsibility for lost or stolen portfolios or course work given to instructors for grading.

Studio Procedures – N/A – This course is fully online.

Academic Accommodations

The student accommodation policy can be found at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies->

[Accommodation-for-Students-with-Disabilities-Procedure.pdf](#)

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Academic Standing

For more information go to <http://www.ucalgary.ca/pubs/calendar/current/f.html>

Deferral of Exams and Term work

It is possible to request a deferral of term work or final examination(s) for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with Enrolment Services if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines.

For more information about deferring a final exam go to <https://www.ucalgary.ca/registrar/exams/deferred-exams>

For more information about deferral of term work go to <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>
https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf

F.O.I.P.

For more information go to <https://www.ucalgary.ca/registrar/student-centre/privacy-policy>

Writing and Plagiarism

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance.

For more information go to <http://www.ucalgary.ca/ssc/writing-support>
or
<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. Visual art projects submitted for course credit must be produced by the student specifically for this class. Students must not submit projects if credit has or will be provided for it in another class. This includes re-worked assignments from previous or concurrent courses, unless permission is provided in writing by the instructor. Additionally, the student is asked to be mindful of

using visual sources from the internet, ensuring that that material is not derived from any on-line or other available source, and that appropriate copyright permission is granted, when required.

Campus Mental Health Resources

[SU Wellness Centre](#) and the [Campus Mental Health Strategy](#)

Campus Security and Safewalk

Call 220-5333 anytime. Help phones are located throughout campus, parking lots and elevators; they connect directly to Campus Security - in case of emergency, press the red button.

For more information go to <https://live-risk.ucalgary.ca/risk/campus-security/your-safety/safewalk>

Emergency Evacuation

For more information go to <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Ethics

Whenever you perform research with human participants (i.e., surveys, interviews or observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.

For more information go to <http://www.ucalgary.ca/pubs/calendar/current/e-5.html>

or

<https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb>

Instructor Intellectual Property and Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.).

Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Lockers

N.A.

Student Misconduct

For more information go to <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Student Ombudsman

For more information go to <http://www.ucalgary.ca/ombuds/>

Student Union

For more information go to <http://www.su.ucalgary.ca/>

Faculty of Arts Program Advising and Student Information Resources

Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 220-3580 or email us at ascarts@ucalgary.ca.

You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre at 403-220-5881

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 210-ROCK [7625].