

Instructor: Mrs. Katie Campbell

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**Course Description**

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media, and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as ART 2613. ($20 lab fee). Recommended for Art Education majors: ART 2164 and either ART 2733 or ART 2743. Recommended for P-5 Education Majors: ART 1003 and Educ 3223

**Conceptual Framework**

The Division of Education and the Unit for Teacher Preparation incorporates the theme “Teacher as Leader for the 21st Century” in each course. The course equips candidates in the areas of knowledge, pedagogy, leadership and reflective practice. Candidates in EDUC 2123 begin developing knowledge and skills that are essential to become teacher leaders by creating a teaching philosophy and by practicing presentation skills. Field experiences and assignments help build 21st century skills by identifying specific teaching and learning methodologies and/or beliefs in what is required to have a successful career in the teaching profession. Teacher candidates will be equipped with pedagogical knowledge to teach K-12 students, impact student learning and to value and support student diversity addressing individual needs. The course will also guide candidates to assume leadership roles in teaching diverse learners in their school communities and address the twenty-first century skills needed by all learners. In addition, teacher candidates will learn to incorporate Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

**Required Course Materials**

Text: Koster, Joan Bouza (2015) Growing Artist: Teaching the Arts to Young Children, Sixth Edition, Cengage Learning.

**Course Objectives**

The purpose of this course is to help students know, appreciate, and implement the use of visual art in the P-5 classroom, and to come to appreciate the value of visual art in childhood learning, develop, and society.

Upon completion of this course students will:

Understand the value of discipline-based art education (DBAE) in traditional P-5 classrooms

Be able to identify the visual art developmental stages of students in grades P-5.

Understand the principles of DBAE through the creation and evaluation of grade appropriate visual art.

Be able to construct lesson plans incorporating all DBAE principles.

Be able to incorporate DBAE principles across all P-5 subject disciplines.

Be able to construct are works utilizing a variety of media.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment for learning,. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Course points**

Mid-term test and quizzes 10%

Final Exam 10%

Resource Notebook 30%

Art Projects 40%

Attendance and Class Participation 10%

**GRADING SCALE**

94-100% A

90-93% A-

87-89% B+

83-86% B

80-82% B-

77-79 C+

70-76 C

60-69% D

0-59% F

**Deadlines**

Late assignments or projects will be accepted for partial credit if they are received within a reasonable amount of time. The instructor determines what amount of time is reasonable for accepting late work.

**Emergency Exceptions**

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an “emergency.” If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

**Education Policies and Procedures**  
The Policies and Procedures of the Division of Education apply to all students who take courses in the education  
program including those courses designated as pre-entry or have been admitted to the program. This includes  
students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies  
and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student  
Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College  
Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of  
Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where  
the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the  
program.

**Class Absences**In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class  
participation, and completion of assignments. In the Education Program students are expected to attend all class  
sessions and absences are counted. Absences from classes that meet one day a week will count as three class  
absences since the session is credited for three class periods. Excessive tardiness especially those students who  
habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the  
student must make every effort to notify the instructor prior to class through email or by calling if during regular  
office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused  
absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an  
absence excused the student must submit a signed excuse from the physician or bring proof of the emergency.  
This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late  
because of taking a test in another course will not be excused unless the request is submitted to the instructor for  
prior approval. The approval is at the discretion of the instructor. Completion of field hours is not an excuse for  
missing an education class or any other class. Field hours are assigned early enough in the semester and at times  
when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field  
trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must  
notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an  
authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular  
activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and  
therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will  
take one or more of the following actions:  
• Request the student make special arrangements to improve his or her performance (e.g., meeting with a  
tutor);  
• Enter the student in the Starfish System, a system in which the student's instructor, academic or  
freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);  
• Place the student on attendance probation, whereby an additional unexcused absence would result in a  
grade of F for the course; and  
• Contact the student's parent(s)/legal guardian about continuing problems if the student has given written  
permission for contacts.  
  
**Cell Phone Policy**No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences,  
practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as  
students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of  
the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states  
“Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell  
phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from  
class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any  
requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be  
given prior approval by the classroom instructor.

**Audio and Video Recordings**Any recording of class sessions, group information meetings offered by the Education Division, meetings with  
advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be  
recorded either through audio or video. If there is a valid reason for recording, this request must be made prior  
to the meeting and have approval from all participating parties. Any meetings involving discussion of public  
school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical  
situation either through personal interaction or social media with friends and family. This includes any private  
meetings with P-12 faculty or administration. Avoid posting any school information, student information  
or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of  
social media. This does not include general school announcements from authorized school officials to the general  
public. The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work  
place for teachers and administrators, as well a safe learning environment for students. It is not a forum for  
socialization with teachers and / or students. Education students will not be placed in schools where immediate  
family members are present in order to avoid conflict of interest. Education students who are placed in a school  
for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in  
the school they meet initially during the field experience. All interaction should relate to classroom work or  
extracurricular assignments. All interaction with students must take place on school grounds and be supervised  
by school personnel. In those field experience situations where teacher candidates have previous social contact  
with teachers and students, the candidate must use their best judgment in social interaction. During hours when  
completing the field experience, the candidate must maintain professional conduct in all interactions with P-12  
students and teachers. During the student teaching semester, teacher candidates must avoid socialization,  
interaction through social media, and transporting by car all P-12 students in the school to which they are  
assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P12  
teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty  
in the schools where they are assigned.

**Incomplete Field Observation Hours**Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS  
database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an  
incomplete (I) grade for the course. The Coordinator of Field Placements must place students for additional  
hours.

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. Note: The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue,** should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a final grade should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The rade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling, and the director/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

a) A secure login and pass code;

b) Proctored examinations; and/or

c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270- 384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

**CROSSWALK**

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| **Course Objectives** | **KTS** | **InTASC** | **NAEA** | **CAEP** | **KAS** | **ASSESSMENT** | **CAEP Diversity Theme** | **CAEP Technology Theme** |
| Understand the value of discipline-based art education (DBAE) in traditional P-5 classrooms | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 | 4, 7 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.1 | VA Cr1.2.K, 1, 2, 3, 4 & 5  VA:Pr6.1.K, 1, 2, 3, 4 & 5  VA: Pr7.1.K, 1, 2, 3, 4 & 5  VA:Re7.2.K, 1, 2, 3, 4 & 5  VA:Re9.1.K, 1, 2, 3, 4 & 5 | Written assignments resulting from instructor and student provided articles, along with assigned text readings (KTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5). | No | No |
| Be able to identify the visual art developmental stages of students in grades P-5 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 | 1, 2, 7 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.1 | VA:Cr1.1.K, 1, 2, 3, 4 & 5  VA:Cr3.1.K, 1, 2, 3, 4, & 5  VA:Pr7.1.K, 1, 2, 3, 4 & 5  VA:Cn10.1.K, 1, 2, 3, 4 & 5 | Student Presentations and evidence of developmental knowledge via class notes (KTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5). | No | No |
| Understand the principles of DBAE through the creation and evaluation of grade appropriate visual art. | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 | 6 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.1 | VA:Pr4.1.K, 1, 2, 3, 4 &5  VA:Pr6.1.K, 1, 2, 3, 4 & 5  VA:Cn10.1.K, 1, 2, 3, 4 & 5 | In class studio production of grade appropriate art, resulting from student created lesson plans and presentations (KTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5). | No | No |
| Be able to construct lesson plans incorporating all DBAE principles. | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5 | 4, 5, 7, 8 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.2 | VA Cr1.2.K, 1, 2, 3, 4 & 5  VA:Pr6.1.K, 1, 2, 3, 4 & 5  VA: Pr7.1.K, 1, 2, 3, 4 & 5  VA:Re7.2.K, 1, 2, 3, 4 & 5  VA:Re9.1.K, 1, 2, 3, 4 & 5 | Creation, and presentation of, lesson plans in class (KTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5). | No | No |
| Be able to incorporate DBAE principles across all P-5 subject disciplines. | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.5 | 4, 5, 6, 7, 8 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.3 | VA Cr1.2.K, 1, 2, 3, 4 & 5  VA:Pr6.1.K, 1, 2, 3, 4 & 5  VA: Pr7.1.K, 1, 2, 3, 4 & 5  VA:Re7.2.K, 1, 2, 3, 4 & 5  VA:Re9.1.K, 1, 2, 3, 4 & 5 | Student lesson plan presentations in class across P-5 subject disciplines (KTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.5). | No | No |
| Be able to construct art works utilizing a variety of media | 2.1, 2.2, 2.3, 2.4, 2.5 | 6 | 1, 2,3,4,5,6,7,8,9,10,11 | 1.2 | VA:Cn10.1.K, 1, 2, 3, 4 & 5 | In-class and outside of class construction of art driven by created lesson plans for P-5 Students across subjects (KTS 2.1, 2.2, 2.3, 2.4, 2.5) |  |  |

**NAEA Standards**

[**http://nationalartsstandards.org/**](http://nationalartsstandards.org/)

**KTS Standards**

[**http://http://www.epsb.ky.gov//documents/EduPrep/Kentuckyteacherstandards.pdf**](http://www.epsb.ky.gov/)

**CAEP Standards**

[**http://caepnet.org/standards/introduction**](http://caepnet.org/standards/introduction)

**KAS Standards**

[**http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx**](http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx)