



On-Campus Course Syllabus EDU412 LOO.A Art/Music Integration Methods Spring 2019

Class Information

Day and Time: Monday 1:30

Room Number: E202

Contact Information

Instructor Name: Jennifer Brooks

Instructor Email: jslbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: M 10:30-1:30, T 10:30-4:00, or by Appt.

Course Description and Prerequisites

This course has a dual emphasis. First, students are given an understanding of the concepts, processes, and skills involved in the creation, appreciation, and evaluation of art. Special attention is given to art projects which demonstrate the elements and principles of art, as well as the various art media. Second, students study the pedagogy for EC-6th grade music and the relationship to history, society, and culture.

Course Objectives

A. Cognitive Objectives

- Recognize, describe, and use materials, strategies, and activities that increase visual arts' appreciation.
- Identify and describe the elements and principles of art, as well as various media.
- Identify and use different techniques for creating art using various media.
- Identify and describe the forms, instruments, and cultures communicated through music.
- Recognize, describe, and use materials, strategies, and activities that increase music/drama appreciation.
- Identify and use various techniques that support dramatic play in young children and dramatic interpretation/presentation in middle childhood and young adolescence.
- Knowledge of music and/or drama and curriculum (including TEKS) to create instructional situations which are, not only developmentally appropriate, but also can be integrated with other subject areas.

B. Psychomotor Objectives

- Use knowledge of art elements, principles, and various media, as well as the knowledge of children's cognitive and artistic development (EC-6th) to deepen their awareness and appreciation of different art forms from multiple cultures through demonstrations and activities.

- Utilize knowledge of the visual arts' content and curriculum (including TEKS) to create instructional situations which are not only developmentally appropriate, but also can be integrated with other subject areas.

C. Texas Educator Standards

Pedagogy and Professional Responsibilities EC–12 Standard I

- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II

- The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III

- The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Technology Applications Standard IV

- All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

- All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

D. Core Subjects EC-6 Standards:

Art Standard I

- The art teacher understands how ideas for creating art are developed and organized from the perception of self, others and natural and human-made environments.

Art Standard II

- The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

Art Standard III

- The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

Art Standard IV

- The art teacher understands and conveys the skills necessary for analyzing, interpreting and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Art Standard V

- The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Music Standard I

- The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Music Standard II

- The music teacher sings and plays a musical instrument.

Music Standard III

- The music teacher has a comprehensive knowledge of music notation.

Music Standard IV

- The music teacher creates and arranges music.

Music Standard V

- The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society and culture.

Music Standard VI

- The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances and experiences.

Music Standard VII

- The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills and appreciation.

Music Standard VIII

- The music teacher understands and applies appropriate management and discipline strategies for the music class.

Music Standard IX

- The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Music Standard X

- The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Theatre Standard I

- The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre.

Theatre Standard II

- The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.

Theatre Standard III

- The theatre teacher understands and applies skills for producing and directing theatrical productions.

Theatre Standard IV

- The theatre teacher understands and applies knowledge of design and technical theatre.

Theatre Standard V

- The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.

Theatre Standard VI

- The theatre teacher understands and applies skills for responding to, analyzing and evaluating theatre and understands the interrelationship between theatre and other disciplines.

Required Textbooks

Brady, Martha and Patsy T. Gleason. *Art Starts: Drama, Music, Movement, Puppetry, and Storytelling Activities*. Englewood, CO: Teacher Ideas Press, 1994.

Goldberg, Merryl. *Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings*, 4th ed. Boston: Pearson, 2012.

Course Requirements and Assignments

- A. Student introductions and teacher/student metaphor. This is an in-class participation grade to be explained in class. **DUE 1/28 & 2/11**
- B. Creativity interview discussion – This is a one-question interview: “What is creativity” Survey a variety of ages, professions, and both genders. Boil the answers down to 1 to 2 sentences each. Type them and bring them to class. Be prepared for a fun discussion about creativity. **DUE 2/25**
- C. Art, Music, and Drama Activities File – You will compile a collection of activities to use in a variety of scenarios with your students. Include sections for Art, Music, and Theatre with subdivisions for the academic disciplines of math, science, social studies, and English/language arts/reading. You may also want to include PE (maybe outdoor and rainy-day indoor). Feel free to write your own. You may also check out the classroom books to add a broader variety of games and creative play. **DUE 3/18**
- D. Musicians’ Picture File - You will research five well-known musicians, from the provided list (see assignment sheet), and assemble an electronic picture file for each. The file is to include a picture of the composer/musician, an imbedded audio clip, a short paragraph explaining the musical techniques of the piece, and a one-page, typed and bulleted summary of the highlights of the musician’s life and major musical milestones. During a class discussion, you will share what you have learned about your choices. **DUE 3/25**
- E. Artists’ Picture File – You will research five well-known artists, from the provided list (see assignment sheet), and assemble an electronic picture file for each. The file is to include a set of 5 color images of the artist’s works, a short paragraph explaining the media and artistic techniques of the work, and a one-page, typed and bulleted summary of the highlights of the artist’s life and major artistic milestones. During a class discussion, you will share what you have learned about your choices. **Due 4/15**
- F. Art Portfolio – You will create a wide variety of art projects during this class. You are to collect your best examples of work for each of the 10 art topics. These examples are to be neatly and professionally collected in a large notebook or portfolio. Each section is to be accompanied by one lesson plan with the appropriate TEKS. You are to include a title page and a table of contents. This is your final. **Due 5/13**
- G. Reading Journal – Write chapter reflections on scheduled reading assignments throughout semester. Notes **DUE 5/6**

Weight of Assignments

- Class Participation 10%
- Reading 5%
- Activities File 20%
- Musicians' Files 20%
- Artists' File 20%
- Final 25%

Course/Classroom Policies and Information

A. Class Participation

Each student brings a variety of gifts and life experience to each class. All students should participate and assert themselves into the flow of discussion so that others will benefit.

B. Since everyone who attends class, including the professor, bears the *imago dei*, everyone will be treated with respect and dignity. Evaluations from the professor to the students and from the students to each other will be given with sensitivity and received with grace.

C. Discrimination Policy

The institution does not discriminate in the operation of any of its programs and activities because of the student's disability. To avoid discrimination, the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

D. Late work

All late work will be docked 5 points per calendar day up to one week. On the seventh day, a zero will be entered in the grade book.

E. Absences

Students must attend 80% of all class time in order to pass this course. Tardies and absences will be totaled when calculating the percentage.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

| | | |
|----|--------|------------------------------------|
| A | 97-100 | 4.0 grade points per semester hour |
| A- | 93-96 | 3.7 grade points per semester hour |
| B+ | 91-92 | 3.3 grade points per semester hour |
| B | 88-90 | 3.0 grade points per semester hour |
| B- | 86-87 | 2.7 grade points per semester hour |

| | | |
|----|-------|------------------------------------|
| C+ | 83-85 | 2.3 grade points per semester hour |
| C | 80-82 | 2.0 grade points per semester hour |
| C- | 78-79 | 1.7 grade points per semester hour |
| D+ | 75-77 | 1.3 grade points per semester hour |
| D | 72-74 | 1.0 grade point per semester hour |
| D- | 70-71 | 0.7 grade points per semester hour |
| F | 0-69 | 0.0 grade points per semester hour |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

| Session | Date | Topic | Assignment Due |
|---------|----------------|---|--|
| 1 | 1/28 | Introduction of Professor, Students, and Course | Who Are You Dolls |
| 2 | 2/4 | Observation | Read and Journal Chapter 1 What's Under Your Chair? |
| 3 | 2/11 | Metaphors for Teacher/Student | Read and Journal Chapter 2 Who are You Dolls Become Metaphors |
| 4 | 2/18 | Guest Lecture | Read and Journal Chapter 3 |
| 5 | 2/25 | Creativity Discussion | Creativity Interviews |
| 6 | 3/4 | Literacy and the Arts "Storynory" Shahrazad Reading/Listening/Drawing | Read and Journal Chapter 4 |
| | 3/11-15 | SPRING BREAK | |
| 7 | 3/18 | Activities, Activities, Activities | Activities File |
| 8 | 3/25 | Social Studies, Geography, and the Arts | Read & Journal Chapter 5 Musicians' Picture File |
| 9 | 4/1 | Science and Art | Read & Journal Chapter 6 |
| 10 | 4/8 | Math and Art | Read & Journal Chapter 7 |
| 11 | 4/15 | Art in Art | Read & Journal Chapter 8 Artists' Picture File |
| 12 | 4/22 | Assessment with Arts | Read & Journal Chapter 9 |
| 13 | 4/29 | Trip to Children's Theatre | Read & Journal Chapter 10 |
| 14 | 5/6 | Collaborating Art | Read & Journal Chapter 11 Turn in Semester Reading Notes |
| 15 | 5/13 | Final | Art Portfolio |

Bibliography

- Booth, D. and Hachiya, M., ed. (2004). *The Arts Go to School: Classroom-based Activities that Focus on Music, Painting, Drama, Movement, Media, and More*. Markham, Ontario: Pembroke Publishers.
- Grant, R. and Reed, J. (1990). *Telling Stories to Touch the Heart*. Eugene, OR: Wipf and Stock.
- Grote, D. (1997). *Play Directioning in the School: A Drama Director's Survival Guide*. Colorado Springs: Meriwether.
- McCleaf, Nespeca S. and Reeve, J. B. (2003). *Picture Books Plus: 100 Extension Activities in Art, Drama, Music, Math, and Science*. Chicago: American Library Association.
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- Rucker, R. M. (1993). *Producing and Directiong Drama for the Church*. Kansas City, MO: Lillenas Publishing .
- Spolin, V. (1972). *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques*. Evanston, IL: Northwestern University Press.
- Woolland, B. (2008). *Pupils as Playwrights: Drama, Literacy, and Playwriting*. London: Institute of Education Press.