



Online Course Syllabus

EDU412 LOO.A

Art/Music Integration Methods

Spring 2021

Class Information

Day and Time: Monday at 8:00-10:45 am
Room Number: E202

Contact Information

Instructor Name: Brandi McDaniel, M.Ed.
Instructor Email: bmcDaniel@criswell.edu
Instructor Phone: 817-925-3523
Instructor Office Hours: Mondays 10:45-12:15 pm

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. Students write lesson plans that incorporate art and/or music/drama Texas Essential Knowledge and Skills (TEKS). (Prerequisite: EDU 301)

Course Objectives

1. Recognize, describe, and use materials, strategies, and activities that increase visual arts' appreciation.
2. Identify and describe the elements and principles of art, as well as various media.
3. Identify and use different techniques for creating art using various media.
4. Identify and describe the forms, instruments, and cultures communicated through music.
5. Recognize, describe, and use materials, strategies, and activities that increase music/drama appreciation.
6. Identify and use various techniques that support dramatic play in young children and dramatic interpretation/presentation in middle childhood and young adolescence.
7. 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.
8. 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.
9. 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.

Required Textbooks

Cornett, Claudia E. *Creating Meaning Through Literature and the Arts: Arts Integration for Classroom Teachers*. Boston: Pearson, 2011.

Course Requirements and Assignments

Assignment	Description	Possible Points
Music Seed Activities and Mini-lesson Peer Teaching	Choose 10 music seed activities from the textbook, provide a description of how to integrate the seed into content, peer teach one seed activity	100
Art Seed Activities and Mini-lesson Peer Teaching	Choose 10 art seed activities from the textbook, provide a description of how to integrate the seed into content, peer teach one seed activity	100
Drama (Theater) Seed Activities and Mini-lesson Peer Teaching	Choose 10 drama seed activities from the textbook, provide a description of how to integrate the seed into content, peer teach one seed activity	100
Music History Timeline	Develop a digital timeline of an assigned period in music history and present to your peers	100
Artist Portfolio	Develop a digital portfolio of five works from five assigned artists	100
Reader's Theater	Write a grade specific reader's theater script from a current trade book and record a group of students performing the script	100
Participation in Class Activities	Participate in music, art, and theater activities throughout the semester	100
Reading Reflection Notes and Discussion Participation	Complete the reflection notes for each of the assigned chapters	100
Elaborated Peer Teaching	Peer teach a core content lesson using music, art, and theater integration	100

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.

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.

Course/Classroom Policies and Information

1. Late work will not be accepted.
2. If you are unable to attend class the day an assignment is due, the assignment should be uploaded to Canvas prior to the start of class.
3. All presentations and peer teachings must be done in person, unless COVID protocol dictates otherwise.
4. If COVID protocol dictates that we cannot meet in person, class will be conducted at the normal meeting time on Canvas or Zoom. Please check Canvas for alerts concerning possible changes to on-campus gatherings.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

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 instructor, 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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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 the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

Week	Date	Topics	Assignment	Due
1	1/25	Syllabus Introduction Reading Reflection Notetaker Introduction to the Textbook Format What is Arts Integration?	See Canvas for video Chapter One	
2	2/1	Philosophy, Research, and Theories that Support Arts Integration Review Theorists Explore Research supporting AI	Chapter Two Viscosity Activity	Chapter One and Two Reading Reflection
3	2/5	Arts Integration Building Blocks Incorporating Art, Music, and Theater TEKS Planning for success	Chapter Three Discussion Planning Activity	Chapter Three Reading Reflection
4	2/15	Integrating Music Throughout the Curriculum Music Theory (rhythm, tempo, dynamics, solfège, treble and bass clef notes)	Chapter Twelve Discussion Music Theory Activities	Chapter Twelve Reading Reflection

		Vocabulary		
5	2/22	Review Music Theory	Chapter Thirteen	Music Seed Presentation and Peer Teaching
6	3/1	Music History Overview Integrating Drama (Theater) Throughout the Curriculum	Chapter Eight Presentations Discussion Drama (Theater) Activities	Music History Timeline Presentation Chapter Eight Reading Reflection
7	3/8	Presentations Drama (Theater) Activities Active Reading with Drama (Theater)	Chapter 9	Drama (Theater) Seed Presentation and Peer Teaching
8	3/15	Spring Break		
9	3/22	Presentations Story Telling	Goodnight Lulu Reading	Reader's Theater Presentation
10	3/29	Integrating Visual Art Throughout the Curriculum		Chapter Six Reading Reflection
11	4/5	Presentations Overview of Elements and Principles	Chapter 7	Art Seed Presentation and Peer Teaching
12	4/12	Presentations		Artist Portfolio Presentation
13	4/19	Elements of Art	Art Activities	
14	4/26	Principles of Art	Art Activities	
15	5/3	Mixed Media	Art Activities	
16	5/10	Final		Elaborated Peer Teaching: Music, Art, and Theater integration



On-Campus Course Syllabus

ADDENDUM FOR SP-21

EDU412 LOO.A

Art/Music Integration Methods

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

Course Requirements and Assignments

If COVID protocol dictates that we cannot meet in person, assignments should be submitted in Canvas by 11:59 pm of the due date listed in the course calendar.

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Class

Attendance

If COVID protocol dictates that we cannot meet in person, class will be conducted at the normal meeting time on Canvas or Zoom. Please check Canvas for alerts concerning possible changes to on-campus gatherings. If you are unable to attend a virtual meeting, please notify me via email prior to the start time of the class.

Remote Class Sessions: Identity and Participation Verification

During a virtual classroom experience, it is expected that the participants appear on camera, participate in class activities, and provide input during discussion. Failing to appear and participate will constitute an absence.