



On-Campus Course Syllabus

EDU 412 L1

Art/Music Integration Methods

Spring 2024

Class Information

Day and Time: M/W 9:30 to 10:45

Room Number: E 202

Contact Information

Instructor Name: Dr. Vickie S. Brown

Instructor Email: vbrown@criswell.edu

Instructor Phone: 214.818.1341

Instructor Office Hours: [Monday 9:30 to 11:30; Wednesday 12:30 to 1:30; Thursday 11:00 to 1:00](#)

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 its 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. 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.
5. Utilize knowledge of the visual arts' content and curriculum (including TEKS) to create instructional situations which are not only developmentally appropriate but which can be integrated with other subject areas.
6. Recognize, describe, and use materials, strategies, and activities that increase music/drama appreciation.
7. Identify and describe the forms, instruments, and cultures communicated through music.
8. Identify and use various techniques that support dramatic play in young children and dramatic interpretation/presentation in middle childhood and young adolescence.

- Utilize knowledge of music and/or drama and curriculum (including TEKS) to create instructional situations which are not only developmentally appropriate but which can be integrated with other subject areas.

Required Textbooks

Cornett, C., *Creating Meaning Through Literature and the Arts (4ed.)*, Pearson, 2011, 0-13-138142-3.

Course Requirements and Assignments

*****Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.**

1. Art Peer Teaching: You will prepare and present a 20-30 minute art lesson, with an emphasis on the art skills found in your text. The lesson is to be appropriate for EC-6th grade with TEKS. You are to demonstrate the skill and lead your peers in creating the art project. You must have all the supplies for the project. A typed lesson plan, in the assigned format, is due at the time of your lesson.

DUE: 2/28/24

POINTS: 10 points

2. Artists' Picture File: You will research five (5) well-known artists, from the provided list, 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: 3/06/24

POINTS: 15 points

3. 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 categories. 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.

DUE: 3/20/24

POINTS: 20 points

4. Music/Drama Peer Teaching: You will prepare and present a 20-30 minute lesson, with an emphasis on a music or drama skill found in your text. The lesson is to be appropriate for EC-6th grade with TEKS. You are to demonstrate the skill and lead your peers in the activity. You must have all the supplies for the project. A typed lesson plan, in the assigned format, is due at the time of your lesson.

DUE: 4/17/24

POINTS: 10 points

5. Musicians' Picture File: You will research five (5) well-known musicians, from the provided list, 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: 4/22/24

POINTS: 15 points

6. Final Unit: You will write a five (5) lesson plan unit that integrates the arts in each lesson. You may include one, two, or all three of the arts in your lesson plans. There is to be one plan for each of the content subjects: Bible, Reading/Language Arts, Math, Science, and Social Studies. On the day of your final, you will explain your unit and teach one of the lessons. All materials for the lesson are to be supplied by you.

DUE: 4/24/24

POINTS: 20 points

8. TESTS

Test 1 Chapters 1-5

Test 2 Chapters 6-11

DUE: 2/21/24 and 4/10/24

POINTS: 5 points/10 points total

Course Information

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.

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.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

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.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/17/24	Syllabus		
1/22/24	Craft vs Art		
1/24/24	Meaning through Literature and the Arts	Chapter 1	
1/29/24	The Philosophy of Arts Integration	Chapter 2	
1/31/24	Chapter 2 Continued		
2/05/24	Arts Integration Building Blocks	Chapter 3	
2/07/24	Chapter 3 Continued		
2/12/24	Integrating the Literary Arts	Chapter 4	
2/14/24	Chapter 4 Continued		
2/19/24	Strategies for Literary Arts Integration	Chapter 5	
2/21/24	Chapter 5 Continued		Test #1
2/26/24	Integrating the Visual Arts	Chapter 6	
2/28/24	Chapter 6 Continued		Art Peer Teach
3/04/24	Strategies for Visual Art Integration	Chapter 7	
3/06/24	Chapter 7 Continued		Artists' Picture File
3/11-13/24	Spring Break		
3/18/24	Integrating Drama	Chapter 8	
3/20/24	Chapter 8 Continued		Art Portfolio
3/25/24	Drama and Storytelling Integration	Chapter 9	
3/27/24	Chapter 9 Continued		
4/01/24	Integrating Dance and Movement	Chapter 10	
4/03/24	Chapter 10 Continued		
4/08/24	Strategies for Dance and Movement Integration	Chapter 11	
4/10/24	Chapter 11 Continued		Test #2
4/15/24	Integrating Music	Chapter 12	
4/17/24	Chapter 12 Continued		Music/Drama Peer Teach

4/22/24	Strategies for Music Integration	Chapter 13	Musicians' Portfolio
4/24/24	Final Integrated Teaching Unit		Final Integrated Teaching Unit

Selected Bibliography

Boyer & Rozmajzl, *Music Fundamentals, Methods, and Materials for the Elementary Classroom Teacher*, 5E, Pearson Publishing, New York, NY, 2012. ISBN-10: 0132563592

Evans, J., *How to teach Art to Children, Grades 1-6*, Evan Moor Educational Publishers, Monterrey, CA, 2001.

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass. 2010. ISBN 9780470550472

Wachowiak & Clements, *Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools*, 9E, Pearson Education, New York, NY, 2010.