



On-Campus Course Syllabus

EDU 412 Art & Music Integration Methods

Spring 2025

Class Information

Day and Time: Tuesday 12:15pm to 3:00pm

Room Number: E 202

Contact Information

Instructor Name: Dr. Karen Estep

Instructor Email: kestep@criswell.edu

Instructor Phone: 217-737-3799

Instructor Office Hours: [By appointment- text to schedule](#)

Course Description and Prerequisites

This course has 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.

9. 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.(enter course objectives)

Required Textbooks

Anderson William M. & Lawrence Joy E., *Integrating Music into the Elementary Classroom*, 8th Edition Cengage ISBN 978-0-495-56985-5

Herberholz, Donald & Herberhoz, Barbara, *Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness*, 9th Edition. McGraw Hill
ISBN: 978-0-07-240707-5

Art Starts: A supplement for implementing the Concepts in artworks for Elementary teachers. 9th Edition used with Herberholz, Donald & Herberhoz, Barbara, *Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness*, 9th Edition. McGraw Hill ISBN: 0-07-251379-9

Course Requirements and Assignments

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.

Pedagogy and Professional Responsibilities EC–12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

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.

English Language Arts and Reading EC–6 Standard I

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

English Language Arts and Reading EC–6 Standard II

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

English Language Arts and Reading EC–6 Standard III

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

English Language Arts and Reading EC–6 Standard IV

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

English Language Arts and Reading EC–6 Standard IX

Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

English Language Arts and Reading EC–6 Standard X

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Mathematics Standard I

Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Mathematics Standard VII

Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Mathematics Standard VIII

Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Social Studies Standard I

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II

The social studies teacher effectively integrates the various social science disciplines.

Social Studies Standard III

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

Social Studies Standard IX

Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Science Standard I

The science teacher manages classroom, field and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

Science Standard II

The science teacher understands the correct use of tools, materials, equipment and technologies.

Science Standard III

The science teacher understands the process of scientific inquiry and its role in science instruction.

Science Standard IV

The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Science Standard V

The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

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 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 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.

Health Standard I

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health Standard II

The health teacher communicates concepts and purposes of health education.

Physical Education Standard I

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education Standard II

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education Standard III

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Physical Education Standard IV

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

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.

Course/Classroom Policies and Information

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

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

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			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.

Course Policy on the use of Artificial Intelligence (AI)

(In this course, the use of Artificial Intelligence (AI) tools like ChatGPT is permitted for research assistance, brainstorming, and initial drafts, but all AI-generated content must be clearly cited and acknowledged as such, and the final product must represent your own understanding and critical analysis; submitting work primarily generated by AI without proper attribution will be considered plagiarism and subject to academic disciplinary action.

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. 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
1/21/25	Review syllabus		
1/28/25	Attendance required in Canvas. Online work in Canvas. Integrating Music- Chapters 1 & 2 <ul style="list-style-type: none"> • How Children Learn • Guidelines for Teaching Music 		Attendance required in Canvas. Online work in Canvas. View PWPT: <ul style="list-style-type: none"> • Integrating Music- Chapters 1 & 2 <ul style="list-style-type: none"> ○ How Children Learn ○ Guidelines for Teaching Music
2/4/25	Attendance required in Canvas. Online work in Canvas. Integrating Music- Chapters 3 & 4 <ul style="list-style-type: none"> • Fundamental of Music • Teaching Music Through singing 		Attendance required in Canvas. Online work in Canvas. View PWPT: <ul style="list-style-type: none"> • Integrating Music- Chapters 3 & 4 <ul style="list-style-type: none"> ○ Fundamental of Music ○ Teaching Music Through singing • Mini-Demonstration of teaching 4

2/11/25	<p>Attendance required in Canvas.</p> <p>Online work in Canvas.</p> <p>Integrating Music- Chapters 5 & 6</p> <ul style="list-style-type: none"> Teaching Music Through playing Classroom Instruments Teaching Music through Listening 		<p>Attendance required in Canvas.</p> <p>Online work in Canvas.</p> <p>View PWPT:</p> <ul style="list-style-type: none"> Integrating Music- Chapters 5 & 6 <ul style="list-style-type: none"> Teaching Music Through playing Classroom Instruments Teaching Music through Listening Mini-Demonstration of teaching 5 & 6
2/18/25	<p>Attendance required in Canvas.</p> <p>Online work in Canvas.</p> <p>Integrating Music- Chapters 7 & 8</p> <ul style="list-style-type: none"> Teaching Music through movement Creativity and Music 		<p>Attendance required in Canvas.</p> <p>Online work in Canvas.</p> <p>View PWPT:</p> <p>Integrating Music- Chapters 7 & 8</p> <ul style="list-style-type: none"> Teaching Music through movement Creativity and Music <p>Mini-Demonstration of teaching 7 & 8</p>
2/25/25	<p>Integrating Music- Chapters 9 & 10</p> <ul style="list-style-type: none"> Integrating Music with the Study of Peoples, Places, and Cultures Experience with Music and other Arts 		Mini-Demonstration of teaching 9 & 10
3/4/25	<p>Integrating Music- Chapter 11</p> <ul style="list-style-type: none"> Thematic and Content Pedagogy 		Mini-Demonstration of teaching 11
3/11/25			Weekly Calendar (36 wks or 1 school Year) of Music Integration into subject, assigning TEKS for each subject and Music concept taught
3/18/25	Spring break		
3/25/25	<p>Artworks- chapter 1</p> <ul style="list-style-type: none"> Artist Make Art 		
4/1/25	<p>Artworks- chapter 2</p> <ul style="list-style-type: none"> Understanding and Producing Art 		Mini-Demonstration of teaching 2
4/8/25	Artworks- chapter 3		Mini-Demonstration of teaching 3

	<ul style="list-style-type: none"> Understanding and Using the Principles of Art: response and production 		
4/15/25	Artworks- chapter 4 <ul style="list-style-type: none"> Art Criticism, Art History, and Aesthetics: strategies for understanding Artworks 		Mini-Demonstration of teaching 4
4/22/25	Artworks- chapter 5 <ul style="list-style-type: none"> Children make and Respond to Art 		Mini-Demonstration of teaching 5
4/29/25	Artworks- chapter 6 <ul style="list-style-type: none"> New directions for the 21st century Technology and Curriculum Design 		Mini-Demonstration of teaching 6
5/6/25	Artworks- chapter 7 <ul style="list-style-type: none"> A Narrative Time line of World Art Looking at Western and Non-Western Artworks 		Mini-Demonstration of teaching 7 Weekly Calendar (36 wks or 1 school Year) of Art Integration into subject, assigning TEKS for each subject and Art concept taught
5/13/25	Final		2 Lesson Plans <ul style="list-style-type: none"> One Integrating Music One Integrating Art

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.

Attendance required in Canvas.

Students are required to post at the time of class (as assigned the following statement)

I am working online this week:

1. Reviewing the PWPT recorded due at time of class by 4:30 PM.
2. Submitting required assignments (as assigned) BY 4:30 PM

Online work in Canvas.

1/20/25
1/28/25
2/4/25
2/11/25

Mini-Demonstration of teaching Music for chapters 4-11.

Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on music as found in the text. The lesson is to be appropriate for EC-6th grade with assigned TEKS for both subjects. 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. This paper must be typed, double spaced, and 12cpi. **Additionally, students will submit Canvas recordings (5 min.) explaining resources and (5+ min) recording of actual mini lesson). Submitting attendance and required assignments (as assigned) BY 4:30 (5-10 additional pts).** **POINTS: 15 points**

Mini-Demonstration of teaching Art for chapters 1-7.

Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on art as found in the text. The lesson is to be appropriate for EC-6th grade with assigned TEKS for both subjects. 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. This paper must be typed, double spaced, and 12cpi. **POINTS: 15 points**

Weekly Calendar (36 wks or 1 school Year) of Music Integration into any subject, assigning TEKS for each subject and Music concept taught. The assignment should be in a table form with one row for every week of school. One column for each week, each subject and music theme, TEKS for the subject area and for music, a brief description of the appropriate grade topic and the music concept. This paper must be typed, double spaced, and 12cpi. **POINTS: 30 points**

Weekly Calendar (36 wks or 1 school Year) of Art Integration into any subject, assigning TEKS for each subject and Art concept taught. The assignment should be in a table form with one row for every week of school. One column for each week, each subject and art theme, TEKS for the subject area and for art, a brief description of the appropriate grade topic and the art concept. This paper must be typed, double spaced, and 12cpi. **POINTS: 30 points**

2 Full Lesson Plans

- **One Integrating Music**
- **One Integrating Art**

Students will write two (2) lesson plans that integrate music and art in each. The plans are to integrate the lessons with subject area content. There is to be one plan for each. Bible is to also be integrated into these two lessons. On the day of your final, you will explain your two lessons but not teach either lesson. TEKS are to be assigned to the lessons for all subjects.

POINTS: 20 points

Grading Criterion Rubrics

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
Mini-Demonstration of teaching Music for chapters 1-7. Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on music as found in the text. The lesson is to be appropriate for EC-6th grade with assigned TEKS for both subjects. 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. This paper must be typed, double spaced, and 12cpi. POINTS: 15 points each				
Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on music as found in the text.				
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.				
This paper must be typed, double spaced, and 12cpi.				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
Mini-Demonstration of teaching Art for chapters 1-7. Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on art as found in the text. The lesson is to be appropriate for EC-6th grade with assigned TEKS for both subjects. 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. This paper must be typed, double spaced, and 12cpi. POINTS: 15 points for each				
Students are to prepare and present a 10–15-minute lesson (as assigned), with an emphasis on art as found in the text.				
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.				
This paper must be typed, double spaced, and 12cpi.				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
Weekly Calendar (36 wks or 1 school Year) of Music Integration into any subject, assigning TEKS for each subject and Music concept taught. The assignment should be in a table form with one row for every week of school. One column for each week, each subject and music theme, TEKS for the subject area and for music, a brief description of the appropriate grade topic and the music concept. This paper must be typed, double spaced, and 12cpi. POINTS: 30 points				
Weekly Calendar (36 wks or 1 school Year) of Music Integration into any subject, assigning TEKS for each subject and Music concept taught.				
The assignment should be in a table form with one row for every week of school.				
One column for each week				
One column for each subject				
One column for each music theme				
One column for each subject area TEKS.				
One column for each music theme TEKS				
One column for a brief description of the <u>grade appropriate topic</u>				
One column for a brief description of the <u>music concept</u>				
This paper must be typed, double spaced, and 12cpi.				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
Weekly Calendar (36 wks or 1 school Year) of Art Integration into any subject, assigning TEKS for each subject and Art concept taught. The assignment should be in a table form with one row for every week of school. One column for each week, each subject and art theme, TEKS for the subject area and for art, a brief description of the appropriate grade topic and the art concept. This paper must be typed, double spaced, and 12cpi. POINTS: 30 points				
Weekly Calendar (36 wks or 1 school Year) of Music Integration into any subject, assigning TEKS for each subject and Art concept taught.				
The assignment should be in a table form with one row for every week of school.				
One column for each week				
One column for each subject				
One column for each art theme				
One column for each subject area TEKS.				
One column for each art theme TEKS				
One column for a brief description of the grade appropriate topic				
One column for a brief description of the artconcept				
This paper must be typed, double spaced, and 12cpi.				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
1 Full Lesson Plan <ul style="list-style-type: none"> • One Integrating Music <p>Students will write a lesson plan that integrates music. The plan is to integrate the lesson with subject area content. Bible is to also be integrated into the lesson. On the day of your final, you will explain your lesson but not teach. TEKS are to be assigned to the lesson for all subjects. The student writes in a way that is well structured, has a logical flow, uses correct paragraph structure, sentence structure, punctuation, and format.</p> <p>POINTS: 18 points</p>				
Students will write a lesson plan that integrates music.				
. The plan is to integrate the lesson with subject area content.				
Bible is to also be integrated into the lesson.				
On the day of your final, you will explain your lesson but not teach.				
TEKS are to be assigned to the lesson for all subjects.				
The student writes in a way that is well structured, has a logical flow, uses correct paragraph structure, sentence structure, punctuation, and format				
Comments:				

--Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
1 Full Lesson Plan <ul style="list-style-type: none"> One Integrating Art <p>Students will write a lesson plan that integrates art. The plan is to integrate the lesson with subject area content. Bible is to also be integrated into the lesson. On the day of your final, you will explain your lesson but not teach. TEKS are to be assigned to the lesson for all subjects. The student writes in a way that is well structured, has a logical flow, uses correct paragraph structure, sentence structure, punctuation, and format.</p> <p>POINTS: 18 points</p>				
Students will write a lesson plan that integrates art.				
. The plan is to integrate the lesson with subject area content.				
Bible is to also be integrated into the lesson.				
On the day of your final, you will explain your lesson but not teach.				
TEKS are to be assigned to the lesson for all subjects.				
The student writes in a way that is well structured, has a logical flow, uses correct paragraph structure, sentence structure, punctuation, and format				
Comments:				