

STONE CHILD COLLEGE
Teaching the Arts in the Elementary Classroom – EDU 440
Course Syllabus

COURSE INFORMATION

- A. Number: EDU 440
- B. Credits: 3
- C. Prerequisite: Admission to TEP
- D. Corequisite: EDU 480 Clinical Experience Level 2
- E. Term: Fall

PERSONAL INFORMATION

TBA

REQUIRED MATERIALS

- A. Gelineau, P. (2011). *Integrating the arts in the elementary classroom*. Wadsworth Publishing
- B. 1 1/2 inch loose leaf binder with dividers

DESCRIPTION

Teaching Creative Arts will familiarize candidates with the language of expression particular to visual art, music, dance, and drama and with basic elements of creative arts in elementary education. Classes will provide instruction in theory and teaching practices as well as hands-on experience in classroom creative activities. This course will also address standards in different art disciplines. Native American arts and elements of expression will be emphasized. Participants will create an integrated lesson plan and idea journal (which will include integrated arts and academic activities, strategies and assessment components) for use in their classroom.

CREDIT HOURS

Following the SCC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 15 week term; student should expect the following commitment of time: 3 hours/week classroom or direct faculty instruction and group activities for a total of 45 hours; 6 hours or more of out-of-class time, including homework, each week.

COURSE OBJECTIVES

Upon completion of this course, students will be able to...

1. Describe the benefits of integrating the arts in the elementary classroom across the curriculum
2. Understand that overall academic achievement can be enhanced when children are exposed to creative thinking and artistic expression.
3. Introduce to students a variety of mediums, art projects, and artists.
4. Develop confidence in their own ability to integrate the arts into their classroom.
5. Use the arts as an effective assessment tool.

PEPP STANDARDS AND InTASC PRINCIPLES

10.58.532 (g) Candidates will be able to demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and

culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

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| InTASC Principle 5: Application of Content | The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | 2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content |
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COURSE REQUIREMENTS

1. Participation in class activities and discussions.
2. Describe the requirements of a quality arts education curriculum
3. Demonstrate understanding of the arts through demonstrations, artifacts, or other means (one for each arts area: visual, musical, performance, and dance)
4. Share a new understanding after critiquing article on arts education
5. Research an artist, musician, dancer, or actor and present examples as well as history of the person.
6. Write a position statement on the value of arts education in the elementary classroom
7. Complete an Evidence Documentation Form using the rubric and standards.

GRADING SCALE

The following is a breakdown of how grades are earned:

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| Attendance | = 100 pts. |
| Project plans with examples | = 140 pts. |
| Critique article from an Arts Ed Journal | = 35 pts. |
| Research and present a well known artist, etc | = 75 pts. |
| Position paper on the arts and education | = 100 pts. |
| Evidence Documentation Form | = 50 pts. |
| TOTAL POINTS | = 500 pts |

500-450 = A Tutors are available for students!
 449-400 = B Please contact the instructor if you have any questions or need for
 399-350 = C a tutor.
 349-300 = D
 Below 300 = F

OTHER COURSE INFORMATION

Attendance: This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class, therefore it is suggested that candidates attend all class sessions. This is a professional education course and you are training to become a teacher. Teachers are required to be in school at specified times because children are depending on you. By requiring attendance, you are beginning to act and think like a teacher which is the beginning of your professional responsibility. Students must sign the course attendance sheet each class session to receive credit for attending.

Candidates are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. If you are late or leave early you will receive partial points. Communication with the instructor is very important in this class. If students know that they will have to miss a class, they are asked to notify the instructor ahead of time so teacher can make preparations. Students missing more than 6 hours without make-up work may be asked to drop the course

Cell Phones: Candidates **must** keep cell phones in the off position during class. If students must leave phones on in case of emergency situations, they should notify the instructor and take the call outside of the room.

Incompletes

Incompletes will not be given except in the case of emergencies. In the event of an incomplete, student will sign a contract specifying tasks to be completed with realistic and fair deadlines.

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

Evidence Documentation Form: The essential elements for this assessment are: The artifact must demonstrate the candidate’s ability **to integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content** (Assessment Indicator 2.3) by demonstrating knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

| Essential Elements | 0 Unacceptable | 1 Developing | 2 Proficient | 3 Exemplary |
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| <p>The artifact must demonstrate the candidate’s ability to integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content demonstrating knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective,</p> | <p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p> | <p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p> | <p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p> | <p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p> |

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| <p>and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana. The Evidence Documentation Form must reflect the 6 traits of writing.</p> | | | | |
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