

Block 8, 2007

Kris Stanec: 389 - 6925 or 632 -1304 (before 6:00 p.m.)

ED320: Teaching the Fine Arts in the Elementary Classroom

Mission. The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Core Values. As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

I. **Objectives:** This course will enable you to:

A. **Re: Knowledge of Content**

1. Utilize content of following art forms to ensure student learning.

Drama

- a. Know and apply the standards and elements of drama, distinguishing between creative dramatics and theater.
- b. Function as a leader, stimulator, guide and participant.
- c. Enhance a child's communication, language, and problem solving skills.
- d. Create deeper understanding of curriculum through dramatization.
- e. Participate in dramatic exercises, activities and games with and without children.

Movement/Dance

- a. Know and apply the standards and elements of movement.
- b. Use movement as a strategy for acquiring other skills.
- c. Integrate movement with other subjects.
- d. Create a safe environment that encourages active learning and risk taking.

Music

- a. Know and apply the standards and elements of music.
- b. Develop basic music skills that allow teacher to use music in the classroom.
- c. Integrate music with other subjects.
- d. Prepare, sequence and evaluate music activities in the classroom.

Visual Arts

- a. Know and apply the standards, elements and principles of the visual arts.
- b. Teach with, in, about and through the arts as well as a discipline in and of itself (Disciplined Based Art Education - DBAE).
- c. Integrate visual arts with other subjects.
- d. Experience various media available and be able to utilize them.
- e. Develop creative expression and aesthetic judgment.

All Art Forms

- a. Create a plan utilizing the “with, in, about, and through” model to establish a creative, low risk environment for learning that is infused with the arts.

B. Re: Other Performance-Based Standards for Colorado Teachers

1. Teach all other curriculum areas through the arts, including literacy and mathematics.
2. Acquire and practice additional strategies for assessment.
3. Utilize classroom and instructional management techniques that ensure success during arts and regular classroom activities.
4. Individualize curriculum through the arts to better to suit all intelligences and learning styles.
5. Utilize appropriate arts technology in the classroom.
6. Enhance students’ education in all areas through teaching and integration of the Arts.

C. Re: Practical Application

1. Know the difference between teaching art and just doing it, so that when you find a resource that has an art extension, you can make it a *quality* art experience, thus using your limited teaching time wisely. (Don’t just create an egg carton caterpillar - teach symmetry as students create egg carton caterpillars)
2. Be skilled enough to think on your feet (as opposed to simply applying the few lessons that we do together in class or spitting out info from what you’ve seen before) so that art ideas/integration will come as second nature.
3. Put thought now (when you have time to be creative) into what you will be teaching, so you will have a wealth of ideas to use during the year.
4. Be knowledgeable about the world of art, its educational histories and organizations that would be good resources to utilize.
5. Observe and model techniques that work for teaching the arts as well as for teaching any subject in a regular classroom.
6. To become an artist, so you:
 - know how students might feel when you ask them to do something artistic
 - have had a hands on opportunity to learn by doing
 - feel the joy that can come from creating and being expressive.
7. To become passionate about the importance of art in education, so much so that you might dedicate at least 1 hour a week to art for arts sake. However, I know the realities of day to day teaching, and if you can simply enhance the 3-R’s by finding ways to make your students achieve artistically and feel like artists, you will have put this course to good use.

II. Resources: requirements include:

- A. Creating Meaning through Literature and the Arts, Claudia E. Cornett, (Upper Saddle River, New Jersey: Prentice-Hall, Inc.), 2003
- B. Portfolio case (17x22x2 or bigger) with handle to carry all artwork and course packet. Available in the bookstore
- C. Three-ring binder, 1 ½” to 2” rings
- C. Additional materials will be provided by the instructor

III. Requirements and Evaluation:

Grades will be determined by assessment of work submitted and tasks performed. All written work (unless otherwise notified) is to be typed, double-spaced. You are responsible for the presentation of materials that reflect scholarly quality and conscientious effort. Work will be turned in at 9:00 on the morning the assignment is due. Inability to turn work in on time will affect the grade.

Attendance is required at all sessions. In case of illness, you are responsible for notifying the instructor ahead of time. In such an event you will need to make up the work missed. Make up for missed

course time usually includes video taping the time missed, turning in written notes taken while viewing the video and a project that ascertains your understanding of the material missed. Other ways to make up work missed must be initiated by the student. Any absence without the work made up will result in the grade lowered by a half-step with each session absent.

All of the readings are important, however, class time will not consist of repeating the material in the readings; rather class time is an opportunity to extend the readings to the questions and issues that interest us as class members. You are responsible for making sure that any reading that you thought was particularly interesting, totally misinformed, confusing, etc. is discussed to your satisfaction. Thus, interacting with the text while you read (i.e.: taking notes, highlighting specifics, jotting questions in the margins...) is imperative for good class discussions.

To determine the grade, the instructor will be looking for demonstration of higher level thinking, including questions posed, connections made and critical analysis. A "C" grade denotes average work. Grades beyond a C require the initiative to go beyond expectations in order to produce exemplary work.

Grade based on:

Participation in discussions – analytical thinking demonstrated	20%
Motivation Project	10%
Value Drawing or poster presentation	15%
Creation & critical analysis of lessons taught, plus application of changes	15%
Meaningful Arts Project	40%

In-class assignments that will be informally assessed and reflected in the participation grade:

- Unit integrations
- What, So What, Now What?
- Contributions to analysis of others' lessons taught
- Media lab expectations (results into MAP)

Course Schedule

All classes will meet each day from 9:00 – 12:00 in Palmer 232A unless otherwise noted. There are often at least three afternoons of class a week as well. See schedule below for details.

Bring text to class EVERYDAY as well as portfolio with handouts and projects.

April 23: 9:00-11:20 Welcome, Syllabus, Rationales
Music: Rock around the Clock, State Standards
Drama: Slide Show, State Standards
Visual Arts: Visual Arts elements/principles, State Standards
Matisse lesson, motivation projects, MAP

Assignment:

- ❑ Element or Principle of Visual Arts Motivation project -due 4/24
- ❑ Read Chapter 1 in *Creating Meaning*. Sticky note pages you might want to refer to in your Meaningful Arts Project.
- ❑ Begin organization of Meaningful Arts Project, due Wed. 5/16

4/24 9:00: Due: Motivation projects with 5 minute oral presentation
Building on the elements and principles, Arts lesson planning - teaching to an arts focus with criteria, Lesson planning with motivation; critiques with children

1:00 Media Lab: Printing lab

Assignment:

- ❑ Read Chapter 2 in *Creating Meaning*. Sticky note pages you might want to refer to in your Meaningful Arts Project.

4/25 9-11:30 Teaching with, in, about and through the arts, creating a safe environment, assessment – critiques, rubrics

12:30–3:30 Teach Printing at Bristol Elementary

Assignment:

- ❑ Read Chapters 11 and 12 in *Creating Meaning*. Sticky note pages you might want to refer to in your Meaningful Arts Project

4/26 Music with Melody Roberts

1:00 Analyze printing lessons, how to use printing as 2 prong focus, unit integration with printing and music. DBAE: Art History, Criticism,

Aesthetics and Production, assessment – rubrics and performance evaluation, tips for teaching art, managing “mess”

4/27 Drawing with Children (anyone who has had a drawing course needs to do a poster presentation instead.)

Assignment:

- Value drawing o poster presentation, due 5/11 *Work on a little each day
- Read Chapters 9 and 10 in *Creating Meaning*. Sticky note pages you might want to refer to in your Meaningful Arts Project

4/30 9-12 Movement with Jane Elder and Marion Nagel *in* _____
Movement standards, elements, exercises

1-2:30 Integrating movement with Jane and Marion

Assignment:

- Complete MI checklist on <http://www.mitest.com/o7inte~1.htm> (then print results and bring to class), creativity profile page 27 of *Creating Meaning*

5/1 9-11:30 Multiple Intelligences, creativity, paradigm shifts, Piecing together philosophies of integration, Unit Integration with visual art, music and movement in the regular classroom

5/2 Adapting resources – what constitutes quality arts lessons and arts integrations? Analyze resources, create higher quality

1:00 Common Media Lab

Assignment:

- Read chapters 7, 8 on Drama in *Creating Meaning*. Sticky note pages you might want to refer to in your Meaningful Arts Project

5/3 9:00 – 12:00 Drama with Tom Howes in Palmer 232A

12:45 – 3:30 Drama with Tom Howes at Broadmoor Elementary, D12

Assignment:

- Read Essay on Drama by Catterall

5/4 Unit integration creative drama, individualizing/differentiation
Lab - Three dimensions and clay

5/7 Management, assessment/rubrics, go beyond an objective

Assignment:

- Prepare lesson to teach at King

5/8 9:00 – 10:30 Review lessons for simplicity, engagement, etc., gather materials

11:00 Honors Convocation

5/9 Leave for King, teach all morning

1:00 review plus/deltas, analyze lesson plans, rewrite

5/10 Teach reconfigured lessons

1:00 Review plus/deltas, analyze lesson plans

5/11 Due: Value Drawings, Poster presentations
Class critique of value drawings and poster presentations, Framing artwork, Theory vs. Practice of arts in today's schools.

5/14 What, So What, Now What..., Adapting resources, Technology and the arts

5/15 8:30 – 12:30 daVinci Academy observations –
With an eye toward your own philosophy of arts education – what can you add to your MAP? (* we'll discuss carpools in class.)
Directions to the daVinci Academy for class on Thursday July 8: Take I-25 north to Interquest Pky and follow it off to the east. Turn left (north) onto Hwy 83 (also called Voyager Pkwy) At Middle Creek Pky go right. Turn right onto Bridle Oaks Dr. and you'll see the school there.

5/16

Due: Meaningful Arts Project

Meaningful Arts Project most meaningful moments
Philosophy of Teaching; Books to take you through.

- Fill out course evaluation on line.