



Teaching and Learning 594

Integrating Fine Arts into K-8 Curriculum

Summer 2011

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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Class materials: solspire.com > courses > T&L 594

I. Course Description

The premise of this course is the fundamental belief that learning through the arts enriches experience, extends learning, and deepens understanding. Much educational literature promotes the arts as a significant learning tool. In this course, the arts are used as a mediator of experience. This course aims to provide an introductory understanding of the role, value, and issues of arts integration. The readings, discussions, and studio activities are concerned with promoting engagement and critical thinking through creativity, basic concepts related to children's creative production, perceiving and responding to the arts, teacher creative identity, and planning for arts integration instruction.

The studio activities are meant to introduce select materials and techniques appropriate for K-8 students, develop enthusiasm and appreciation for the arts, provide artful integrated experiences, and open possibilities for communicating and responding to the arts in imaginative ways. Further, the course encourages reflection on the processes of art making, teaching through the arts, and deeper understandings of the teacher-researcher self. Because of the limited time involved in covering the broad scope of all the arts, the course focuses on developing personal conceptions of creative and artful design. Class assignments are organized to provide a basis for further professional development.

II. Course Objectives

Master in Teaching program handbook: All WSU teacher candidates will be able to:

1. Use enduring content and pedagogical knowledge to inform their teaching.
2. Develop relevant, rigorous, and developmentally appropriate curricula.
3. Modify curriculum and instruction based on the individual needs of their students.
4. Use assessment of their students' learning and their own teaching to inform future planning and teaching.
5. Attend to the social and civic development of their students.

6. Work respectfully and collaboratively with colleagues and community members to ensure quality instruction programs and stewardship of public schools.

**Standards this course specifically address
Endorsement Competencies for Elementary Education K-8**

2007 Standards	Activities
1.0 Common Core: Knowledge of Academic Content (Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.)	
1.1 The Arts (dance, music, theatre, visual arts)	
1.1.1 Understand that dance, music, theatre and visual arts shape and reflect culture and history	Cultural dance / drama / sculpture / MOA visit
1.1.2 Understand and apply arts knowledge and skills utilizing the key elements, principles of design and composition, and the foundations, concepts and techniques used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, action, character, energy, color, balance, harmony. etc.	Vocabulary game and quiz / Drawing Workshops / Drama Workshops / Dance & Music Workshop.
1.1.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times	Cultural dance / drama/sculpture /Artist Study
1.1.4 Understand and apply/demonstrate the thinking skills using the artistic processes of creating, performing, and responding	Final exam / Community Projects/ Representation Project
1.1.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for specific purposes	Representation Project / Community Project
1.1.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts	Cultural dance / drama / sculpture
1.1.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures and work.	Representation Project / How to Video / MOA visit / Community Project?

**Standards this course specifically address the
1997 Standard V Knowledge and Skills**

- Apply their knowledge of the Arts K-12 Learning Standards.
<http://www.k12.wa.us/Arts/Standards/default.aspx>
- Assess and analyze the impact of technological and societal changes on schools. Articulate the theories of human development and learning.
- Use inquiry and research.
- Apply research-based and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.
- Apply different student approaches to learning for creating instructional opportunities adapted to learners of both sexes and from diverse cultural or linguistic backgrounds, and with exceptionalities.

- Apply individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
- Demonstrate effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.
- Plan and manage instruction based on knowledge of the content area, the community, and curriculum goals.
- Reflect on their teaching and its effects on student growth and learning.
- Use educational technology including the use of computer and other technologies in instruction, assessment, and professional productivity.
- Apply strategies for effective participation in group decision making.

III. Course Outline

Arts integration focuses on using the arts to deepen engagement and learning. Based on Stephen Sterling’s (2004) ideas, a new paradigm in educational culture is necessary to develop understandings of the key purposes of education. Exploring the nature of sustainability must be embedded and intrinsic to the learning process. Education IS sustainability – thus nurturing critical, systemic and reflective thinking; creativity; self organization; and adaptive management within purposeful learning is crucial.

The course theme is “Place of Learning”. Students will seek connections between personal, community, and contextual issues and mandated curricular content using the arts as a mediator.

Course resources are accessible online at www.solspire.com

Required Reading:

- Integrating the Arts Across the Elementary School Curriculum, 2nd Edition, Wadsworth Publishing
- History as Art, Art as History: Contemporary Art and Social Studies Education, Routledge

IV. Assignments / Evaluation / Grading / Due Dates

Naturally, it is anticipated that there will be diversity among students registered in this course in terms of experience in the arts, levels of academic preparation, life experiences, and current interests. Your mark will be determined through attendance, participation, completion of ungraded projects and the quality of marked projects. Students are expected to produce work that is of high quality in all assignments and all assignments are public – by that, I mean that assignments are not for me, the teacher, but for a much broader audience: peers, other teachers, students, etc. Please aim to produce work that you can be proud of. WSU requires 2 hours of homework per class for every semester credit. Thus, please plan to devote 3-4 hours per class for work related to this course.

Please see assignment descriptions/rubrics/examples on the website. Due dates are listed on the class schedule on the website. All evaluation processes and rubrics for assignments are online on the website. If you are unclear about criteria, please feel free to ask. I believe my role is to provide opportunities for experiences and encourage you to take risks and find the joy of personal and relational learning.

Course Evaluation

This evaluation model is based on full participation, excellent quality of work, and full effort.

There is a 2% grade deduction per day for late work. Due dates ARE FIRM. Please plan ahead to avoid technical/digital difficulties.

Graded Assignments

10%	Museum/Gallery Visit Response
10%	Artist Study Page
10%	Parent Letter Page
15%	Personal Representation
25%	Community Project
30%	Facilitation (Readings/Collections)

Points to Grades Distribution

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Bonus points

- Community Art Event Review: One page review with 3 paragraphs: a) event description; b) your opinion; c) how you might use and event like this in your future classroom. Value: 2 points max 6.

VI. Attendance Policy and Expectations

Each student must come to class prepared to discuss readings or to provide reflection or feedback on assigned experiences. In order to ensure a supportive environment where creative, innovative risks are taken, all students, as a collective, are expected to be responsible and respectful to the environment of the class. Professionalism is evidenced by attendance and timeliness. There are no penalties for missing classes; however, there is no make-up studio time provided and it is your responsibility to find out from peers what you have missed.

As a student in a professional program, you are expected to exhibit a professional demeanour. All students are expected to contribute to a positive learning climate. It is critical that you seek ways to be receptive to multiple ways of learning, encourage learning around you, and produce your personal best. This is a professional program which intends to prepare teachers who will be enabling the young minds of our collective futures; this is important work! Please see “Professional Dispositions” at <http://education.wsu.edu/student-services/disposition/>

Professional dispositions of good teachers

1. Good teachers are active, respectful participants in discussions.
2. Good teachers express themselves clearly and effectively.
3. Good teachers listen thoughtfully and responsively.
4. Good teachers engage in lifelong learning, aided by reflection and assessment of new information and ideas.
5. Good teachers interact effectively, respectfully, and empathetically across a wide range of situations and people.
6. Good teachers work to ensure system-wide high quality learning opportunities and experiences for all students.

7. Good teachers seek understanding of complex issues in order to solve problems both independently and collaboratively.
8. Good teachers are committed to mastering best practices informed by sound theory.
9. Good teachers are responsible colleagues.

If there are concerns with classroom behavior, the quality of work submitted, or attitude toward learning, I will request a meeting with you prior to submitting a Professional Dispositions Assessment (PDA) Form. This form is accessible here: <http://education.wsu.edu/student-services/disposition/>

Student Accommodation Statement

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Statement of Academic Integrity

WAC 504-25-015 Academic Dishonesty

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited. Knowingly facilitating academic dishonesty is also prohibited. The expectation of the University is that all students will accept these standards and conduct themselves as responsible members of the academic community. These standards should be interpreted by students as general notice of prohibited conduct. They should be read broadly, and are not designed to define misconduct in exhaustive forms. Faculty and their departments also have jurisdiction over academic matters and may also take academic action against students for any form of academic dishonesty discovered in their courses.

Included in the WAC 504-26-010 definitions are cheating, falsification, fabrication, multiple submissions, plagiarism of print or electronic materials, and complicity in helping or attempting to help another person or persons commit an act of academic dishonesty. Concerns regarding academic integrity will be processed in accordance with the Academic Integrity Policy with the Department Chair, 335-5027, and the Office of Student Conduct, 190 Lighty Student Services Building, 335-4532. ******* There is no tolerance for plagiarism in this course. Please cite or reference any text, image or music you use from another source. Please be particularly careful to do this when making movies and video.**

Emergency Notification System:

WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on ROnet. Please refer to the University emergency management website <http://oem.wsu.edu/emergencies> as well as WSU ALERT <http://alert.wsu.edu> for information on WSU's communication resources WSU will use to provide warning and notification for emergencies. The entire WSU safety plan can be found at <http://safetyplan.wsu.edu>.