



Teaching and Learning 390

Integrating Fine Arts into K-8 Curriculum

Spring 2012, Tuesdays or Thursdays 2:10-5:00pm, EdAd 110

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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Cleveland Hall, Room 331

Class materials: solspire.com > courses > arts integration

Term password: westgate

I. Course Description

Prerequisites: T&L 301. For candidates admitted to teacher preparation. Integrating the range of fine arts (art, music, dance, drama) into K-8 curriculum; designed for preservice and in-service general K-8 teachers.

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 developing 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

At the conclusion of this course, students will be able to:

Standards this course specifically addresses from the 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.) (Link)	
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	Dance / drama / sculpture / MOA visit / Cloak Project / Community Projects
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 (upside down man, "seeing") / Drama Workshops (soundscapes, tableau) / Dance & Music Workshop / Cloaks Project
1.1.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times	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 Project / Cloaks Project
1.1.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for specific purposes	Cloaks Project / Community Publication / Community Projects
1.1.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts	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.	Cloaks Project / How to Video / MOA visit / Unit Plans / Community Projects

Standards this course specifically address the 2007 Professional Educator Standards Board for effective teaching in a Teacher Residency Certification Program [\(Link\)](#)

- Applying knowledge of the Arts K-12 Learning Standards [\(Link\)](#)
- Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;
- Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;
- Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
- Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other;
- Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;

- Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
- Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;
- Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
- Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
- Using technology that is effectively integrated to create technologically proficient learners; and
- Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

TPA Focus

- Descriptive Writing – Seeing and Recording
- Video Editing

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.

Students will be involved in community service projects involving research, design, and publication.

Course Resources are accessible online at www.solspire.com, under “courses > arts integration

Text: *Integrating the Arts Across the Elementary School Curriculum* – Phyllis Gelineau, 2nd Ed, 2010

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 grade will be determined through 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 week for every semester credit. Thus, please plan to devote 5-6 hours a week to work related to this course.

Please see assignment explanations and evaluation criteria. 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. Due dates are listed on the class schedule on the website.

Course Evaluation

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

There is a 2% grade deduction per day for late work. Due dates ARE FIRM. Digital assignments are due by 12:00am (midnight of day before) of the due date. Other assignments are due IN CLASS, not emailed after class. Please plan ahead to avoid technical/digital difficulties. Also, please feel free to discuss concerns with me.

Graded Assignments

5%	Chapter Facilitation
3%	Alternate Venue Response
2%	Artist Study Page
10%	Math Tutorial Video
10%	Service Project
10%	Publication Project
10%	Integration Unit
10%	Quiz Points
20%	Cloak Project
20%	Final Exam

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-
67-69	D+
63-66	D
0-65	F

Bonus points – maximum total (10)

- Community Art Event/Participation/Lecture 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.
- Artwork created in response to reading (Submit a photo or scan of the work on one side of letter-size paper and the typed explanation on the other. Value 2 points, max 6

V. 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. Please be on time and attend all classes. Professionalism is evidenced by attendance. If you are unable to attend one week of classes (3 hours), there will be no penalties to your grade, however, any work due that day is still due (send with someone else). No make-up studio class time or quiz retakes are provided.

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. You are preparing to be a professional. It is critical that you seek ways to be receptive to multiple ways of learning, encourage learning around you, and always try your 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.

2012 T&L Policy Statements

Policy on Cell Phone Usage: The use of cell phones is prohibited during class except with instructor permission. Cell phones should be turned off (or on vibrate) and stored with personal items. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for the instructor and other students. Please inform me before each class if you are the emergency caretaker or in a situation where you must have access to your phone. (We will discuss the T&L 390 class policy.)

Policy on Computer Use: In the classroom, students are only allowed to use computers (or other electronic devices such as iPads, smartphones, etc.) for class-related activities. Unless requested by the instructor or being used specifically for class purposes, electronic devices should have their lids down or be turned off during class. Students who use their computers for other activities will, at a minimum, be asked to leave class and will lose participation points for the day. (We will discuss the T&L 390 class policy.)

Professionalism Statement

In-class discussion and activities, as well as cooperation with colleagues, will play a significant role in what you learn during this course. You must come to class prepared to learn, discuss assigned topics, or present what you have learned from an assignment. Course readings must be completed prior to class so that each of you can make a contribution. Just as in teaching at the elementary/middle school level, you must be able to work effectively with others when planning and organizing for instruction and taking directions/feedback from your supervisor/instructor. Because you will have to work in collaboration with others, a student who is absent or who does not work well with others fails to contribute to the community of learners.

Now is the time to begin acting like a professional educator—demonstration of a *positive* and *professional* attitude is required and is part of your grade. Words such as *intelligent, thoughtful, respectful, responsible, intentional, caring, creative, hard working, committed, and ethical* should be words that are used to describe your teaching persona.

Appropriate Dress Statement

As soon-to-be teachers, students need to become aware of the perceptions that unprofessional attire can cause. Appropriate dress, grooming, personal hygiene, and overall appearance of care support a positive and professional atmosphere. While we are not asking you to dress up for class each day, we do expect that chests, backs, abdomens, and “lower backs” are covered by your clothing. Shirts, dresses, skirts, pants, and shorts should not fit such that when given the sit, stretch, and bend test, additional skin is exposed. Furthermore, students’ participation in course or program activities should not be limited due to dress.

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>.