

**Elementary Education Program**  
**University of North Carolina-Chapel Hill School of Education**  
**EDUC 515.001**  
**The Arts as Integrative Teaching (2 credits)**  
**Wednesdays 4-5:50 Fall 2007**

**Kawachi Clemons, Instructor**

**Office Hours:** Available upon request

**530-7212 office**

[kclemons@nccu.edu](mailto:kclemons@nccu.edu)

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### **Course Description**

This is a course in Arts Education in which we will explore how music can serve as the media for learning. We will examine how to meet the demands of the NC Standard Course of Study and National Standards in music by working closely with public school children in the creation of performance based learning.

### **Preparing Leaders in Education**

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

### **For Equity and Excellence**

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

## Course Objectives

The students will be able to

1. Develop lesson plans that integrate music with other disciplines in the arts and with core curricula.(SOE P1, 3; PRG OUTCMS.P1, 2, 4;; SPEC 6, 12; CORE 1; DIVERSITY 1, 3) \*
2. Explain and use the elements and diverse forms of music in instruction
3. Explain the role that imagination, creativity, agency, affective learning, problem-solving, hypothesis building, play, observation, self expression, higher order thinking skills, collaboration, intrinsic motivation, active learning, risk-taking, sensory awareness, critical thinking, connection of mind, body, and feelings, concentration/focus, self discipline, and research skills play in learning through music.
4. Develop arts-based assessments using the elements of music and the NC Standard Course of Study.
5. Explain the ways that music can form the basis of constructivist teaching and learning.

### \*Course Standards

- SOE 1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
- SOE 3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
- Program Outcome 1: Candidates understand the content they teach.
- Program Outcome 4: Candidates plan instruction and assessments specific to the curriculum, students and context of the classroom.
- Core 1: Candidates know the content they teach
- Specialty area Standard 6: Have an understanding of the basic concept of the arts.
- Specialty area Standard 12: Working alone, or with arts specialist teachers and/or other qualified arts professionals, elementary teachers are able to integrate the arts into elementary curriculum.
- Diversity Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

## Assignments:

**Post all written assignments on Blackboard in the Assignment folders**

## Observation/Teaching Reflections

This semester each of you will be engaged in the process of student teaching/observing. You are to write reflections of your school visits (2 reflections). List what arts integrated activities/strategies were incorporated in the lesson(s) taught or observed. If none (arts activities) were used you are to illustrate possible uses of the arts to enhance the lesson. You may consider the following in your responses:

- What you learned about integrating music, your hopes, fears, and personal development
- In what ways were music activities interdisciplinary and what value (if any) did you find in the interdisciplinary nature of learning through music
- How effective is using music as a vehicle for reaching NCSCOS goals and objectives?
- In what ways can music activities facilitate constructivist teaching?

### **Lesson plans (20 points—10pts/lesson plan)**

In small groups (4 people max) decide what music skills you would like to learn during the semester—for example, how to make instruments or manage music activities, or how to integrate math, science, language arts, or social studies with music, etc. You are to create *two (30 minute)* arts integrated lesson plans. A model lesson plan for arts-based instruction is provided on p. 49 in the Cornett text. Post the lessons on Blackboard in the Assignment folders.

- **Lesson Plan 1:** Using an existing lesson plan from one of your previous/current methods classes you are to develop and integrate the arts (music) as appropriate to enhance the lesson.
- **Lesson Plan 2:** Using the storybook lesson/presentation create a lesson plan that will accompany this activity.

### **Presentations (30 points)**

In the same small groups, discuss your lesson ideas with the instructor. Decide which of the lessons you would like to teach as a group. The small group members will teach while the rest of the class will observe. Afterwards, your peers will assess your teaching and offer supportive feedback and ideas about the lesson

### **Final Exam (25 points)**

The will include questions for an essay on the use of the various forms of music for instruction.

### **Required Book**

- Cornett, C. 2003. *Creating meaning through literature and the arts: An integration resource for classroom teachers.* Upper Saddle River, NJ: Merrill Prentice Hall ISBN 0-13-097777-2

### **Other readings**

- Sitomer, A. & M. Cirelli. 2004. *Hip Hop Poetry and the Classics.* Beverly Hills, CA: Milk Mug Publishing ISBN 0-9721882-2-3
- Egan, K. *Characteristics of 8-15 year olds in Imagination in the middle school years*
- Thigpen, E. (2004). *Rhythm Brought to Life.* Miami, FL: Warner Bros Pub. ISBN: 0-7692-9614-9

**Additional Readings as assigned.**

Attendance is essential to learning, especially for people who are preparing to take on the very challenging task of teaching children. If you foresee an absence please let me know on the first day of class. Unexcused absences will equal the loss of 5 points from your grade point. Unexcused tardiness will be -2 points.

**EDUC 515 Wednesdays-4-5:50 pm**

Date	Topic	Assignment	Reading
8/29	Introductions, syllabus The National Standards and NCSCOS for Music Education Music and Social Studies Assessment and management Review: The Elements of music	Prepare and assemble materials for Integrated lesson (storybook)	Music Education Philosophy and Practice (PP-powerpoint)  Understanding the Elements of Music (PP)
9/5	Teaching Multiculturally through Music Music and Language Arts Flocabulary & Shakespeare is Hip Hop	Bring a list of vocabulary (key terms) and definitions from an existing lesson plan	AERA paper (Bb) Hip Hop, Poetry & the Classics Cultural Literacy in the classroom
9/12	Discussion and practice of lesson plans Music and Science <ul style="list-style-type: none"> <li>• Voice</li> <li>• Properties of Sound</li> </ul> Singing games and movement activities	Bring Lesson Plans to Class	Handout: Adaptation of Bloom's Taxonomy for Music Article: Music in the Classroom ( <i>The experiences of a science teacher's integration</i> ) PDF on Bb
9/19	Powerpoint ( <b>Computer Lab</b> ) Take ideas and begin to create PP presentations of stories		
9/26	Powerpoint continued ( <b>Computer Lab</b> ) GarageBand-Introduction	Bring music you wish to use in your presentation/lesson.	
10/3	GarageBand-Application and Uses in Teaching ( <b>Computer Lab</b> ) Pod casting Recording & Editing Audio		
10/10	Work on multimedia presentations		
10/24	Discussion of music and Engaged Pedagogy	Post revisions of lesson plans	bell hooks chapter (Bb)
10/31	Copyright Issues and Fair Use of Music	Presentations DUE	US Copyright Law: A guide for Music Educators (Bb hyperlink to MENC: The National Assoc for Music Ed.)
11/7		Presentations continued	
12/13	Exam (Regular Class Time)		