

Elementary Education Program
University of North Carolina-Chapel Hill School of Education
EDUC 515 Arts Integration (Visual Arts/Drama) Across the Curriculum sec 002 (2 credits)
Thursdays 1:30-4:20 Fall 2007 CCEE Room 103
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Office hours by appointment or before or after class at CCEE Tuesday or Thursday

This is a course in Arts Education in which we will explore how the visual arts can serve as the media for learning. We will examine how to meet the demands of the NC Standard Course of Study (NCSCoS) by integrating art standards with math, science, social studies, and language arts standards in age appropriate, creative lesson plans. Each candidate will use her/his assigned school site as a center for inquiry into art and art integrated education through interviews and observations of classroom and art room teaching and learning. A group project that emphasizes cultural ambassadorship will help students seek authenticity, accuracy, and understanding of a culture's environment, aesthetics, and values.

SOE Conceptual Framework

The Conceptual Framework for the School of Education emphasizes preparing **teachers as leaders in education for excellence and equity in a democratic society**. **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. **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*.

In EDUC 515 we will explore how the visual arts enhance children's knowledge of self and environment, and employ skills in problem solving, observation, and sensory awareness. We will see how the imagination and creativity of creating and viewing art forms engages young learners in higher order thinking and when integrated with other disciplines in the arts and the core curriculum strengthens their ability to construct meaning. We will examine how the visual arts can facilitate learning in literacy, social studies, science, and math. We will deal with instructional design and methods, assessment, and goal setting in the visual arts that enable excellence and joy in learning.

Course goals

1. To reinforce the value of the arts in education and society
2. To examine and experience the ways in which the visual arts stimulate cognitive, affective, and psychomotor learning, and higher order thinking.
3. To examine and experience the ways in which the visual arts facilitate curricular integration.
4. To explore the ways that the visual arts effect multicultural learning.
5. To construct a professional resource of gathered, shared, and self-designed art-integrated lesson plans, curriculum ideas, and related resources.
6. To gain and apply basic skills and language of art that will aid in assisting elementary students with their art.

Objectives

The students will be able to

1. Develop lesson plans that integrate the visual arts 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 the visual arts 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 the visual arts.
4. Develop arts-based assessments using the elements and skills of the visual arts and the NC Standard Course of Study.
 5. Explain the ways that the visual arts can form the basis of constructivist teaching and learning.

*Live Text Portfolio Standards
<ul style="list-style-type: none"> • 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:

Present hardcopy of all written assignments at the beginning of class on the assignment is due

Due 9/6 Science curriculum specific to grade level part A

With your current assigned grade level, create a table of science topics that the children will be covering this year. After class on our Science day you will complete part B which addresses how you can use art to teach or integrate this topic.

Grade Level _____ Science Topics NCSCoS (Part A)	Art Integrated Teaching Methods or Learning Activities – briefly describe 1 or more ideas to integrate visual art to teach the topic (Part B1)	(Part B2) Source of idea (Original idea, Cornett text, seen at CT site, Teacher...)
(your list is as long as the topics covered)		

Due 9/6or 9/13 (shared text due date allowance) art, art integration, and teaching relationships to support student learning and sense of identity

Read the introductory chapters of Cornett text. As if you were gathering a defense for your art budget and the continuation of a hired art teacher, list the arguments and/or theories that support your defense for the value of art education and its integration. (You will need this for a final exam question.)

Due 9/13 Science Curriculum with Arts Integration completed table parts A&B

Due 9/13 Math Curriculum Specific to Grade Level Part A

With your current assigned grade level, create a table of math topics that the children will be covering this year. After class on our Math day you will complete part B that addresses how you can use art to teach or integrate this topic.

Due 9/20 Math Curriculum with Arts Integration completed table parts A&B

Due 9/20 Language Arts Curriculum Specific to Grade Level Part A

With your current assigned grade level, create a table of language arts topics that the children will be covering this year. After class on our Language Arts day you will complete part B that addresses how you can use art to teach or integrate this topic.

Due 9/27 Language Arts Curriculum with Arts Integration completed table parts A&B

Due 9/27 Social Studies Curriculum Specific to Grade Level Part A

With your current assigned grade level, create a table of Social Studies topics that the children will be covering this year. After class on our Math day you will complete part B that addresses how you can use art to teach or integrate this topic.

Due 9/27 Very Important: Bring an authentic myth, tale, story of a specific culture
Bring an authentic myth, tale, story of a specific culture to share with your classmates. (Authentic = traditionally of the culture*, written by a member of the culture*, or clearly well-researched study of and respect for the culture** - *preferable, **acceptable). Be sure to document the resource and author if applicable of this story.

Due 10/4 Social Studies Curriculum with Arts Integration completed table parts A&B

(Team assignment)

Due 10/4 Research the Culture that matches your authentic cultural text (environment, resources, aesthetics, value systems, traditions, language, food)

Type up an information and note the website or other source for that info that locates the culture's geographical location; describes the dominant environment (land, weather, natural forces); lists the natural resources and uses for the resources; describes two or more aesthetics/ traditional objects, describes at least one important ceremony or rite, notes cultural values (traditions, religions, etiquettes e.g. belief in spirit world identified by the 4 compass points and each point means...); language (how to say "hello" and "thank you" and any other key cultural windows e.g. rice in India is a major crop and is a symbol of fertility and purity. **Very Important: Save all info and resource sites** – websites etc.; info on culture – your team will be required to create a one page (1 side or 2) handout about the culture on 10/9 the day of your Cultural performance.

Due no late than 10/4 One ORIGINAL Lesson plan Art Integrated with one of your Non-Art Grade Level Topics

Use one of your original ideas you created during your earlier NCSCoS table assignments. Develop a complete lesson plan.

Recommended Process:

Start with you current site-based grade level;

e.g. Select from the NCSCoS Science Goals/Objectives for that grade level, a topic/skill for your lesson plan (narrow the focus where necessary);

Select from the NCSCoS Visual Art Goals/Objectives for that grade level, a correlated topic/skill for your lesson plan (narrow the focus where necessary);

Use Cornett, your experiences, your observations, and your imagination to design a lesson plan that integrates art with science.

Define an expectation of quality of completed product and experience;

Reflect and state why this learning has long-term (life-long) value for the student.

List the needed motivational materials, art materials, spatial needs and equipment.

Envision then list the instructional steps from prep for lesson; bringing student attention to focus, shared contexts, motivation; demonstration of process and explanation of objectives;

implementation of student activity; regaining student attention to conclude, clean-up and review and assess learning from lesson.

Recommended Format:

Grade level; Integrated Subjects; and Title (brief and clear about topic and activity)

Statement of long-term value

Goals/Objectives – measurable (at least 3 and no more than 5 – NCSCoS Science + NCSCoS Vis Art + Expectation of Quality of completed product or experience)

Materials/Equipment
Set-up/Spatial Formation

Prep/Focus/Motivation
Implementation/Wrap Up
Review and Assessment

(As you create lessons – you may get other related lesson ideas so you may want to add – Related Lesson Activities to catch the potential ideas for a unit of study)

Due 10/4 Bring Art Supplies relevant to the culture of your team’s puppet/mask with scenery performance

This day is a hands on production day. It is key to bring your materials to class. I'll have some supplies, but please bring any supplies you need, glue gun (and sticks) if you own one, needle and thread if you want to sew items... Buy materials for your puppets and scenery that echo the aesthetics and environment of your team’s chosen authentic culture.

Due 10/11 Cultural Puppet Show and Cultural Handout

After a brief period for rehearsal, each team will present its authentic cultural tale and handout its culture info sheet. Bring all materials related to your performance - scenery, mask/puppet, costume, music if being used, boombox; All teams will have time to rehearse. The presentation may be video-taped and may have a guest audience TBA.

Due 10/27 – 11/8 Peer teaching teams of 3 teach a 25-45 minute art integrated lesson (from one of the lessons your team members created for our lesson plan assignment). Grade level teams of approx. 3 students each will teach an art integrated lesson to their peers. Teams who are scheduled to teach at the following class will help evaluate the peer teaching lesson.

Due 10/27 – 11/8 Task Analysis of cultural puppet show project (portfolio assignment)

This is a team assignment that collectively plans how one would introduce, implement, and assess a grade level arts integrated live performance project. Scheduling time for introduction, identifying arts integration curriculum activities that serve curriculum goals, allocating production/rehearsal time, describing how inviting an audience can serve curriculum goals, and describing how you as a teacher would assess the success of the learning provided in this project. These goals and assessment may relate to literacy, teamwork, cultural or geographical understanding, public speaking, self-confidence... (Samples of past task analyses will be posted.)

NOTE- these due dates allow for your team to focus on your peer teaching project for the scheduled day and when your team is not teaching, the due date flexibility allows you to tackle the other assignment.

Due 11/8 Remaining Peer Teaching teams teach a 25-45 minute lesson

Due 11/8 Bring stapled and collated copies of lesson plan due (enough for everyone plus instructor)

11/15 Professional Notebook

Compile all the lessons (classmates’ and Rhoades’), curriculum ideas (tables and Rhoades lists), lobbying points for the value of art education and arts-in-education, and your cultural handout sheets, and recipes and resources. Organize this notebook as a useful tool for your future job interviews and classroom teaching. You may opt to include art project samples and images, too.

11/15 Final Exam (3 parts)

The exam will include a take home part #1 in which you write a letter to your future grade level class parents stating your belief in the value of art in education; describing a few example

lessons; mentioning how they can contribute as volunteer, guest, aide; and listing recyclable supplies that they can contribute and noting how those materials may be used. The in-class part #2 will use the Cornett text, the NCSCoS and your professional notebooks. Teams of shared grade levels will bring in the NCSCoS for all 5 subjects (art, math, science, social studies, and language arts). You will be asked to develop a "school year" plan of art activities. Concluding the exam will be in-class part #3 individual response to questions about the elements and principles of art, basic skills for helping students with their art, and questions about cultural understanding and aesthetics.

Required Books

- Cornett, Claudia (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

Recommended reading:

- Wachowiak, F *Emphasis Art.: A qualitative art program for elementary and middle schools*. New York: Harper and Row.

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.

Tuesdays 1:30-4:20 pm

Date	Topic	Assignment
1 8/30	Introductions, syllabus The National Standards, NCSCOS for The visual arts Review the Elements and principles of the visual arts Insect Postcard as model of arts integration and Bloom's Taxonomy	
2 9/6	Science and Visual Arts Integration	List of the science topics and goals you at your CT site
3 9/13	Math and Visual Arts Integration	List of the math topics and goals you ma your CT site. Completed table of Scien ideas.
4 9/20	Language Arts and Visual Arts Integration Printing a book Storytelling through puppetry and mask making	List of the language arts topics and goa teaching at your CT site. Completed tal integration ideas.
5 9/27	Social Studies and Visual Arts Integration	List of the social studies topics and goa teaching at your CT site. Completed tal arts integration ideas. . Read and bring cultural tale.
6 10/4	Work Day for Cultural Presentation (Mask/Puppet Show)	An original Art Integrated Lesson Plan. of social studies integrated ideas. Bring the culture. Bring in art materials for yo
7 10/11	Cultural Presentation with Rehearsal Time; Peer teach teams select lesson	Bring in scenery, puppets, masks etc. fo Bring in enough copies of cultural hand
10/18	No Class this week	Peer teaching teams may want to meet
8 10/25	Peer Teach 4 teams	For those not teaching, email task any Rhoades
9 11/1	Peer Teach 4 Teams	For those not teaching, email task any Rhoades
10 11/8	Peer Teach 2 teams; methods and materials info/demo	Bring in copies of your original art integri for everyone. For those not teaching, er to Ms. Rhoades
11/15	Final Exam	Bring in compiled and organized profes

3 pts = 1 statement identifying values of art education and arts in education to the elementary ed learning and teaching processes.

12 pts = 4 curriculum topic tables with integration. 3 points each = 12 points

25 pts = 1 original fully developed art integrated lesson plan 25 points

5 pts = 1 team created cultural handout. 5 points

20 pts = 1 team presented cultural puppet show. 20 points

25 pts = 1 team created task analysis. (portfolio item)

25 pts = 1 small team taught arts integrated lesson plan 25 points

5 pts = 1 professional notebook 5 points

30 pts = final exam

150 points