

Aesthetics Education

<p>Program Course Information:</p>	<p>PROGRAM: ELEMENTARY EDUCATION EDUC 416 SECTION 001 COURSE TITLE: Aesthetics Education: Arts, Culture and Learning INSTRUCTOR NAME and CONTACT INFORMATION: Deborah Randolph drand@email.unc.edu 919-749-9088; Office hours – by appointment DATE SYLLABUS REVISED: 1/08 COURSE DESCRIPTION: EDUC 416, a three-credit seminar taught in the spring semester of the junior year, is the first part of a two-part arts and integration curriculum (EDUC 416 Spring Junior year and EDUC 515 Fall Senior year). EDUC 416:</p> <ul style="list-style-type: none"> • examines both child and teacher as a creative learner and problem solver; • explores aesthetics as a cultural value system; • introduces the ways in which the arts communicate – elements and principles; • extends creative thinking by exploring the arts (as content, as process, and as an essential part of the human experience); • explores the touchstones of the creative process important to learning and teaching; • introduces curriculum integration concepts and skills through examining the arts experiences as springboards for learning non-arts curriculum; <p>EDUC 515 tailored for the student and his/her assigned classroom:</p> <ul style="list-style-type: none"> • connects with area public school students and teachers as creative learners and practitioners; • integrates the grade level specific concepts and skills of the non-arts with the arts by experiencing and developing original arts integrated lessons and assessments; and • prepares for a professional career in creative teaching by addressing the classroom set-up; safety, care and costs of creative tools and materials; and needs of diverse learners. <p><u>Seminar:</u> The seminar will instruct student teachers in knowledge of aesthetics as a cultural value system and as human response; elements and principles of the arts; creativity, imagination and divergent thinking; child developmental stages and needs; and imbedded knowledge and skills of non-arts subjects within the arts experience. Hands-on experiences that model elementary classroom teaching and learning, cultural events as model field trip experiences, brainstorming and developing integrated lesson ideas; culturally based puppet/mask performance as model of classroom developed performance; a professional notebook of lesson ideas and examples, resources, and key arts information; and the text readings connect concepts to practice.</p> <p><u>Field Placement:</u> Coordinated with EDUC 415 the students will practice teaching an original arts-integrated lesson and/or cultural tale performance at a school site.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p>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.</p> <p>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.</p> <p>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</p>

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.

<p>Course Objectives:</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate a knowledge base about the elements and principles of art, music, dance, and drama. • Describe and compare the qualities of various culturally based aesthetic value systems. • Articulate the value of the arts and imagination as learning, as supportive of child development, and as sources for curriculum integration. • Identify creative means to motivate, guide, and assess student learning. • Utilize community aesthetic resources as fodder for creative learning experiences. • Develop and implement an arts integrated lesson. • Reflect on the information and experiences provided through this class and provide connections to the student’s developing teaching pedagogy. • Receive feedback from the university methods instructors. • Reflect on best teaching practices and ways to improve instruction
<p>Course Standards (Addressed):</p>	<p>Professional/State/School Standards</p> <p><i>INTASC Standards</i> 1, 2, 4, 5, 7, 8, 9 <i>NC Core Standards</i> 1, 2, 4, <i>NC Diversity Standards</i> 1, 2, 4,6</p> <p><i>NC Specialty Standards</i></p> <ul style="list-style-type: none"> • Arts education is sequenced, comprehensive learning across four arts disciplines, each including its own skills, knowledge, and techniques sequenced, comprehensive learning across four arts disciplines • Instruction in the arts must occur through a hands-on orientation. • Students should learn about the diverse cultural and historical heritages of the arts. They can juxtapose unique elements of their individual cultural traditions with elements that have been embraced, incorporated, and transformed into a shared culture. In the process, they learn that diverse heritages are accessible to all. <p><i>Elementary Education Specialty Standards: NC-T.ELED.6 and NC-T.ELED.12</i></p> <p><i>Technology</i> 2, 3, 4, 5, 6 <i>School of Education (2004 version):</i> <i>Principles</i> 1,2,3 <i>Dispositions</i> 1,2</p>
<p>Course Standards (Assessed):</p>	<p>Aforementioned standards will be assessed through course assignments.</p>
<p>Activities & Assignments:</p>	<p><u>Course Activities</u></p> <ul style="list-style-type: none"> • Read Cornett Text Chapters as assigned to complement seminar topics • Complete Field Trip Design paper (2-3 pgs) • Complete Performance Summary (2-3 pgs) • Complete Arts Integrated Lesson Plan • Fully participate in every aspect of the Cultural Puppet Show and complete Live Text deliverables • Complete Field Experience • Complete Final Examination

Requirements:

Course Requirements

- Attend all scheduled seminars
- Participate in activities and discussions
- Complete assigned readings prior to the class session
- Complete all assignments on time
- Use word processor for all papers
- Reflect on the clinical teaching process and the use of the arts and aesthetics in education.

Evaluation

The course instructor will assess student performance through class written and performed assignments, engaged participation, team cooperation and effort. Rubrics for the larger assignments will be provided as a separate form so students may self or peer evaluate as well. Expectations of smaller assignments and class will be clearly stated.

Attendance Policy

You are enrolled in a professional school, the School of Education, and are beginning [or continuing] the process of your own professional development. Members of the education profession have special responsibilities since so many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind, the following attendance policy has been adopted for all classes in the School of Education.

1. Attendance and punctuality are required. The Undergraduate Bulletin of the University describes regular class attendance as "a student obligation" and reminds us that "no right or privilege exists that permits a student to be absent from a given number of class meetings."
2. On rare occasions, it may be necessary to request that an absence be excused, e.g., for illness, death of an immediate family member, or other emergencies. The appearance of a student's name on the Infirmary List constitutes an excused absence for the days in which the student was in the Infirmary. Also, according to legislation adopted by the Faculty Council, students who are members of regularly organized and authorized University activities are to be excused when out of town taking part in a scheduled event. It is the student's obligation to give prior notification of such absences. Last of all, although the University calendar does not recognize religious holidays, instructors are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.
3. Students should make every effort to attend class. Students who do not attend class should call the instructor immediately to explain the absence and discuss ways to make up missed work. An unexplained absence is automatically an unexcused absence.
4. During any internship period, absences and tardiness are governed by policies described in the School of Education Practicum Manual.
5. Any unexcused absence or tardiness may result in a lower course grade. Instructors have the right to limit the number of excused absences.

The Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her class, at the beginning of the class. Therefore, it is emphasized that **Class participation** requires jumping into the projects, sharing ideas and questions, team and individual effort. 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 3 points from your grade point. Unexcused tardiness will be -2 points.

Grading

The grade for EDUC 416 will be a combined grade. The final grade will be averaged: **75%** from the course instructor based on seminar requirements/case study and **25%** from the university supervisor based on your performance in your field placement.

	<p><u>Grading Scale</u></p> <p>93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 77-79 C+ 73-76 C 70-72 C- 60-69 D 60 and below F</p> <p>Seminar Requirements</p> <ol style="list-style-type: none"> 1. Readings and journal reflections: Read <i>all</i> of the assigned readings. Write a paragraph (or more) about each reading including critique, inspiration and ideas for classrooms (your own classroom spotlight). These paragraphs will be collected at the beginning of each class and be the catalysts for classroom discussion. (15) 2. Cultural Events: Attend a minimum of two cultural events (art exhibit at Ackland Art Museum– during class time; and a performance.) Design Field Trip (3 pages) to an art museum including pre-and post field trip activities and logistics sheet. Use Internet art museum resources – go anywhere in the world! (10) Write a one-page summary of the performance including how you could use the performance in the classroom (10). (10 x 2 = 20) 3. Arts Integrated Lesson Ideas, Arts-Integrated Lesson, and Group Integrated Lesson Individuals will generate creative lesson ideas related to all four arts; develop one idea into a full lesson plan, then teams will select a lesson plan to teach their peers. Teams of three students each will present a 20-30 minute integrated lesson to the class. (20) 4. Cultural myth or folktale puppet show Teams select an authentic cultural myth, research the culture, transform the literature into a dramatic script, create puppets or masks, perform the skit, share a cultural information sheet that helps us understand the people of the culture, and write up the process as if creating a performance with your public school class. (30) 5. Final Exam The exam will be open book and collaborative requiring you to use higher order thinking through the use of problem-solving tasks. (15)
<p>Topics:</p>	<ol style="list-style-type: none"> 1. Purpose and Sequence of Courses, Aesthetics, Cultural Context, Why Arts-in-Ed 2. Child Development, Creativity, Imagination and Divergent Thinking 3. Visual Art Elements and Principles, Styles, Uses as Motivator, Curriculum Generator 4. Art Museum as Curriculum Rich Resource, Managing Field Trip Experiences 5. Drama Elements and Principles, Styles, Uses as Motivator, Curriculum Generator 6. Dance Elements and Principles, Styles, Uses as Motivator, Curriculum Generator 7. Music Elements and Principles, Styles, Uses as Motivator, Curriculum Generator 8. Arts Integration Lesson Plan Design and Implementation 9. Authentic Cultural Resources and Research 10. Managing and Integrating Classroom Public Performance as Learning Experience 11. Theory and Practice – Reflections on Field Experience

Schedule:	Date	Topic	Readings/podcasts/videocasts	Activity	Assignment
	1/15	Aesthetic Education	Cornett: Chapter 1 and 2; Jardine et al Podcast - Artfully Speaking Videocast – Arts in Every Classroom (AEC)	Introductions/Clusters Walk About Book Covers Jardine article	Each week submit a paragraph on readings or pod or video casts. (15 pts total)
1/22	Visual Arts	Cornett: Chapter 6 and 7 Videocast: AEC Developing an Arts Based Unit	Aesthetic Scanning Activity Pre Museum visit activity		
1/29	Field Trips	Videocast - AEC: Collaborating with Cultural Resources	Ackland Museum Videocast discussion Internet museum searches	Design Field Trip (due 2/5) (10 pts)	
2/5	Drama	Cornett: Chapter 8 and 9 Videocast: AEC Teaching Theater	Integrated Lesson Group – team work Examination of Mardi Gras		
2/12	Dance	Cornett: Chapter 10 and 11 Videocast: AEC Teaching Dance	Integrated Lesson Group – team work Guest Artist	Integrated Lesson Outline (due 2/19)	
2/19	Music	Cornett: Chapter 12 and 13	Don Hensen Lecture Integrated Lesson Sound Exercise Group – team work		
2/26	Arts Summary Exploring World Cultures	Video and podcasts – music, theater, dance, poetry, visual art from various cultures	Integrated Lesson Groups present lessons to class Video and podcast discussion	Integrated Lesson Plan (due 3/4) (20 pts)	
3/4	Puppet I – Literary Arts – Script - Storytelling	Cornett: Chapter 4	Children's Lit Exercise Puppet Group		
3/11	Spring Break		NO CLASS		
3/18	Puppet II – Choreography and Music		Character Development/Dance/ Music Puppet Group	Performance Review (due 4/1) 10 pts	
3/25	Arts Experience		NO CLASS		
4/1	Puppet III – Costume and Set		Masks, Costumes, Sets Puppet Group Rehearsal		
4/8	Puppet IV - Performance		Performances		
4/15	Field Experience		NO CLASS		
4/22	It's a Wrap		Reflection Activity	Live Text Deliverables (image, plan, reflection) 30 pts	
TBA	Final Exam			15 pts	
Required Text	Cornett, Claudia E.(2007). <i>Creating Meaning through Literature and the Arts 3rd edition</i> Upper Saddle Brook, N.J. Pearson Education, Inc.				
References & Resources:	Southeast Center for the Arts (2003). <i>Arts in Every Classroom</i> . Video Library for K-5. http://www.learner.org/resources/series165.html				