

**SUL ROSS STATE UNIVERSITY**  
**Department of Fine Arts and Communication**

**Fine Arts in the Classroom**  
**Spring 2016**

**ED 3312-001 CRN 25331 and ED 3312-MC1 CRN 25332, 3 credits**  
**MWF 10:00-10:50, Morelock 308**

Professor 1: Juliette Schwab  
E-mail: Juliette\_schwab@sbcglobal.net  
Office: By appointment  
Office phone: 432-386-3300  
Office hours: By appointment

Professor 2: Mary-Elizabeth Thompson, D.M.A.  
E-mail: mary.thompson@sulross.edu  
Office: Fine Arts Building (FAB), Rm. 206A  
Office phone: 432-837-8130  
Office hours: TBA

Professor 3: Andrew Tegarden  
E-mail: andrew.tegarden@sulross.edu  
Office: Fine Arts Building (FAB), Rm. 06  
Office phone: 432-837-8422  
Office hours: MTWR 1:00-2:00 p.m., and by appointment

**COURSE DESCRIPTION :**

This survey course introduces primary education students (EC-6) to the incorporation of the three major fine art subjects in the classroom. The course is taught in three blocks: one each for art, music, and theatre.

**COURSE OBJECTIVES:**

The student will demonstrate an ability to:

1. identify and utilize appropriate vocabulary to discuss and describe the fine arts for use in the classroom;
2. identify, utilize, and apply the elements, principals, theories, and styles in the fine arts for use in the classroom;
3. utilize tools and techniques of the fine arts in the classroom; and
4. critically assess the fine arts and how they are used in the classroom, refining skills through the examination of individual works and periods in the fine arts in order to apply that knowledge to fine arts in the classroom.

**Student Learning Outcomes:**

The course facilitates the following Teacher Education Program Curriculum subject matter:

1. Child development

2. Motivation
3. Learning theories
4. TEKS organization, structure, and skills
5. TEKS in the content area of the fine arts
6. Curriculum development and lesson planning
7. Classroom management/developing a positive learning environment
8. Instructional technology
9. Pedagogy/instructional strategies

**TEExES Core Subjects EC-6 Standards:**

Theatre Standard I	The theatre teacher knows how to plan and implement effective theatre instruction and assessments and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre.
Theatre Standard II	The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.
Theatre Standard III	The theatre teacher understands and applies skills for producing and directing theatrical productions.
Theatre Standard IV	The theatre teacher understands and applies knowledge of design and technical theatre.
Theatre Standard V	The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.
Theatre Standard VI	The theatre teacher understands and applies skills for responding to, analyzing and evaluating theatre and understands the interrelationship between theatre and other disciplines.
Art Standard I	The art teacher understands how ideas for creating art are developed and organized for the perception of self, others and natural and human-made environments
Art Standard II	The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.
Art Standard III	The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
Art Standard IV	The art teacher understands and conveys the skills necessary for analyzing, interpreting and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
Art Standard V	The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.
Music Standard I	The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
Music Standard II	The music teacher sings and plays a musical instrument.
Music Standard III	The music teacher has a comprehensive knowledge of music notation.
Music Standard IV	The music teacher creates and arranges music.
Music Standard V	The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society and culture.
Music Standard VI	The music teacher understands a comprehensive knowledge of music to evaluate musical compositions, performances and experiences.
Music Standard VII	The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that

- enhance their musical knowledge, skills and appreciation.
- Music Standard VIII The music teacher understands and applies appropriate management and discipline strategies for the music class.
- Music Standard X The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

## **COURSE REQUIREMENTS**

### **TEXT:**

No textbook is required. Reading materials will be provided by the instructor online or handed out in class.

### **ATTENDANCE AND PARTICIPATION:**

Attendance is mandatory and will be taken during each class. A tardy will be counted as one-third of an absence. **Each instructor reserves the right to count absences and tardies per their own policy.** Students are expected to attend the entire class time unless they have made prior arrangements with the instructor. Students who leave early or get up and leave class for any other reason will be counted as absent for that day. In the case of medical emergencies or serious personal conflicts, excused absences will be granted with prior approval or written documentation (doctor's note, funeral program, etc.)

It is the student's obligation to contact the instructor to let him/her know when the student cannot attend class. Students are responsible for ALL material covered in missed lectures.

Student athletes must inform the professor prior to absences related to athletic department activities via a SIGNED REQUEST/ABSENCE FORM from their coach. Additionally, student athletes are responsible for handing assignments in on time.

Non-sports related, university-sanctioned activities that require the student's absence from the class must be accompanied by official and appropriate documentation to be excused.

Nine absences result in you being dropped from the course with a grade of "F" as per university policy. Upon the 4th unexcused absence, the student's overall course grade may be dropped one letter grade. Upon the 6th unexcused absence, the student's overall grade may be dropped another full letter. The 8th unexcused absence may result in yet another letter grade.

NOTE: More than 5 unexcused absences in any ONE of the three blocks will result in the student receiving an "F" for that block. Each block represents one third of the overall grade in the course.

The student's grade is also determined by the student's participation. If the student fails to participate or is disruptive in class, the professor reserves the right to reduce the student's overall attendance and participation grade even if the student has attended every class. The professor has final discretion on whether the student participated fully.

### **RESPONSES, ESSAYS, AND PROJECTS:**

The student's ability to organize and compose his or her thoughts and ideas, and share them with others through a written record for posterity, is a crucial skill to have, both in the arts and in other

areas of life. Papers should exhibit concise reasoning, good organization, and proper formatting. Bibliographies are required, as well as proper style and formatting.

The course uses MLA Style for scholarly writing, and only this form will be accepted. Footnotes and bibliography are not required, but if you do use outside materials you must use footnotes and observe proper stylistic and formatting rules. Purdue University's Online Writing Lab (OWL) is a great resource for information regarding MLA

Style: <https://owl.english.purdue.edu/owl/resource/747/01/>

Papers must be submitted in hardcopy.

Use of the vast majority of sources from the internet will not be allowed, including Wikipedia and Google Image references. While the Internet is a good source of basic information, it is not always reliable. It is most useful as a research tool to help you find solid sources, not as a source itself. Internet sources are accepted only with permission from the professor and on a case-by-case basis.

Rough drafts will not be accepted as final submissions. The student is encouraged to informally submit preliminary work for review or help each other with editing. In some instances, preliminary work will be submitted and graded before the final due date to encourage steady progress. The goal is a good final product.

NOTE: Late papers will not be accepted. The only exceptions are medical or severe personal or family emergencies WITH DOCUMENTATION.

### **LATE WORK:**

Late work will not be accepted. The only exceptions include a medical or personal emergency, in which case the student must arrange with the professor when late assignments are due.

In the event of a medical or personal emergency, the student must contact the professor before an assignment's due date or within 24 hours of the emergency and provide the appropriate documentation. Also, the student must schedule with the professor when the work they miss is due. What constitutes appropriate documentation is at the discretion of the professor and the university. Students will not be granted extensions for final exams/papers.

### **ELECTRONIC DEVICES:**

The use of cell phones, iPods, or PDAs is prohibited while in class. The instructor reserves the right to prohibit laptops, tablets, and other electronic devices as well. When allowed, if students are using their laptops or tablets to browse the Internet or play games, or any other activity not related to the lecture during class, all usage in the classroom will be banned going forward.

Texting and phone calls during class will not be tolerated. The class as a whole gets one "Mulligan" in regards to an electronic disruption. Upon the second disruption (phone rings, beeps, tweets, or whistles), the professor will give a cell phone pop quiz. The student whose phone rings, and the students on either side of the offending party, will automatically receive a zero on the pop quiz. The only exceptions to this cell phone rule are emergency calls and official university business.

## **ACADEMIC INTEGRITY AND HONESTY:**

Real success comes from learning and doing your own work. Plagiarizing, cheating, or any other dishonest behavior on graded assignments, papers, or exams will not be tolerated. Rules and regulations regarding plagiarism, dishonesty, and other issues concerning classroom participation can be found in University Rules and Regulations and Student Handbook. A student found to be engaging in these activities will be penalized to the full extent of university policy.

Plagiarism is copying the work of others, in full or in part, without giving credit or attempting to pass others' work or research as their own without giving full credit. This includes, but is not limited to, copying direct quotes verbatim from written sources or the Internet without attribution, using others' exact wording or ideas or even paraphrasing large sections of outside material without giving credit.

It may be assumed that viewing or using any electronic device, book, paper, or piece of writing, including things found on the student's body or written somewhere else in the exam environment, is cheating.

Students will be dropped from the course and/or receive a failing grade for cheating on quizzes or exams, or for plagiarizing on presentations, essays, or final research projects, and will be reported to the Office of the Vice President of Academic and Student Affairs and the Dean of Student Life.

For more information please see the SRSU's Student Handbook on academic honesty.

## **ACCOMMODATIONS FOR DISABILITIES:**

SRSU supports equal educational opportunities for all persons. SRSU is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Qualifying students with disabilities needing academic or other accommodations should contact the Disability Services Coordinator. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112. Phone 432-837-8203, email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [mhinojos2@sulross.edu](mailto:mhinojos2@sulross.edu), mailing address Sul Ross State University, Box C-171, Alpine, TX 79832. Please also discuss whatever needs or requests you have with the professor.

## **GRADING CRITERIA:**

The course is comprised of three course blocks: theatre in the classroom, music in the classroom, and art in the classroom. Each block gives an individual final grade for that block. The three final block grades will then be averaged together to produce your final course grade.

Regardless of the course block, participation and attendance will be logged each day, and cumulative grades will be given in these categories for each block. Homework, assignments, and exams may be in the form of formative or summative assessments, as well as in the form of constructed responses. Papers, letters, and teaching and curriculum enrichment projects will be graded according to the protocol of the particular professor, but are often graded via a rubric system.

## **COURSE EVALUATION:**

**Theater Block:**

“Show-up-and-be-on-time-grade”	25%
Daily assignments and participation	30%
Tests (written and performance)	45%

**Music Block:**

Attendance/Participation	10%
Concert Response Paper	15%
Advocacy Letter	15%
Teaching Project I	20%
Teaching Project II	20%
Teaching Project III	20%

**Art Block:**

Attendance/Participation	15%
Homework/Assignments	15%
Comprehensive Exam	20%
Curriculum Enrichment Projects	50%

**COURSE GRADING SCALE:**

90-100%	A (Excellent)
80-89%	B (Good)
70-79%	C (Average)
60-69%	D (Poor)
59% and lower	F (Failure)

**\*Please note that this syllabus is subject to change.**

## **COURSE SCHEDULE:**

*Note that the dates and details of each class are subject to change at the instructor's discretion.*

### **Theater in the Classroom:**

You will need a pocket folder dedicated only for this class.  
Teacher will provide handouts and suggest resources.

January 20, 22

Introduction Activity

Discuss syllabus

Discuss tentative schedule...**THINK AND PLAN AHEAD FOR \*LESSON PLAN AND For \*\*DRAMATIZATION OF LITERATURE.**

Types of theatres

Areas on a Stage

Jobs involved in creating a theatre production

Locations of theatre

January 25, 27, 29

Identify and discuss theories and applications of Multiple Intelligences.

Participate in a variety of creative dramatic activities and determine which intelligence(s) are addressed.

Creating characters

Improvisation

Create a lesson plan template.

February 1, 3, 5

### **\*LESSON PLAN**

#### **This counts as a test grade:**

Develop, write, and present a 7-minute lesson: choose a subject and a topic; write an objective using observable terms; include an activity from any of the previous creative dramatic activities or a teacher-approved activity. Include at least three (3) different multiple intelligent tasks.

**February 8, 10, 12**

#### **Preparation for final exam**

#### **This counts as a test grade.**

#### **\*\*Dramatization of literature (7 to 10 minutes)**

Choose one:

A scene from a play

A fictional story

Thematic Poems

A song

A monologue

Choose a type of theatre stage and use areas to perform. (Given the confines of our classroom)

Include very simple costume pieces.

Include very simple props.

Create an advertisement for your performance.

Determine elements and develop a rubric for performances.

You may involve class members if selection requires it.

**February 15, 17**

## **THEATRE FINAL EXAM**

Dramatization of literature performances

### **Music in the Classroom:**

#### Week 6

2/22: Elements of Music

2/24: Singing in the Classroom

2/26: Active Listening in the Classroom

#### Week 7

2/29: Teaching Project I

3/2: Teaching Project I

3/4: Books and Music, online assignment

#### Week 8

3/7: Basic Percussion and Classroom Instruments

3/9: Reading/Teaching Musical Notation

3/11: Music as Culture

### **Spring Break**

#### Week 9

3/21: Teaching Project II

3/23: Teaching Project II

3/25: **No class (Good Friday)**



Week 10

3/28: Music Education and Advocacy

3/30: Teaching Project III

4/1: Teaching Project III; Concert Response Paper and Advocacy letters due

**Art in the Classroom:**

**Week 11: Design, Materials, and Techniques**

4/4 Functions, Mediums, Techniques...discussion, homework

4/6 Elements and Principles of Art... discussion, homework

4/8 Curriculum enrichment project presentation

**Week 12: History, Culture, and Society**

4/11 Art History I and II... discussion...discussion, homework

4/13 Multiculturalism and Social Justice in Art Education...discussion,  
homework

4/15 Curriculum enrichment project presentation

**Week 13: Children, Art, and Education.**

4/18 Developmental Stages and the TEKS... discussion, homework

4/20 Learning and Social Theory for Art... discussion, homework

4/22 Curriculum enrichment project presentation

**Week 14: Curriculum and Practice**

4/25 Multidisciplinary/Integrated Education Involving Art...discussion,  
homework

4/27 Visual Literacy and Critical Thinking...discussion, homework

4/29 Curriculum enrichment project presentation

**Week 15: Creativity; The End is the Beginning**

5/2 Teaching Creativity...review

5/4 Art Comprehensive Exam

**FINAL Monday, May 9<sup>th</sup> at 10:00 a.m. No alternate exam times will be scheduled.**