

Sul Ross University Department of Education

ED3312 Introduction to Art Education – Integrating the Arts in the Elementary Classroom

Martha Gluck – 469-831-7761 – I can be reach 9-5 except during class.

Course description: The course introduces education students to incorporating fine arts in the classroom. The goal is to support educators in enhancing curriculum and instruction through integration of the arts. Students will gain an appreciation and understanding for incorporating the fine arts (visual art, music, drama and movement) for use in their classroom through hands on processes in creating projects to support curriculum. The student will learn a basic overview of the history, styles and movements of the visual and performing arts as well as methods, practices and vocabulary for giving elementary students tools for critiquing, evaluating and interpreting the fine arts while integrating the arts into the classroom curriculum.

There is no required Text for this Class but there are required readings that will be online for class discussion and quizzes. Monthly written response to an article from Art education journals will also be required. Students will be required to select these articles through the Sul Ross Library. Librarian Ms. Betsy Evans is a great contact to make and can assist you with your library questions. 432-837-8312.

Student Learning Objectives:

- Write lesson plans that are developmentally appropriate for students.
- Create a positive classroom environment
- Teach developmentally appropriate lessons

Course Objectives:

- ❖ Students will read weekly assigned chapters from Art Education and Art Integration Text books. These chapters or articles will be posted on blackboard. Students will have three quizzes based on these readings.
- ❖ Students will find and read one article a month on current research on Art and Art Education theories and methodologies and about children's artistic development related to the text readings. The students will find these articles through the Sul Ross library and online resources and from a list of suggested journals posted in this syllabus. Articles chosen from another source need to be approved by instructor.
- ❖ Students will write responses for the scholarly articles they select. Each response should be at least 1.5 pages not more than 2 pages following APA style. Rubric attached to this syllabus.
- ❖ Student Teachers will create or adapt lesson plans and assessments that integrate the arts and are aligned to TEKS (Texas Essential Knowledge and Skills for Art) as well as follow current competencies for the Fine Arts Domain 5.

- ❖ Student Teachers will participate in hands on activities that can be adapted and incorporated into their lesson plans.
- ❖ Student Teachers will integrate the arts (visual arts, music, theater & movement) into academic lesson plans, demonstrate art techniques and organization skills by teaching lessons in class and in local elementary school.
- ❖ Students will organize resources into an Arts Resource Portfolio organized by art and academic disciplines for future use.

Arts Integration Portfolio

Students will collect teaching resources, assignments and handouts while researching art education during the course and organize the material into the electronic resource portfolio that will include material turned in for course as well as additional at resources relating to Visual Art, Music, Theater, and Dance/movement. Students will demonstrate use of local art resources in this community as well as in state, national or international art galleries and museums. Students will share the resources and ideas they find so each student will have a rich personal portfolio to make integration of the arts a natural step in lesson planning. A rubric for Portfolio will be posted.

Course Rubric

Weekly Readings and monthly article response to Art Education articles -Response to articles on Children's artistic development ---	25%
Teaching Philosophy/Artist Statements-----	5%
Participation & Hands on Activity -----	20%
Students develop unit lesson& teach Class integrating arts activity	20%
Quiz over weekly readings (3) -----	15%
Final Exam-Electronic Resource Portfolio-----	15%

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Students must read the Distance Ed handbook through Blackboard it covers Sul Ross Policies for Distance students. Please take the ungraded getting started quiz! Note that the Sul Ross format for lesson plans with its rubric is posted on Blackboard.

Article Responses: 1.5 pages no more than 2 pages. Include the following using APA style.

- Summarizes the context and content of selected article
- Identifies and describes your personal reaction to the article and how it relates, supports or questions readings assigned in class.
- Grammar, mechanics and APA style for references and citations

Due Dates for Article Responses: Specific instruction on how to post Article Responses are posted on Blackboard.

- Response 1) 2/14/2017
- Response 2) 3/07/2017
- Response 3) 4/06/2017
- Response 4) 4/25/2017

Quizzes over readings dates:

	Posted	Completed by
Quiz 1	2/28	3/07
Quiz 2	3/30	4/06
Quiz 3	4/25	4/29

Due Date for Final:

05/02/2017

Resources:

Text Book Resources and books Weekly readings will be selected from:

- ❖ Anderson, T., Milbrandt, M. K. (2005). *Art for Life Authentic Instruction in Art*: New York, NY: McGraw-Hill.
- ❖ Anderson, W.M., Lawrence, J. E. (2010) *Integrating Music into the Elementary Classroom: (8th Ed.)* Boston, MA: Schirmer Cengage Learning, Kent State University.
- ❖ Cornet, C. E. (2011). *Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.)* Boston, MA: Pearson.
- ❖ Donahue, D. M. & Stuart J. (Eds) . (2010) *Artful Teaching Integrating the Arts for understanding Across the Curriculum, K-8;* New York, NY: Teachers College Press, Columbia University.
- ❖ Goldberg, M. (2012). *Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.)*, Boston, MA: Pearson.
- ❖ Hurwitz, A., Day, M. (2007) *Children and their Art methods for the Elementary School: (8th Ed.)*, (2007), Belmont, CA: Thomson Wadsworth.
- ❖ Isenberg, J. P., Jalongo, M. R. (2010) *Creative Thinking and Arts-Based Learning Preschool through Fourth Grade (5th Ed.)*, Boston, MA: Merrill Pearson.
- ❖ Spolin, V., (Ed.) (1986) *Theater Games for the Classroom A Teachers Handbook: Morey, A. & Brandt, M.A. (Eds.)*. Evanston, IL: Northwestern University Press.

- ❖ Wachowiak, F., Clements, R.D., (2006). *Emphasis Art a qualitative Art Program for Elementary and Middle Schools.* (8th Ed.), Boston, MA: Pearson.

Examples of Periodicals for your article response. A suggested list follows but is not inclusive. Sources may be consulted online through EBSCOhost, etc. Please see librarian if you need help.

Journal of Art Education
 Journal of School Art
 Studies in Art Education
 The New York Times
 Music Educators Journal
 American Music Teacher
 Teaching Music
 General Music Today
 Theater Journals
 Dance/Movement Journals

Resources:

PBS News Hour – Struggling Schools Benefit by adding Arts to Learning

<http://www.pbs.org/newshour/videos/#203478>

Every Child Succeeds Act – article overview of Every Child Succeeds Act

<http://www.edweek.org/ew/issues/every-student-succeeds-act/index.html>

Editorial Projects in Education Research Center. (2016, March 31). Issues A-Z: Every Student Succeeds Act: An ESSA Overview. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/every-student-succeeds-act/>

Do Schools Kill Creativity? Ken Robinson

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity#t-188012

Fine arts objectives

<http://ritter.tea.state.tx.us/rules/tac/ch117.html#s1171>

TEA-Texas Examinations of Educators Standards Preparation Manual

http://cms.texas-ets.org/files/6614/1027/0774/core_subjects_ec_6_291.pdf

TEKS 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117a.html>

TAEA – Texas Art Education Association www.taea.org

National Art Education Association www.naea-reston.org/membership.html

CEDFA

<http://www.cedfa.org/teach-fine-arts/standards/art-teks-2/>

CEDFA

Arts Assessment

<http://www.cedfa.org/teach-fine-arts/student-assessment/performance-assessment/art/>

National Visual Arts Standards

<https://www.arteducators.org/learn-tools/national-visual-arts-standards>

[Pinterest](#)

Deep Space Sparkle – Resource for lesson plans – some free most through a paid on-line subscription

<http://www.deepspacesparkle.com>

Texas Music Educators

<https://www.tmea.org/resources/teaching-resources/music-teks>

Texas Music TEKS --- So what does that mean?

<https://www.tmea.org/resources/music-education-in-the-law/legislation/sb-815/overview>

<http://artsintegrationconference.com>

? Texas Gateway course through a region service center

<https://www.texasgateway.org/course/revised-fine-arts-teks>

Bare Books/Treetop publishing source for journals & Student blank books for self-publishing.

<http://www.barebooks.com>

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center, Room 112. "Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact Mary Schwartze with Accessibility Services in Ferguson Hall 112, or call [432 837-8203](tel:4328378203)."

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
 - Turning in another's work as one's own
 - Copying from professional works and Internet sites without citation
- Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Distance Education Course Policy

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Class meetings:

Below are the calendar plans for this class. There will be some changes as the semester progresses as we plan to visit Alpine Elementary for observations. I anticipate these tweaks will be after Spring Break so I will give you plenty of notice. We will also have a few visiting Artists or Naturalists to integrate this class with the community. But I will let you know of any changes through class announcements, email and Blackboard announcements.

01/17/2017

Syllabus review/ Introductions / Hands on activity/ readings for January/
PBS – Art Integration PBS Clip. Sandy Bogus –Visits to go over
technology/Blackboard

Assigned Reading 1:

Chapter 1 - Creating Meaning Through Literature and the Arts-Art Integration for
Classroom Teachers

Reflect on as you read: Why Integration is important; What is it, and How can it be achieved. What could make integration of the arts important for all student achievement? Is there a type of student that Art integration reaches more than others?

01/19/2017

Class will walk together to library for Orientation of library and web resources, Distance Learner(s) will be linked in Library Classroom for an orientation. Then we will return to classroom.

Every Child Succeeds Act – article overview of Every Child Succeeds Act with video <http://www.edweek.org/ew/issues/every-student-succeeds-act/index.html>

Citation: Editorial Projects in Education Research Center. (2016, March 31). Issues A-Z: The Every Student Succeeds Act: An ESSA Overview. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/every-student-succeeds-act>

Chapter 2 - Creating Meaning Through Literature and the Arts-Art Integration for Classroom Teachers

Reflect on as you read: What is integration philosophy and what research do you think is most important.

Lesson Plan Format Review/Hands on activity

01/24/2017 – Discuss Reading Assignment 2.

Reading Assignment 3: Chapter 1 -- Hurwitz, A., Day, M. (2007) Children and their Art methods for the Elementary School: (8th Ed.), 2007, Belmont, CA: Thomson Wadsworth. **Reflect on as you read:** This selection is from an art educators text book. What surprised you about the history of art Education and what did you find that could make the study of art relevant to the core subjects (Reading, Mathematics, Science, Social Studies) you will be teaching?

01/26/2017 Reading Assignment 4: Chapter 2 -- Hurwitz, A., Day, M. (2007) Children and their Art methods for the Elementary School: (8th Ed.), 2007, Belmont, CA: Thomson Wadsworth. **Reflect on as you read:** What is the purpose of art in the classroom? Why is an art program important, even if the classroom teacher integrates with the core curriculum?

01/31/2017 Reading Assignment 5: Chapter 3-- Hurwitz, A., Day, M. (2007) Children and their Art methods for the Elementary School: (8th Ed.), 2007, Belmont, CA: Thomson Wadsworth. **Reflect on as you read:** How can understanding a children's'/students' stages of graphic representation help you as a teacher?

02/02/2017

Beginning of Music integration in the Classroom – Prep for next week

Reading Assignment: Chapter 1 -- Anderson, W.M., Lawrence, J. E. (2010)

Integrating Music into the Elementary Classroom: (8th Ed.) Boston, MA: Schirmer Cengage Learning, Kent State University. **Reflect on as you read:** How is this chapter that discusses music like the chapter assigned for reading assignment 5. How can this information help you as a teacher?

02/07/2017 Music integration in the Classroom

Dr. Donald Freed, Director of Choral Activity and Vocal Studies

Reading Assignment: Chapter 4 -- Anderson, W.M., Lawrence, J. E. (2010)

Integrating Music into the Elementary Classroom: (8th Ed.) Boston, MA: Schirmer Cengage Learning, Kent State University.

02/09/2017 Music integration in the Classroom

Dr. Donald Freed, Director of Choral Activity and Vocal Studies

Reading Assignment: Chapter 8 -- Anderson, W.M., Lawrence, J. E. (2010)

Integrating Music into the Elementary Classroom: (8th Ed.) Boston, MA: Schirmer
Cengage Learning, Kent State University.

02/14/2017 Music integration in the Classroom

Dr. Mary-Elizabeth Thompson, Director of Instrumental Studies

Chapter 9 – Integrating Music with the Study of Peoples, Places and Cultures

02/16/2017 Music integration in the Classroom

Dr. Mary-Elizabeth Thompson, Director of Instrumental Studies

Chapter 11 – Thematic and Content Pedagogy

02/21/2017 Chapter 2: Anderson, T., Milbrandt, M. K. (2005). Art for Life Authentic Instruction in Art: New York, NY: McGraw-Hill.

02/23/2017 - Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement of your curriculum.

02/28/2017

Chapter 4: Literacy and the Arts: Goldberg, M. (2012). Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.) , Boston, MA: Pearson

Chapter 7: Art and Literacy Reading and Language Arts

Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

03/02/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

03/07/2017

Chapter 5: Voices of Humanity/Social Studies

Goldberg, M. (2012). Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.), Boston, MA: Pearson

Chapter 9: Art and Social Studies

Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

03/09/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

03/12- 03/18/2017 **SPRING BREAK**

03/21/2016

Chapter 6: The World of Discover Science and the Arts

Goldberg, M. (2012). Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.), Boston, MA: Pearson

Chapter 10 Art and Science

Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

03/23/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

03/28/2016

Chapter 7: Puzzles of the Mind and Soul: Mathematics and the Arts

Goldberg, M. (2012). Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.), Boston, MA: Pearson

Chaper 8: Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

03/30/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

04/04/2016 Chapter 9: Art as an assessment tool?

Goldberg, M. (2012). Arts Integration Teaching Subject Matter through the Arts in Multicultural Settings: (4th Ed.), Boston, MA: Pearson

04/06/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

04/11/2016

Chapter 8: Integrating Drama

Cornet, C. E. (2011). Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.) Boston, MA: Pearson.

04/13/2017

Chapter 9: Drama Storytelling

Cornet, C. E. (2011). Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.) Boston, MA: Pearson.

04/18/2017

Readers Theater/Role Playing/Improvisation games:

Cornet, C. E. (2011). Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.) Boston, MA: Pearson.

Spolin, V., (Ed.) (1986) Theater Games for the Classroom A Teachers Handbook: Morey, A. & Brandt, M.A. (Eds.). Evanston, IL: Northwestern University Press.

Chapter 11: Art and the Performing Arts. Pages 119-127. Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

04/20/2017

Chapter 10: Cornet, C. E. (2011) . Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.) Boston, MA: Pearson.

04/25/2017

Chapter 12 Special Needs Children and Chapter 13 Teaching Art to Students who are Gifted Wachowiak, F., Clements, R.D., (2006). Emphasis Art a qualitative Art Program for Elementary and Middle Schools. (8th Ed.), Boston, MA: Pearson.

Cornet, C. E. (2011). Creating Meaning Through Literature and the Arts – Arts Integration for Classroom Teachers: (4th Ed.) Boston, MA: Pearson.

04/27/2017 Thursdays are for scheduling Observations, shared lessons, hands on art integration experiences, visiting artists, and adaptation of lesson plans to integrate art for meaningful enhancement.

05/02/2017--Last Class: Evaluation Portfolios, Reflection