



Sul Ross State University

FALL 2021 | ED 3312
Fine Arts In The Classroom



Instructor: Lori Yugen

Location: (BlackBoard Collaboration)

Schedule: Tue/ Thurs (9.30pm – 10:15pm) FTF & Virtual

Contact Information:

Office: MAB 305 - A

Office Hours: (by appointment in Virtual Meeting)

Cell: 432-244-8181 (Available at: 2 pm – 3 pm)

Email: lalimboyoguen@sulross.edu *Please put “Art Education” in the subject heading

Final Exam/Critique: **8 am – 10 am Friday, December 8th**. All students must attend. No exceptions.

Course Description:

Course is designed to introduce students to the principles of art, music, theatre, and health that can be related to the expressive and developmental needs of children in the Early Childhood- Sixth grade Classroom. Students will learn basic techniques, activities, and strategies for integrating art, music, theatre, and health into the EC-6 curriculum.

Course Goal:

The goal is to support educators in enhancing curriculum and instruction through integration of the Fine Arts and Health. Arts and Health integration is a powerful pathway to learning for all K-6 students. The course will cover TEKS (Texas Essential Knowledge and Skills), a child’s artistic development, types of learning styles, teaching strategies & methods, interactive activities, multicultural projects, exploratory & discovery of a variety of cultural history and its involvement in art and health.

Tech Assistance

If you need help with the technology when submitting an assignment, contact the Lobo Technology Assistance Center (see below) immediately. If you need technical assistance, contact the Support Staff at the Lobo Technology Assistance Center (LTAC): Online: Contact us (24x7x365): <http://www.sulross.edu/pages/4401.asp>. Please use your email/ domain credentials to log in. Our website (www.sulross.edu/oit) has “how to” information on using the online system, which is designed to help you avail quicker service and responses from OIT staffs. Phone: 432-837-8888 (x8888/8765). Hours (Subject to change): Weekday (Mon-Fri): 8am-6pm Weekend (Sat-Sun): 11am to 4 pm. In-person: LTAC support counters will provide in-person/ walk-in helpdesk services and technology consultation. LTAC counters are located at: BAB 101 and Library ground floor in the back of the building. Hours: 8am to 5pm (Mon- Fri). Not knowing how to upload your work properly via Blackboard is not an excuse for not turning in assignments late.

Performance Standards, Outcomes, and Learning Objectives

Marketable Skills:

- You will demonstrate public speaking skills to a variety of audiences.
- You will demonstrate writing skills for lesson plans and other scholarly documents developmentally appropriate for elementary (EC – 6 grades)
- You will demonstrate organizational skills to effectively manage time and meet deadlines.
- You will adhere to the legal and ethical requirements of (EC-6 grade) elementary teachers.

Department & Course Learning Outcomes (CLOs):

By the end of the course, students should be able to:

- Write one lesson plan per discipline (5 total) that are developmentally appropriate for students.
- Teach a developmentally appropriate lesson.
- Acquire pedagogy and instructional strategies based on learning theories and principles.
- Create a positive classroom environment.
- Adhere to the legal and ethical requirements for teachers.

Course - Student Learning Outcomes (SLOs): (Interdisciplinary)

The graduating students will demonstrate that they can:

- Use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop Fine Art skills specified in the TEKS
- Provide students with developmentally appropriate instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful.
- Use varied materials, resources, and technology to promote students' creativity, learning, and performance.
- Evaluate and Assess curricula and instruction
- Develop and use instructional strategies to address the strengths and needs of each child, including children with special needs.

Teaching Strategies: (Several Listed)

This course consists of two components, 1) Lecture, and 2) Hands on workshops which allows you to explore the practice and role of arts education. You will gain an appreciation and understanding for incorporating the fine arts (visual art, music, drama, health, & movement) for use in their classroom by:

- **Examine:** Identifying & explaining information relating to each topic by learning terminology to be able to discuss in discussion boards or reflection journals.
- **Explore & Discover:** How manipulation of art media is inclusive to all subjects, why it is crucial to all four types of learning domains (cognitive, psychomotor, emotional, and social), and its relevance to critical & valuable life skills.
- **Understanding:** The arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration across the academic curriculum, and in relation to the **TEKS** and other **standards**.
- **Apply:** Providing basic knowledge, skills, and strategies for teaching art education. Being introduced to current issues in art education including multicultural, visual culture, and technological art education, creativity, museum collaborations, and arts for special needs.
- **Create:** Participate in hands-on activities utilizing the Fine Arts & Health that can be adapted and incorporated into other subject lesson plans.
- **Critique:** Making connections between artistry in teaching, teaching in and through the arts, and discover how the arts can help build equitable communities in K-6 classrooms.
- **Teach:** Creating lesson plans which include hands on processes incorporating Fine Arts projects to support curriculum.

Course Objectives and TExES Competencies Addressed:

You will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the Course Standards listed below:

Course Standards:

This Course Consist of 5 Sections: **(Art, Music, Theatre, Health, & Physical Education)**

Competency 001 Visual Arts: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

Art Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, natural, and human-made environments.

Art Standard II: The art teacher understands the skills and technique 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.

Competency 002 Music: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

Music Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

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 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 IX: The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Competency 003 Health: The teacher uses knowledge of concepts and purposes of health education of health education to plan and implement effective and engaging health instruction.

Health Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health Standard II: The health teacher communicates concepts and purposes of health education.

Health Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Competency 004 Physical Education: The teacher understand the concepts, principles, and practices of physical education to plan and implement effective and engaging physical education instruction.

Physical Education Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education Standard II: The physical education teacher understands principles and benefits of a healthy physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Physical Education Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education context.

Competency 005 Theatre: The teacher understand the concepts, processes, and skills involved in the creation, appreciation, and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

Theatre Standard I: The theatre teacher knows how to plan and implement effective theatre instruction and assessment 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.

On Going Interdisciplinary Standards Used Throughout The Semester

PPR Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

PPR Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

PPR Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, highly- quality feedback.

PPR Standard IV

The teacher fulfills professional roles and responsibility and adheres to legal and ethical requirements of the profession

Technology Applications Standard I

The teacher uses and promotes creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Technology Applications Standard II

All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Technology Applications Standard III

The teacher acquires, analyzes, and manages content from digital resources.

Technology Applications Standard IV

The teachers make informed decisions by applying critical-thinking and problem-solving skills.

Technology Applications Standard V

The teacher practices and promotes safe, safe, responsible, legal, and ethical behavior while using technology tools and resources.

Technology Applications Standard VI

The teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Course Format & Structure

Course Format

A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

- Your ability to devote a minimum of 4-6 hours per week to your course is point one. If you don't have that kind of time right now, drop the course and take it later. **Assignments will not be accepted after the due date. A grade of "incomplete" will not be given for this course.**
- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the course calendar to know what to do each week. **Read, Study, & Follow the syllabus and calendar.**
- Your commitment to a steady a continual effort is pint three. Work consistently. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing written assignments. I provide feedback on Blackboard for your Blackboard Submissions. **Contact me through your SRSU email account or Remind App.** Please stay in touch throughout the course.
- Your determination to maintain a sense of adventure is put for. Sharpen your coping skills. We are all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are nature states of affairs, expand your comfort zone. Between stimulus and response lies a space. In that space, you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!

To do list if you are a Midland College Student / Paraprofessional Student (Online/ Distant Learner):

1. Make contact with me the professor through SRSU Email.
2. Provide a block schedule (shows work schedule and availability for conferences)
 - a. This schedule to meet with the instructor once a week for clarification on assignments and to ask for any questions on the lecture videos.
 - b. Setting up digital notebooks, ePortfolio, other accounts or other navigation applications.
 - c. Working asynchronously with peers or team on lesson and projects.
3. You will need to Email and make contact with an ISD Principle/ Teachers for a future interview assignment.
 - a. Google: an ISD Elementary Faculty contact or webpages.

Textbook and Materials: (Required)

You will need Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. It is your responsibility to check Blackboard 9 and your email/Announcements daily!

Required Format for Turning in Assignments

When using Blackboard to turn in assignments, please turn in all of your assignments in either Microsoft Word, PPT OR PDF formats. I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted.

❖ **There is a textbook for this course:**

The Art Teacher's Book of Lists Grade K- 12
Helen D. Hume, **2nd Edition**
ISBN-13: 978-0470482087
ISBN-10: 0470482087

Supplies & Materials:

❖ **There is a textbook** for this course. Reading will be assigned and distributed in class & blackboard in each appropriate module. **Please make sure that you stay on task and read all the necessary resources in the Learning Materials Kit (LMK).**

❖ **Teacher Certify Software:**

- You are to purchase the Certify Teacher software that aligns with your content area. You will use this to prepare for the TExES content exam (**Core Subjects EC-6 Fine Arts, Health, and Physical Education – Test Prep - #805**). **Your goal is to pass this first step toward your certification by the end of the semester.**
 - To purchase this software, have your credit card ready and go to <https://www.certifyteacher.com/>
 - Scroll down and select “**Find Your State**” and create your account here.
 - Select, “**Texas**” then “**Go**”.
 - Scroll down until you find the test that aligns with your content (**Core Subjects EC-6 Fine Arts, Health, and Physical Education – Green Test Prep #805**) (\$37)
 - Select “**Buy Now**”
 - Select “**Add To Cart**”
 - Purchase by selecting “**Continue**”
 - Select “**I agree to Terms of Use**”
 - Enter Credit Card Info & select “**Continue**”
- The Certify Teacher software consists of three modes: Study, Flashcards, and Exam Mode. **I will inform you when to take Exam #1.** This exam will serve as a diagnostic exam. Thus, once you take Exam #1, the results will create a result record which you will Submit to me in PDF form in this format (**Last Name_ First Name_ED3312_ Exam #1**) & a prescribed study plan on the areas you need to work on at your own pace. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. You are in charge of your own learning.

DO NOT USE EXAM MODE at more AT THIS TIME! YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN TEST MODE. You will take Exam #2 during Mid-Term & Exam #3 During Finals. It will serve as part of your Mid-Term & Final grade. **Please make sure that you stay on task and read all the necessary resources in the Learning Materials Kit (LMK).**

❖ **Lab Materials & Supplies:**

- **You will be responsible for getting the required materials for this course.** The necessary materials that will be used throughout the semester and for the assignments. You will need to go out and gather materials from Walmart, Hobby Lobby, Dollar Stores, Dollar Tree, Etc.. List of materials is provided at the end of the Syllabus (page 19-20).

❖ **Required Student Planner & Laptop & Content Notebooks Materials:**

These materials are the basic or common items that every student needs to bring. During the week of each activity the modules provided in blackboard will inform what the students need for class.

- **Personal Planner**
 - You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of your planner. However, this represents your self-discipline to organize course responsibilities, manage time and meet course assignment deadlines.
- **Laptop & Headphones**
 - You will need to bring your laptop & headphones every day to class. This tool will be very important for you to use during class activities, attendance, and more. Headphones will be needed for breakout rooms and other activities.
- **Content Study Notebooks (IPN) (Provided by Instructor)**
 - You will need to create a Study Content Notebook for this course called the Interactive Personal Notebook (IPN). I will not micro-manage the organization of this digital notebook. However, it must represent 20 hrs of study time for your Final Exam. Your IPN needs to include notes, images, links, and personalized elements expressing individuality.

❖ **Required Technology (Applications & Platform)**

<i>Devices</i>	<ul style="list-style-type: none"> ○ Computer / Laptop ○ Iphone / Smartphone ○ Webcam ○ Microphone ○ Vlogging Kit (Can buy at Walmart/Dollar Store/ Etc)
<i>Applications & Platforms</i>	<ul style="list-style-type: none"> ○ OneDrive (SRSU Account) – Make sure you know your login information. ○ Google Drive (Personal Account) – Make sure your given name is on the profile. ○ Remind App (Sign up) – Direct Communication To Teacher
<i>Instructed Created Accounts</i>	<ul style="list-style-type: none"> ○ Canva (Setup Account - ITM) ○ YouTube (Setup Account - ITM) ○ iMovie App (Iphone) – Video Creation For Assignments ○ InShot App (Smartphones) – Video Creation For Assignments

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/ developing a positive learning environment
- Pedagogy/ Instructional Strategies

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development.
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

Instructional Activities Descriptions

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining their BlackBoard, SRSU email account, Remind Text App for communicational purposes. (STUDENT'S **MUST USE REMIND APP OR SRSU EMAIL ACCOUNT** FOR COMMUNICATION WITH PROFESSOR).

Interactive Learning Materials & Content

Interactive Web Unit Module (IWUM)

Each IWUM is divided into topic units by chapters or sections. When assigned, you will participate in fine arts unit by interacting with the content links or folders. Each module provides Overview, Specific Learning Objectives, Material Learning Kits (MLKs), activities, guided instruction, quizzes, and assignments.

Lectures & PowerPoint Presentations

The lessons address the basic information by the reading assignment and try to expand your frame of reference for appreciating the Art subjects by including some images & extra information that are not in the reading material.

Reading Assignments

Read assigned content for that week to enhance understanding of the material. Reading assignments include [Textbook, Websites, Articles, Texts, Handout Notes, and Other Resources] to prepare before taking quizzes.

Videos

Watch the assigned content for that particular week to enhance. There are two types of video responses depending on the assignment.

Video Written Responses

Video Discussion Response Guidelines

Please follow these instructions for your writing assignment:

- 1) Discussion assignments are usually two paragraphs in length (500 words) and peer responses are usually a paragraph (100-150 words).
- 2) Spelling, grammar, and punctuation are counted toward the grade in all assignments.
- 3) Due dates for all assignments are noted in the syllabus and on the course calendar

Video Recording Responses

Record a video response for the assigned content for that particular week.

Video Recording Response Guidelines

Please follow these instructions for your voice recording assignment:

- 1) Respond by discussing the topic at hand (no rambling)
- 2) Must show the student discussing the topic
- 3) Must be at least 3- 5 min

Interactive Personal Notebook (IPN)

When assigned, you will complete a hands-on workshop or demonstration activity for that assigned week and record all of your photographic & note information in your Digital Notebook that will be shared in BB with your classmates and professor for learning feedback. Each week you will be responsible for creating personal reflection entries that will be prompted with questions. For maximum points, an initial post should be made by Wednesday to allow for maximum collaboration. Initial posts submitted after Sunday will have points deducted for "timeliness." Each discussion post is worth 1 pts. Check the discussion board rubric located in Course Information in Blackboard.

IPN Guidelines

Please follow these instructions for your writing assignment:

1) Must have a viewable video response that discusses the prompt(s) 3-5 min or longer.
2) Well-Articulated Video Response Posted on Time (Thoroughly Answered Questions or Post) + "Subject Related" not guess work
3) Used Notes (Terminology & Vocabulary Of Subject) & Images of evidence/ reference
4) Requested Inserted Media (Correctly Added)
5) Reply on three other classmates discussions pages (1pts / each)

Lesson Plans

A lesson plan is the teacher's guide for running a particular lesson developed by a teacher to guide class learning. It provides a detailed description of the course objectives, outcomes, instructional methods, and assessment. Details will vary depending on the preference on standard requirements, covered subjects, and the needs of the students. Lesson plans are created by student teacher either individually or collaboratively in groups. There are 3 important sections to a lesson plan (Required General Information, Generated Artifacts, and Instructional video)

Required General Information (Framework of Lesson Plan) TEMPLATE GIVEN

The required general information is the standard framework of all lesson plans. The information provided contains: Title of lesson plan, grade level, main subject, integrated subject, TEKS Standards, Specific Learning Objectives, Assessments (Formative & Summative), Teacher Script, Language Function, Etc.

Generated Artifacts (Technology Projects)

Each module has an assigned Technology application or subject activity that you will be introduced in with a demonstration or hands on activity to activate previous or to create inferences. You will work either individually or with an assigned group to select a lesson plan activity to use as an artifact for your lesson plan.

Producing An Instructional Video

You and your group will collaborate on using a selected type of video editing app and varied recording formats will be used to make an Instructional Video that follows the format of your lesson plan.

Special Events / Activity Challenges

These will come planned during class. They will consist of virtual digital games & more.

Interactive / Hands On Activity Responses

When assigned, you will complete an interactive / hands on activity that demonstrates a type of teaching strategy that you can use for a traditional or virtual classroom. You will be able to participate in real time with your peers and get a feedback quickly.

Quizzes (Video)

- Video Quizzes are taken online and are to be done **before class each day of the week they are scheduled**, unless noted by the instructor.
- They are located in the weekly modules and will have instructions on how to be taken. **(Make sure that you read through all the instructions before jumping into the quiz)**
- **There are not "make-ups" for a missed quiz or exam (Please Check Due Dates)**
- Each quiz is over art history or important concepts. There is **a time limit for taking the quiz** and you **must complete the quizzes in one sitting**. You may not log on, log off, and log on again.

Course Activities Description

In Virtual Classroom Activities:

- **PowerPoint Lectures, Demonstrations of Hands on Activities, Presentations, Peer Lesson Critique Feedback, Quizzes, Participate in Interactive / Discussion Activities.**

Introducing new course material, participation in class discussions, participation in class response questions, participating and creating artwork with assigned media, and an oral presentation to the class utilizing PowerPoint slides.

Outside Virtual Classroom Activities:

- You are required to work **Lesson Plan Proposals, Practice Presentations, Create Artifacts, & Instructional Videos, Personal Blog/ Discussion Journal Entries, Collab. Art History Notebook Entries** individually or in groups on their own time.

Modules

These modules are recommended to work through each week, but you may do more as your schedule allows. You should work through the lessons in order, however, as ideas and concepts are built upon throughout the course in a linear fashion.

There is a total of 16 Modules, each includes the following:

- ❖ **Overview**
 - Introduction, Topics Covered, and Specific Module/ Lesson Objectives
- ❖ **Module Learning Objectives (M-LOs)**
 - Specific Module Objectives that relate to each individual module
- ❖ **Module Student Learning Outcomes (M-SLOs)**
 - Help scaffold your course to incrementally reach your stated course learning outcome.
 - What standards you should be able to do after the module is done.
- ❖ **Lessons**
 - Are broken down sub topics within each module to comprehend the content of each module
- ❖ **Learning Materials Kit (Content & Resources)**
 - Instructional material and tools you will need for foundational knowledge to achieve the outcome
 - ❖ **Reading Content (Digital or Scanned Printed Material)**
 - ❖ **Watch (YouTube or Other Type Of Videos)**
 - ❖ **Record Voice or Video to add into IPN**
 - ❖ **Write & Talk About It** (Discussion Topics or Writing Assignments will be posed for each module. You are expected to participate in the group discussion for each module on the **Discussion or Interactive Board**)
 - ❖ **Explore, Discover, Create It!** (Demonstration, Hand on Activity, Finished Activity /Artifact Critique)
 - ❖ **Share it! [Blog / Notebook Reflections / Presentations]** (Process, Self-Reflection / Critique)
 - ❖ **Do You Know It?** (Tests & Quizzes, Assignments, and Interactive games)

Development & Evaluation:
ePortfolio / Lesson Plans / Interactive Notebook Entries / Peer Teaching / Exams

Evaluation

You will be graded on participation in class, **Video & Written Discussions, Teacher ePortfolio, Lesson Plan Presentations, Peer Lesson Critiques Feedback, Interactive Notebook Entries, Quizzes, Interactive Activities, and a two-part Midterm & Final Exams.** I expect all student to participate in discussions in class and on Blackboard, and if you are rarely or never offer thoughtful comment or questions, you will only get half credit for your participation grade. If you aren't comfortable speaking in front of class, please come talk to me. Details on each assignment (Hands-On Projects) will be presented when assigned.

❖ **e-Portfolios**

e-Portfolios are known as Electronic Portfolios that will contain all 'Artifacts' on ***Technology Journal Entries, Hands On Project Documentation, and more.*** You will ***collect teaching resources, assignments, handouts, and lesson plans while researching art education. During the course you will organize the material into the electronic resource portfolio that will include material turned in for course as well as additional resources relating to Technology Applications.*** You will demonstrate use of local fine art resources in this community as well as in state, national or international areas. You will share the resources and ideas they find so each student will have a rich personal portfolio to make integration of the arts and health a natural step in lesson planning. ***(A rubric for the e-Portfolio will be posted)***

❖ **Lesson Plans W/ Artifact & Instructional Video:**

Each student will develop a brief, but engaging and meaningful art lesson that is balanced and corresponds to TEKS. This lesson should apply best practices you've learned about art education and lessons learned about teaching a given age group through observations at your K-6 school site. You will learn how to use a lesson plan format that can help you address components required by the ***SRSU Education Department.*** You will have time in class to work, create teacher examples, and consult with the instructor, but you will likely also use time beyond class to prepare. Submit a typed copy of your final lesson plan to the ***Assignment Submission on BlackBoard.***

❖ **Interactive Persona Notebooks (IPN):**

Rules & Expectations

You will be expected to have an Interactive Notebook / Entries every day in class. The ***Interactive Notebooks (For Which You Will Provide Photographic Evidence & Various Types of Media Requested).*** Taking careful notes during demonstrations and using them will greatly improve a student's success. ***Sketchnoting*** is also a good practice for a student to implement into their making process.

Interactive Personal Notebook Entries (IPN)

The required sketchbook will be used throughout the course to document in-class activities, media process, techniques, and teaching strategies. ***DO NOT FALL BEHIND WITH THESE ENTRIES.*** The work from the sketchbook will be provided to take photographic documentation for your Interactive Lab Notebooks where you will also record your observations, experiences, and reflections. A ***BB Coursework Share Page*** will be provided for you to link your Interactive Personal Notebooks to be shared and commented on by your peers. The notebook is not private, or "dear diary" type of format, but a professional, reflective tool. For this reason, choose fonts that are readable and large enough to see. The scope of the entries needs to connect with and communicate the content of our class. Organize things so that another reader can follow your thoughts and clearly see the growth over the course of the semester by using a variety of thoughtful observation notes & evidence. The entries need to be designed as a public documents that you will share.

Required Format for Turning in Assignment Submissions:

When using Blackboard to turn in assignments, please turn in all of your assignments in by ***Format Requested*** (Microsoft Word, PPT, OR PDF formats). I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted. For written work (research papers, essays, discussions, etc) all work should be double -spaced, Times New Roman, 12- point font.

***Please submit all documents using the following description:**

Last Name_First Name_3307_Week #_(Assignment Name)

Yugen_Lori_3307_Week#_(Assignment Name)

Peer Teaching: (Lesson Plan Presentations & Critique)

You will be responsible for implementing your lesson plan through peer teaching with your group throughout the semester. On the dates you do not teach, you will be responsible for participating as a student in the lesson and offering peer feedback.

Midterm & Final Exams (Two parts)

Midterm - TBA

Final Exam - (20 pts Part One & 75pts Part Two (50 pts for Lesson Plan + Artifact & 25 Instructional Video)

Part One consists of Certify Teacher Score Report #2 (Passing gets you 20pts & Failing gets you 10pts)

Part Two consist of **Final Creative Lesson Plan w/ Artifacts & Instructional Video**

Course Policies & Procedures

Grading Policy

Interdisciplinary Training Workshops (7)	(1 pts / each) 20 pts
Student Orientation & Setup In Teams	2 pt
Lesson Plan Writing	3 pts
o Designing Lesson Plans	
o Constructing Artifact / Activities	
o Producing Instructional Videos	
Google (7)	7 pts
Microsoft (4)	4 pts
Canva	1 pt
iMovie	1 pt
InShot	1 pt
Pre-Assessment (Certify Teacher Score Report #1)	20 pts
Pre-Exam	
Post Assessment (Certify Teacher Score Report #2)	20 pts
Final Exam (Part #1)	
Creative Lesson Plan Challenge	100 pts
Final Exam (Part #2)	
ePortfolio (Completed w/ All Documents in PDF format)	50 pts
Lesson Plan W/ Artifact & Instructional Video (COMPLETED) (5)	(15 pts /each) 60 pts (Group Submission)
Visual Art Integrated Lesson Plans: Group Generated Lesson Plan	
Music Integrated Lesson Plans: Group Generated Lesson Plan	
Health Integrated Lesson Plans: Group Generated Lesson Plan	
Physical Education Integrated Lesson Plans: Group Generated Lesson Plan	
Theatre Integrated Lesson Plans: Group Generated Lesson Plan	
Peer Lesson Presentations / Critique Feedback (5)	(50 pts /each) 250 pts (Grade Average From Peers)
Interactive Web Unit Module (16)	
Interactive Personal Notebook - IPN (16)	(6 pts /each) 90 pts
Viewable Video / Journal Response (5 – 8 min) *Given Prompt*	1 pts
• Well-Articulated & Posted on Time (Thoroughly Answered Questions or Post) + “Subject Related” not guess work	
Used Notes	
• (Terminology & Vocabulary Of Subject) & Images of evidence/ reference	1 pts
Requested Inserted Media (Correctly Added)	
• Working Links & Easily Accessible	1 pt
3 Peer Responses (Created Student Created Response WhiteBoard)	(1 pt /each) 3 pts
Art History Video Quizzes (24)	(10 pts /each) 240 pts
IWUM Coursework Share – Individual/Collaborative Teacher Artifacts Assignment (18)	(5 pts) 90 pts
In Class Coursework Participation Assignments – (16)	(10 pts) 160 pts
Whiteboards	This will be judge in class as a participation grade including your attendance (Virtual/ FTF)
Hands On Artifacts	
Creative Thinking Challenges	
Total 1,100 pts	

Please monitor your “My Grades” are in Blackboard for grades on Assignments
 ASIDE: There will be opportunities to earn extra credit by attending art events & exhibitions

GENERAL POLICIES

Personal Responsibility

It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it's up to you to check in and find out what's due, when, and how to turn in assignments. **I will not re-open links once they are closed; as this is time consuming and a waste of precious time, so you must be aware of due dates and times.** If you are absent, please check the BB Collaborative video recordings.

No Late or Makeup Work Policy

Late or Makeup work is not accepted for any reason due to student negligence (forgetting to turn in an assignment, forgetting to log in, not notifying your professor of impending absence, waiting until the last minute to begin assignments, not knowing how to use Blackboard, not managing your time properly, feeling exhausted after a long drive back to Alpine, etc).

Participation

I expect you to participate in discussions, lectures, and demonstrations. It is greatly appreciated if you will communicate with your group/team when collaborating on group work/assignments. I also expect you to work well with others and to help each other out with any questions. This will be the other half of your participation grade.

***WARNING NOTE – After the 2nd complaint of your team/ peers reporting no compliance you will be assigned to do the workload individually!**

Feedback Policy

I am very good at getting back to you in a timely fashion. Using the **Remind App** will greatly expedite your important message to me. I try to check all my messages several times a day so you can usually get a response within a couple of hours but allow me up to 3-4 hours to respond to your communication. I understand how important it is for you to get clarification or an answer to a question as soon as possible! The best way to get in touch with me is through the class Remind App. I grade throughout the week as assignments come in each Sunday of the week at 12 pm. You will have your grades constantly updated. If anything happens and I am going to be out of the loop for a couple of days (traveling, a conference etc....) I will let you know in advance. With this in mind, however, **Monday – Friday I'm unavailable after 6 and available on the weekends at (9 am – 11 am).**

Communication Policy

Professor e-communication & Email

The preferable communication source is **Remind App or SRSU Email**. Telephone and virtual conferencing communications are also available. An appointment setup through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that. In an effort to maintain respect and clarity in the virtual classroom setting, please follow these guidelines when emailing your professor:

Please follow these guidelines when emailing your professor:

- 1) Include a salutation (Dear Professor Yugen,)
- 2) Provide your name, class, and section
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments.
If you want to discuss any aspect of your work, please come to office hours.
- 5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.

Electronic Devices

Avoid using your cell phones or any other electronic devices **“During Class & Lectures”** as to be fully focused when called upon. Please place them on silent or mute your webcam microphone.

COURSE POLICIES

Avoid, Late or Missing Assignments by keeping track using a planner. The requirements for this course are minimal and, in keeping with passing expectations, you are responsible for turning in all assignments by the class date for the week. **I will not accept late (Midterm & Final Work) for any reason! DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

Attendance Policy

Arriving to class on time is essential. Being late three times will count as an unexcused absence. Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, whether you are present or not. Note that some in-class work (ie Journals) cannot be made up. Students are expected to attend the entire class time unless they have made prior arrangements with me in advance. Students who leave early or get up and leave class for any other reason will be counted as absent for that day. You are expected to login to Bb site several times a week.

EXCESSIVE ABSENCES WILL HURT YOUR OVERALL SEMESTER AVERAGE!

Class Attendance: 3 Kinds of Absences

1) Authorized/Excused Absences (Assignments MUST be completed BEFORE you'll be absent)

These absences fall under university-sponsored activities (clubs, athletics, student government, etc). It is your responsibility to notify me before you will be absent, and to make arrangements to make up any assignment. You must notify me BEFORE you will be absent from class, not after. Work must be turned in BEFORE student is absent. Student athletes: You know ahead of time that you will be away at games; you MUST turn in work BEFORE you leave campus. No special privileges for anyone will be granted.

2) Explained Absences (possibly excused)

These are reserved for serious cases of illness or personal/family injury and/or other emergencies, which are beyond the student's control. Explained absences are given at the professor's discretion only. Makeup work allowed only IF student notifies professor ahead of time (a reasonable amount of time, not just prior to when class begins); student is solely responsible for completing /turning in assignment(s) within one week of absence. If you are allowed turn in your work because of a pre-approved excuse, please follow these rules:

3) Unexcused Absences (never excused)

The student did not turn in their work due to negligence. Negligence is defined as: the student not taking proper care in executing any and all assignments. For example: the student did not familiarize themselves with how Blackboard works. The student did not ensure their work was properly uploaded to Bb. The student did not check Announcements daily, as required. The student missed the deadline due to forgetfulness or other responsibilities getting in the way of uploading an assignment. Any work assigned/due earns "0" points. No makeup/late work allowed.

SRSU Attendance Policy

Nine absences result in you being dropped from the course with a grade of "F" as per university policy. Upon the 4th unexcused absence, you will be dropped one letter grade. Upon the 6th unexcused absence, you will be dropped another letter grade. And upon the 8th unexcused absence you will be dropped yet another letter grade. Plain and simple... attendance is crucial to your survival in this course.

If you must miss a class for a school-related activity, the absence must be discussed (and arrangements made regarding coursework) prior to the absence. If you must miss a class for an emergency or illness, please contact me by email or phone as soon as possible and provide documentation (such as a doctor's note). Late work will not be accepted, unless you have contacted me about extenuating circumstances before the due date. Extenuating circumstances will be considered on a case-by-case basis.

Excessive Absence Policy

--In a **MWF** course, you will earn a grade of "F", if you have **9 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included.

--In a **TTh** course, you will earn a grade of "F", if you have **6 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included

Academic Integrity & Honesty

Students in this class 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 appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part of another course and/or professor; - turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz with collaboration if forbidden.
- Plagiarizing, cheating, or any other dishonest behavior in the classroom will not be tolerated. Rules and regulation 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.

Here is my policy on plagiarism for this course:



The first offense of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The second offense, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

If you need help with referencing information from outside sources, please ask for my advice. I am more than happy to help.

Disabilities Accommodation

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

No extra points, no extra credit work will be assigned, so don't ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

RECOMMENDED INFORMATION

Libraries

The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

This course syllabus is intended to be a guide and may be amended with adequate notice for the professor as necessary with appropriate notification to the student.

Assignments Descriptions

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining their BlackBoard, SRSU email account, Remind Text App for communicational purposes. **(STUDENT'S MUST USE REMIND APP OR SRSU EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR)**. All assignment/ tasks must be completed based on topics assigned for each chapter by Midnight on the due date. Read and follow the instructions for each assignment. FYI: NOT ALL assignments are due on Sunday and Monday. It is your responsibility to keep up with assignments and due dates. Some Assignments require observation time. Some assignments require a written critique, some assignments are IPN/ Lesson Plans Posted to Blackboard, etc. Assignments vary from chapter to chapter, so read assignment descriptions, manage, and schedule YOUR time wisely in order to stay on track with course requirements. USE COMPLETE SENTENCES FOR ALL ASSIGNMENTS... If you want an "A", use correct APA format to support your thoughts/ conclusions/claims by citing the course textbook / articles.

MATERIALS & SUPPLIES

Student Brought Materials: Students are required to find a large plastic container to carry their Common Classroom Materials to class. These materials are the basic or common items that every student MUST have on hand in and outside of class . Under Unit Module Classroom Materials is a list of supplies and materials needed during the week of each unit module. Each unit module contains a lecture & lab instructional video provided in blackboard informing what the student needs to complete their IPN .	
Everyday Materials	Common Classroom Materials
<ul style="list-style-type: none"> • Planner • Laptop (For Holding Reading Articles, Handouts, etc.) 	<ul style="list-style-type: none"> • Crayola Color Pencils 24 Ct • Crayola Markers • Crayola Crayons 8 Ct • Pencil (Wood & Mechanical) • Shaper • Fine Tip Sharpie • Regular Sharpie • Elmer's Glue & Glue Stick • Erasers • Ruler • Scissors • Exacto Blade • Thin Cardboard

UNIT MODULE CLASSROOM MATERIALS

DRAWING & WATERCOLOR

- (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- (1) Crayola Watercolor **Set 8 Ct** Or Cra-Z-Art Watercolors **8 Colors**
- (1) Crayola Markers Set of 10 Ct
- (1) Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
 - Round & Flat Brush Set
- (1) Spray Bottle (Reused Spray Container)
- (1) Small Container For Water
- Paper Towels
- Side Materials
 - Kosher Salt, Masking Tap, Piece Of Plastic, Glue, White Crayon, Thumb Tack

PAINTING & PRINTMAKING

- (7) Crayola Acrylic Paint or Prange (Dollar Tree)
 - [Red, Orange, Yellow, Green, Blue, Purple, Black, White]
- Crayola Crayons
- (1) Styrofoam Plates (\$1 Set) Or Foam Sheets
- (1 Pk) Foam Sticky Paper / Stickers
- (1) Mini Paint Roller / Foam Brush (\$3 Dollar Store)
- White Paper Bags
- Printer Paper (Colored / White)
- Side Materials
 - Feathers, Leaves, Items with Textures

CERAMICS & SCULPTURE

- (3) Crayola Modeling Air Dry Clay
- Heavy Foil
- Crayola Markers 10 Ct - Walmart
- Cardboard – **Not bent or dirty**
- Clay Tools (Tooth Picks, Chop Sticks, Skewer Sticks, Old Unused Pens)

COMPUTER ART/ GRAPHIC ART

- Ipad / Computer / Laptop
- Instagram / Provided Website by Teacher
- Photopea (Website)

PHOTOGRAPHY & FILM MAKING

- Phone – Camera
- Instagram / Provided Website by Teacher
- Photopea (Website)

TEXTILES & BASKET WEAVING

- 9 X 12 Construction Paper (Small Pack)
- Large Popsicle Stick Or Tongue Depressors Or Chop Sticks
- Cardboard – **Not bent or dirty**
- Masking Or Painters Tape (Walmart / Dollar Tree / Dollar Store)
- Plastic Needle Or Large Paperclip
- Yarn – 3 Colors (Walmart / Dollar Tree / Dollar Store)

METAL WORKING

- Cardboard– **Not bent or dirty**
- Heavy Foil
- Soda Can (Large Arizona Tea / Monster)
- Crayola Acrylic Paint or Colored Sharpies

Class Schedule Topics & Activities

Week 1	Introduction & Student Orientation
Tuesday– 8/24	(Open Course) Introduction Interdisciplinary Training Modules & Boot Camps
Thursday– 8/26	Philosophy of Art / Fundamentals of Art
Week 2	Drawing & Watercolor Art History #1 - Prehistoric Art & Ancient Art, Painting & Printmaking Art History #2 – Classical & Hellenistic
Tuesday– 8/30	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #2)
Thursday– 9/2	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #3)
Week 3	Ceramics & Sculpture Art History #3 - Medieval, Renaissance, Baroque, Rococo Art Computer & Graphic Art Art History #4 - 19th Century Art (Romanticism, Realism, Impressionism, Nouveau
Tuesday– 9/7	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #4)
Thursday– 9/9	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #5)
Week 4	Photography Art History #5 - 20th Century Art (Surrealism, Cubism, Muralists, Photorealism, Graffiti) Video Making
Tuesday– 9/19	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #6)
Thursday– 9/21	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #7)
Week 5	Textiles & Basket Weaving Art History #6 - Art In Other Cultures, China, African, Native American, Etc. Metalworking Modern Art and Contemporary
Tuesday– 9/14	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #8)
Thursday– 9/16	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #9)
Week 6	Visual Arts Lesson Plan Presentations
Tuesday– 9/21	Lesson Plan Presentations #1 & Peer Critiques Submissions
Thursday– 9/23	Work on ePortfolio Cover, SnapShot Resume, Cover Letter, Teaching Philosophy
Week 7	Music Introduction & Music In The Classroom
Tuesday– 9/28	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #10)
Thursday– 9/30	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #11)
Week 8	Music Musical Methods & Evaluation & Integration
Tuesday– 10/5	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #12)
Thursday– 10/7	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #13)
Week 9	Music Lesson Plan Presentations
Tuesday– 10/12	Lesson Plan Presentations #2 & Peer Critiques Submissions
Thursday– 10/14	3 – 5 References, 3 Recommendation Letters
Week 10	Health & Physical Education
Tuesday– 10/19	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #14)
Thursday– 10/21	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #15)
Week 11	Health & Physical Education / Lesson Plan Presentations
Tuesday– 11/2	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #16)
Thursday– 11/4	Lesson Plan Presentations #3 / #4 & Peer Critiques Submission
Week 12	Theatre
Tuesday– 11/9	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #16)
Thursday– 11/11	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #17)
Week 13	Theatre
Tuesday– 11/16	Lecture PPT, Interactive Discussion, Experimental Art Lab VA (IWUM & IPN #16)
Thursday– 11/18	Lesson Plan Presentations #5 & Peer Critiques Submission
Week 14	THANKSGIVING BREAK
	Tuesday– 11/23 - Thursday– 11/25
Week 15	Final Exam Creative Lesson Plan Challenge
Tuesday– 11/30	Work Day (Work on Final Lesson Plan
Thursday– 12/2	Dead Day
Week 16	Final Exams
Tuesday – 12/7	Review
Thursday– 12/8	<i>Final Exam: 8:00am – 10:00am Friday, December 8th Submit Final Lesson Plans Take Certify Teacher Post Exam</i>

Rubrics

e-Portfolio

BlackBoard Posts: Posts in third-person point of view consisting of 3 paragraphs. (Introduction, Analysis, and Conclusion)

Cover Page	5 Points
Resume Snapshot	5 Points
Cover Letter	5 Points
Teaching Philosophy	5 Points
3-6 References Page	5 Points
Letter of Recommendation Request	5 Points
Lesson Plans w/ Artifacts & Instructional Video Links	5 Points
Classroom Roster Template	5 Points
Student Choice – Classroom Rules & Procedures (Bathroom, Reading, Learning Labs, Etc.), Welcome Letter To Parents, Awards and Certificates, Ect.	5 Points
Student Choice – Classroom Rules & Procedures (Bathroom, Reading, Learning Labs, Etc.), Welcome Letter To Parents, Awards and Certificates, Ect.	5 Points
Total	50 Points

Lesson Plan W/ Artifact & Instructional Video (COMPLETED)

Fine Art Subject Integrated Lesson Plans: Group Generated Lesson Plan

Completed & Collaboration Shows	1 Point
Basic Information	1 Point
Has Subject TEKS + Art / Health Integration TEKS	1 Point
Has Specific Learning Objective	1 Point
Has Formative & Summative Assessment	1 Point
Listed Materials	1 Point
Uses 5E Model W/ Detail Description	1 Point
Closure	1 Point
Rubric	1 Point
Accommodations/ Differentiation	1 Point
Student Teacher Collaboration (All Members Submit Artifacts) (-3 for Student Missing Artifact)	3 Points
Instructional Video Links	2 Points
Total	15 Points

Lesson Plan Presentation / Peer Critique

Subject Integrated Lesson Plans Presentations: Group Presentation Of Lesson Plan

All Group Members Present & Participated In Presentation	10 pts
Activity – Engage - Introduction Where Students Engaged Immediately	5 pts
Activity – Explore – Students Are Provided With Extra Background Information	5 pts
Activity – Explain – Create A Terminology, Gives Concepts, Provides Evidence	5 pts
Activity – Elaborate – Creating An Art Artifact To Deepen Learning Concept	5 pts
Activity – Evaluate – Shows Evidence From Explaining + Elaborate Stage (Exit Tickets / Confirming Learning)	5 pts
Used A Variety Of Different Methods To Teach – Screencast, google slides / pear deck, ect	15 pts
Total	50 Points

Interactive Entries

BlackBoard Discussion Posts: Posts in third-person point of view consisting of 3 paragraphs. (Introduction, Analysis, and Conclusion)

Interactive Web Unit Module (IWUM)

Coursework Share - Individual /Collaborative Teacher Artifacts Assignment

Project Completed With All Requirements & Tasks	4 Points
Well-Articulated Responses (150 – 200 words)	3 Point
Photographed (Exceptionally Well) / Uploaded (Correctly)	2 Point
Working Links & Easily Accessible	1 Point
Total	10 Points

Interactive Personal Notebook (IPN)

BlackBoard Posts: Posts in third-person point of view consisting of 3 paragraphs. (Introduction, Analysis, and Conclusion)

Well-Articulated Video Response (5-8min) (Thoroughly Answered Questions or Post) + “Subject Related” not guess work	1 Point
Used Notes (Terminology & Vocabulary Of Subject) & Images of evidence/ reference	1 Point
Requested Inserted Media (Correctly Added)	1 Point
Reply on 3 other classmates Discussions (1pts / each)	3 Points
Total	6 Points