

Fine Arts in the Classroom EDUA 3312 Fall 2024

Hi, I'm Alejandra Martinez and I'll be your professor this term. Welcome to the class!
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Course Description

This course will introduce the five competencies of Fine Arts: Visual Arts, Music, Theatre, Health and Physical Education. Course Description: Course is designed to introduce students to the principles of art, music, and theatre 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 and theatre into the EC-6 curriculum.

Book: TExES Core Subjects EC-6, Luis A. Rosado <https://a.co/d/6YCNFGu>

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Grades

Grades will be posted on Blackboard. Due to privacy laws, I will only discuss grades with you if you contact me via your Sul Ross email and not another email client (Gmail, Yahoo, etc). If you have questions about your grade(s), feel free to email me.

Assessment:

There are five types of graded assignments in this course:

- Questions on the readings 100 points total
- Article Reflection Discussion Boards 50 points total
- Competency dependent activities 100 points total
- Guest speaker reflection forms 100 points total
- Discussion board responses (2 each) 50 points total
- Competency Tests 200 points total
- End of Semester Project and Presentation 400 points total

Total = 1000 points

A =1000-900 points B =899 -800 points C=799 - 700 points D = 699 - 600 points F = 599 - 0 points

Assignment Descriptions

Questions on the readings. - You will be required to read the portion of the textbook and answer multiple choice questions about the information you have read.

Article Reflection Discussion Boards - You will find a current article or a peer reviewed article on the importance of each competency in the elementary classroom, link it in a discussion board entry and reflect on its contents, then, reply to two of your classmates articles and reflection.

Competency dependent activity - See instructions on Blackboard, each one is different.

Guest speaker reflection form - You will fill out a form reflecting on the guest speaker

Competency Test - There will be a test for each of the five competencies

End of semester project - You will develop a lesson plan that connects a competency to a core subject area and present your lesson.

Academic Integrity:

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 for 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 when collaboration is forbidden. The use of artificial intelligence (AI) tools and applications (including ChatGPT, etc) to produce content for course assignments is a violation of academic integrity.

Attendance:

Students missing 20% of lectures may be dropped from the class per the SRSU catalog. Any student dropped for excessive absences will receive an F for the course grade. Please notify your instructor BEFORE missing class for authorized activities, death in the family, or illness. Assignments missed for any reason must be made up within one week of the originally scheduled date. REGARDLESS OF WHY AN ABSENCE OCCURS, YOU MAY BE GIVEN AN F FOR THE COURSE GRADE IF YOU ACCUMULATE SIX ABSENCES.

Lecture courtesy:

The general rules of classroom etiquette are below.

- 1) Please do not talk to others in class while the instructor is lecturing. If you have a question, ask the instructor, that is what I am here for.
- 2) Please turn cell phones to silent while in class. They are disruptive to the entire class, and detract from learning.
- 3) For remote connections, please attend class as professionally as one would do in person (ie. wearing proper clothes, not being disruptive or disrespectful to your peers, minimizing interruptions etc.)

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.

Marketable Skills

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management
7. Students have an ability to construct a classroom management plan.

Course Schedule

W	D	Class Activity	Assignment Due
1	8/27	Class introduction	
	8/29	Notes on Visual Arts	Questions on Visual Arts reading
2	9/3	Continue Notes	Article Reflection Discussion Board
	9/5	Test Taking Strategies	Visual Art Bubble Map
3	9/10	Guest Speaker 1	Speaker Reflection Form
	9/12	TEST on Visual Arts	Discussion board responses (2)
4	9/17	Notes on Music	Questions on Music reading
	9/19	Continue Notes on Music	Article Reflection Discussion Board
5	9/24	Test Taking Strategies	Venn Diagram on Music
	9/26	Guest Speaker 2	Speaker Reflection Form
6	10/1	TEST on Music	Discussion board responses (2)
	10/3	Notes on Theatre	Questions on Theatre reading
7	10/8	Continue Notes	Article Reflection Discussion Board
	10/10	Test Taking Strategies	Theatre Timeline
8	10/15	Guest Speaker 3	Speaker Reflection Form
	10/17	TEST on Theatre	Discussion board responses (2)
9	10/22	Notes on Health	Questions on Health reading
	10/24	Test Taking Strategies	Article Reflection Discussion Board
10	10/29	Guest Speaker 4	Speaker Reflection Form
	10/31	Halloween - No class	
11	11/5	TEST on Health	Discussion board responses (2)
	11/7	Notes on PE	Questions on PE reading
12	11/12	Continue Notes	Article Reflection Discussion Board
	11/14	Test Taking Strategies	Curriculum Summary
13	11/19	Guest Speaker 5	Speaker Reflection Form
	11/21	TEST on PE	Discussion board responses (2)
14	11/26	Thanksgiving - No class	"Office Hours" for project help
	11/28	Thanksgiving - No class	
15	12/3	Final Project Presentations	Final Project
	12/5	Final Project Presentations	
16	12/10	Final Project Presentations	

Note – This outline is subject to change for reasons of course interest, time constraint, or instructor whim. Assignments will be administered on the dates given, unless material relevant for a given assignment has not been covered as yet. Under such cases, a due date may be moved a class period or two to aid in the clarity and understanding of the material.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 a 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.

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).

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.

Standards Breakdown

Subject Exam V—Fine Arts, Health and Physical Education (905)

Competency 001—(Visual Arts): The teacher understands 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.

The beginning teacher:

- A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.
- B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.
- C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.
- D. Knows and understands how critical thinking and creative problem solving are applied in the perception of artworks.
- E. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes students' understanding of the elements of art as well as students' ability to apply that understanding in creating original artworks.
- F. Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes students' understanding of the principles of art as well as students' ability to apply that understanding in creating original artworks.
- G. Selects appropriate techniques to create art in various media (e.g., drawing, painting, printmaking, construction, ceramics, fiber art, electronic media) and promotes students' ability to use those techniques in creating original artworks.
- H. Understands how different cultures use art elements and principles to create art and convey meaning in different ways.
- I. Selects and uses instructional strategies, materials and activities to promote students' awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.
- J. Provides instruction to develop the skills and knowledge required for visual literacy (e.g., art elements and principles, art of different areas and cultures, diverse purposes and uses of art).
- K. Integrates instruction in the visual arts with instruction in other subject areas.
- L. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.
- M. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate art instruction.

Competency 002—(Music): The teacher understands 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.

The beginning teacher:

- A. Knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).
- B. Applies knowledge of standard terminology for describing and analyzing musical sound (e.g., rhythm, melody, form, timbre, tempo, pitch, meter, dynamics, intonation, intervals) and has a basic understanding of how to read, write, recognize aurally and interpret standard music notation.
- C. Knows how to arrange vocal and instrumental music for specific purposes and settings (e.g., guides students in creating simple song arrangements and accompaniments using voices, classroom percussion, and melody instruments).
- D. Knows and understands music of diverse genres, styles and cultures.
- E. Demonstrates an understanding of the purposes and roles of music in society and how music can reflect elements of a specific society or culture.
- F. Explains a variety of music and music-related career options.
- G. Identifies and describes how music reflects the heritage of the United States and Texas.
- H. Applies knowledge of criteria for evaluating and critiquing musical performances and experiences, including using standard terminology in communicating about students' musical skills and performance abilities.
- I. Integrates instruction in music with instruction in other subject areas.
- J. Knows how to teach students to sing and/or play an instrument with expression, both independently and in small groups.
- K. Applies knowledge of music content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate instruction, including instruction that promotes students' creativity and performance skills as well as students' ability to use critical-thinking and problem-solving skills in music contexts (e.g., sequential instruction, music composition, improvisation, concert etiquette).
- L. Manages time, instructional resources and physical space effectively for music education.

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

The beginning teacher:

- A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.
- B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses); illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention); nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet); stress (e.g., effects of stress, stress-reduction techniques); and fitness (e.g., components of fitness, methods for improving fitness, posture).
- C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.
- D. Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs and herbal supplements.
- E. Understands types of violence and abuse, including causes and effects of violence and abuse and ways to prevent and seek help in dealing with violence and abuse.

- F. Selects and uses instructional strategies, materials and activities to teach principles and procedures related to safety, accident prevention and response to emergencies.
- G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., eating habits, drug use, abstinence) and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).
- H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anxiety, grief).
- I. Understands types and symptoms of eating disorders.
- J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).
- K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.
- L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).
- M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.
- N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.
- O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.
- P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

Competency 004—(Physical Education): The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

The beginning teacher:

- A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.
- B. Knows and helps students understand the benefits of an active lifestyle.
- C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving fitness levels.
- D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).
- E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative and rhythmic skills.
- F. Modifies instruction based on students' individual differences in growth and development.
- G. Evaluates movement patterns to help students improve performance of motor skills and to integrate and refine their motor and rhythmic skills.

- H. Understands a variety of strategies and tactics designed to improve students' performance, teamwork and skill combinations in games and sports.
- I. Selects and uses instructional strategies to promote students' knowledge and application of rules, procedures, etiquette and fair play in developmentally appropriate games and activities.
- J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.
- K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.
- L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan, implement and assess effective, developmentally appropriate physical education activities.

Competency 005—(Theatre): The teacher understands 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.

The beginning teacher:

- A. Knows and understands how perception is developed through the use of elements of drama and conventions of theatre.
- B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.
- C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students' understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.
- D. Integrates instruction in theatre with instruction in other subject areas.
- E. Knows how to promote students' ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to create suitable environments for dramatic play and performance.
- F. Knows how to promote students' ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and enhance characterization, mood, theme and setting.
- G. Understands how theatre relates to history, society and the diverse cultures.
- H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.
- I. Manages time, instructional resources and physical space effectively for theatre education.