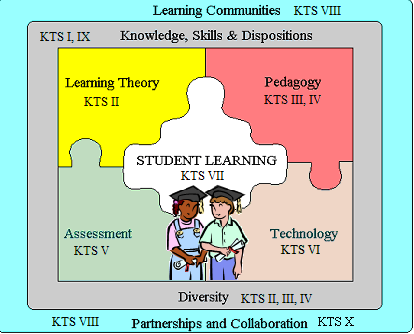
**Campbellsville University**

**Educator Preparation Program**

**Theme: *Empowerment for Learning***

ED 347: Fine Arts Methods

Fall 2016



**Meeting Time:** MWF 3:00-3:50

**Instructor:** Dr. April Sholty, Associate Professor of Music

**Office:** Gosser 222

**Office Phone:** 789-5463

**Office Hours:** MF: 11:00-12:00, 2:00-3:00; W: 11:00-12:00; TTh: 9:30-11:30 or by appt.

**Email:** ahsholty@campbellsville.edu

**Instructor:** Azucena Trejo Williams, Instructor of Art/Artist-in-Residence

**Office:** Art Studio, 2A (second floor)

**Office Phone:** 270-789-5133

**Office Hours:** Mon. 11:00-12:00, Tues. 11-1:45 @ Chowning Art Shop & 2:00-3:15,

Wed. 11:00-12:00, Thurs. 2:00-4:45, Fri. by appt.

**Email:** aetwilliams@campbellsville.edu

**Course Description:**

*ED 347 Fine Arts Methods* addresses children’s creativity and focuses on determining developmentally appropriate approaches for nourishing the innate aesthetic and creative natures of elementary-aged children. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Skills and knowledge specific to the domains of visual arts, drama, dance, and music will be briefly addressed in forming the basis from which integration methods can be practiced. Students will plan, implement, & evaluate several arts lessons in a partnership field experience setting.

**Prerequisite:** Admission to the Educator Preparation Program (CAP 2)

**Course Credit: 3 Hours**

**Text (s):**

Goldberg, M. (2012). *Arts integration: teaching subject matter through the arts in multicultural settings*,

4th ed.Pearson: Boston, MA.

Hume, H. *The art teacher’s survival guide for elementary and middle schools*, 2nd ed.

ISBN: 978-0-470-18302-1

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| --- | --- |
| Grading Scale  90-100% (A)  80-89% (B)  70--79% (C)  60-69% (D)  59 and below (F) | 250 points Class Projects/Assignments  100 points Unit  150 points Exam (3 @ 50 points each)  110 points Participation  50 points Field Experience  **660 points Total** |

**Course Objectives:**

Teacher educator candidates will demonstrate the following:

* Articulate appropriate knowledge about creativity, creative arts for children and how to encourage creative abilities in P-5 children. (KTS 1,3)
* Examine the Kentucky Program of Studies for Arts and Humanities in order to establish a foundation from which to integrate the arts in the elementary curriculum and classrooms. (KTS 1,2)
* Identify, collect and utilize a variety of specific resources, activities and strategies that are available to teachers and promote children’s use of the creative and fine arts (including music, visual art, and drama). (KTS 1,2,3)
* Plan and implement an integrated arts unit of study (KTIP-based). Candidates will collaborate with a field partner (teacher) to plan and teach a 3-5 lesson integrated arts unit in a social studies, math, and science or language arts class. Candidates will also consult available related arts teachers (P-5) as appropriate. (KTS 1,2,3,4,5,6, 8)
* Basic fundamentals and teaching techniques for music, art and drama. (KTS 1,2,3,5)
* Attend and reflect upon at least two (2) fine arts performances in the community (preferably school-based).

**Course Requirements:**

**You are responsible for your own education.** Each pre-service teacher is valuable to the success of this course.

* Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than four (4) absences will be allowed for Tuesday/Thursday courses, six (6) absences for Monday/Wednesday/Friday courses. Absences in excess of these numbers of days will result in an F for the course.

*Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

* All assignments are due on designated dates. Late assignments will be accepted up to seven days late with a 5% deduction for each day late.
* Assignments are due on the day assigned even if you are absent.
* After one week, assignments will not be accepted and a grade of zero will be given for that work.

**1. Integrated Arts Unit of Study**

* You will teach 3-5 lesson plans to a P-5 core subject class (with approval by the professor). You and the teacher of the P-5 class must agree on the topic of your unit.

* You will create an **original** integrated arts unit (using Task G).
* The Teacher Performance Assessment (TPA) must be from the unit.

1. A pre-test will be administered before the lesson plans are prepared/taught. A post- test will be given after the final lesson.

A test copy must be provided. The data from these two assessments will provide the information to complete the TPA.

1. Three examples of student assessments must be included (examples of low, middle, and high ability).

As you teach you will be sensitive to diverse student learning (KTS 3.3) creating and maintaining an appropriate learning climate through appropriate implementation and management of instruction where all students can learn (KTS 2.4). You will integrate interdisciplinary instruction that is easily modified and offers flexibility accommodating all learners. (KTS 2.4) You will provide ongoing assessment appropriate to the divergent needs of your chosen classroom. (KTS 5.4) When appropriate, technology will be embedded to enhance student learning. (KTS 6.3)

**2. Field Experience**

Candidates must complete 10 hours of field experience (5 hours in an elementary visual arts classroom and 5 hours in an elementary music classroom).The field expectations and required reflections will be provided by the professor.

**3. Technology**

Teacher candidates must utilize CU student e-mail for answers to questions concerning course information. Instructor e-mail is a valuable resource to ask questions, seek clarification, or just take the opportunity to share. KTS 6 (NCATE 1)

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| **A.** | **Course**  **Assignments** | | **ILA Content Literacy Standards** | **KY Teacher**  **Standards** | **CAEP &**  **InTASC**  **Standards** | **EPSB**  **Themes** | **ACEi** |
| **1.** |  | |  |  |  |  |  |
| **2.** |  | |  |  |  |  |  |
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| **\*ILA Standards:** 1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation;  4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership  **Kentucky Teacher Standards (KTS)**  Standard 1 The Teacher Demonstrates Applied Content Knowledge  Standard 2 The Teacher Designs and Plans Instruction  Standard 3 The Teacher Creates and Maintains Learning Environment  Standard 4 The Teacher Implements and Manages Instruction Standard  Standard 5 The Teacher Assesses and Communicates Learning Results  Standard 6 The Teacher Demonstrates the Implementation of Technology  Standard 7 Reflects On and Evaluates Teaching and Learning  Standard 8 Collaborates with Colleagues/Parents/Others  Standard 9 Evaluates Teaching and Implements Professional Development  Standard 10 Provides Leadership Within School/Community/Profession | | | | | | | |

**Interstate Teacher Assessment and Support Consortium** (**InTASC**)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**KY Academic Standards (KAS)**

You will be expected to incorporate the KAS (including ELA standards) into assignments as appropriate.

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| **B. KTS Diversity Indicators** | | |
|  |  | Course Assignments |
| **KTS 1.2** | Effectively connect content to students’ life experiences including, when appropriate, prior learning in the content area or other content area. | 7, 8 |
| **KTS 1.4** | Regularly guide students to understand content from appropriate diverse, multicultural or global perspectives. | 5, 6, 7, 8 |
| **KTS 2.1** | Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities. | 5, 6, 7, 8 |
| **KTS 2.2** | Plan and designs instruction that is based on significant contextual and pre-assessment data. | 7, 8 |
| **KTS 2.3** | Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | 6, 7, 8 |
| **KTS 3.3** | Values and supports student diversity and addresses individual needs: Consistently uses appropriate and responsive instructional strategies that address the needs of all students. | 7, 8 |
| **KTS 4.2** | Implements instruction based on diverse student needs and assessment data: Implements instruction based on contextual information and assessment data, adapting instruction. | 7, 8 |
| **KTS 5.4** | Consistently describes, analyzed and evaluates student performance data to determine student progress, identify differences among student groups and inform instructional practice. | 8 |
| **KTS 6.1** | Uses appropriate technology to design and plan instruction that supports and extends learning of all students. | 5, 6, 7, 8 |

***Teaching Approaches:***

*ED 347 Fine Arts Methods will be a “hands-on” experience. Modeling, virtual classrooms, guest speakers, peer teaching and fine arts performance will occur. Teacher candidates must learn to appreciate and experience the fine arts in addition to implementing such strategies into teaching. Group discussion, expression and questioning will be a significant part of the culture of this course environment.*

**Disabilities**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Notice: Any student with a disability or mental condition that may require special assistance or accommodations should discuss these with the instructor at the beginning of the semester.**

**Academic Integrity**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” *(Student Handbook)*

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The Education Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Booklist:**

Brookes, Mona. (1996). Drawing with children. New York: Tarcher/Putnam.

Eisner, Elliott W. (2002). The arts and the creation of mind. Harrisonburg, VA: R.R Donnelly

& Sons.

Hume, Helen D. (2008). The Art Teacher’s survival guide for Elementary and Middle schools. San Francisco, CA: Jossey-Bass.

Irvin, Judith L. et al. (1995) *Enhancing Social Studies Through Literacy Strategies*. Bulletin 91.

National Council for the Social Studies Publication. Washington. DC.

Koster, Joan Bouza. (2001). Bringing Art into the Elementary Classroom. Belmont, CA: Wadsworth/Thomson Learning.

Levstik, Linda S. and Keith C. Barton. (2005). *Doing History: Investigating with Children in*

*Elementary and Middle Schools.* Third edition.

Nelson, George D. (2006). Breaking the learning barrier for underachieving students. Thousand

Oaks, CA: Corwin Press.

Newmann, Fred M. et al. (1995) A *Guide to Authentic Instruction and Assessment: Vision,*

*Standards and Scoring.* Wisconsin Center for Education Research. Madison. WI.

**Other Resources:**

Kentucky Core Academic Standards

Kentucky Department of Education

Kentucky Educational Professional Standards Board

Making Rubrics: [www.teach-nology.com](http://www.teach-nology.com)

Gordon, Lynn. (1996) 52 Great Art Projects for Kids. ISBN 0-8118-318-5

Class Session Outline (tentative)

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| --- | --- | --- |
| WEEK | DATE | TOPICS AND ASSIGNMENTS |
| 1 | 8/31/16 | Class Introduction; Why Arts Integration? |
|  | 9/2/16 | *Meet Art Building 101*;  Intro: Elements of Art and Principles of Design & Creative Color Wheel |
| 2 | 9/5/1 | **Labor Day – NO CLASS** |
|  | 9/7/16 | Intro: Cultural Mandala |
|  | 9/9/16 | Work Day: Mandala; Intro: Mobile |
| 3 | 9/12/16 | Work Day: Mobile |
|  | 9/14/16 | Work Day |
|  | 9/16/16 | Classroom Exhibition: Creative Color Wheel, Mandala & Mobile  All 3 assignments due with Lesson Plans, Rubrics |
| 4 | 9/19/16 | Intro: Peruvian Arpilleras |
|  | 9/21/16 | Work Day: Peruvian Arpilleras |
|  | 9/23/16 | Intro: Ceramics |
| 5 | 9/26/16 | Work Day: Ceramics |
|  | 9/28/16 | Intro: Papier Mache |
|  | 9/30/16 | Work Day: Papier Mache |
| 6 | 10/3/16 | Work Day |
|  | 10/5/16 | Work Day |
|  | 10/7/16 | Classroom Exhibition: Peruvian Arpilleras, Papier Mache & Ceramics  All 3 assignments due with Lesson Plans, Rubrics  Exam: Review sheet will be provided over material discussed in class |
| 7 | 10/10/16 | Review |
|  | 10/12/16 | Exam |
|  | 10/14/16 | **MEET in GOSSER FINE ARTS CENTER, Room 104**  Topic: Arts Integration: A Methodology for Learning  Read: Goldberg, Ch. 1 |
| 8 | 10/17/16 | Topic: Arts Integration: A Methodology for Learning |
|  | 10/19/16 | Topic: What Does it Mean to Be a Learner?  Read: Goldberg, Ch. 2 |
|  | 10/21/16 | **Fall Break – NO CLASS** |
| 9 | 10/24/16 | Topic: Piaget, Imitation and the Blues: Reflections on Imagination and Creativity  Read: Goldberg, Ch. 3 |
|  | 10/26/16 | Topic: Communication, Expression, and Experience: Literacy and the Arts  Read: Goldberg, Ch. 4 |
|  | 10/228/16 | Topic: Communication, Expression, and Experience: Literacy and the Arts |
| 10 | 10/31/16 | Topic: Communication, Expression, and Experience: Literacy and the Arts |
|  | 11/2/16 | Topic: The Voices of Humanity: History, Social Studies, Geography, and the Arts  Read: Goldberg, Ch. 5 |
|  | 11/4/16 |  |
| 11 | 11/7/16 | Topic: The Voices of Humanity: History, Social Studies, Geography, and the Arts |
|  | 11/9/16 | Topic: The Voices of Humanity: History, Social Studies, Geography, and the Arts |
|  | 11/11/16 | **Exam 2** |
| 12 | 11/14/16 | Topic: The Wonder of Discovery: Science and the Arts  Read: Goldberg, Ch. 6 |
|  | 11/16/16 | Topic: The Wonder of Discovery: Science and the Arts |
|  | 11/18/16 | Topic: Puzzles of the Mind and Soul: Mathematics and the Arts  Read: Goldberg, Ch. 7 |
| 13 | 11/21/16 | Topic: Puzzles of the Mind and Soul: Mathematics and the Arts |
|  | 11/23/16 | **Thanksgiving Break – NO CLASS** |
|  | 11/25/16 | **Thanksgiving Break – NO CLASS** |
| 14 | 11/28/16 | Topic: Visual Literacy, Aesthetics, and How Subject Matter Informs Art Making  Read: Goldberg, Ch. 8 |
|  | 11/30/16 | Topic: Visual Literacy, Aesthetics, and How Subject Matter Informs Art Making |
|  | 12/2/16 | Topic: Visual Literacy, Aesthetics, and How Subject Matter Informs Art Making |
| 15 | 12/5/16 | Topic: Assessing Students’ Understanding through the Arts  Read: Goldberg, Ch. 9 |
|  | 12/7/16 | Topic: Assessing Students’ Understanding through the Arts |
|  | 12/9/16 | Topic: Assessing Students’ Understanding through the Arts  **DUE: Unit Plan** |
| 16 | 12/12/16 | 2:00 Final Exam time  **Exam 3** |