

## **GISW ELEMECML 4123 Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom**

### **Instructor Contact Information**

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<b>Class Delivery</b>	Online / Blackboard Learn
<b>Preferred Communication</b>	I will primarily communicate with students via email. Email to request appointments by phone.

### **Course Information**

#### **Course Description**

This course is the introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum. Prerequisite(s): junior standing. This is a required course for the Elementary Education major. The goal of this course is to learn how to integrate the visual and performing arts into regular classroom curriculum. Students must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

#### **University Level Objectives**

- **Critical Thinking**

Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

#### **Program Level Objectives**

UNI Educator Preparation Program professionals believe the following are key components of a strong educator preparation program:

1. Candidates must deeply understand and reflect their content and pedagogy.
2. Candidates must engage in rich, purposeful, and authentic field-based experiences to develop appropriate dispositions and practices.
3. Candidates have a responsibility to understand historical, social, cultural, and political contexts and how they impact education.
4. Candidates must understand the importance of diversity and equity and engage in opportunities to promote social justice.
5. Candidates must develop competence in the skills and dispositions that allow them to engage in effective leadership and advocacy.
6. Candidates must develop strong skills in order to effectively collaborate with all stakeholders for student learning

INTASC Standards (Interstate New Teacher Assessment and Support Consortium) are principles for preparing beginning teachers. They reflect knowledge, performances, and dispositions needed to successfully teach today's PK-12 students.

Included are:

Standard 1- Learner Development:

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 - Learning Differences:

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3 - Learning Environments:

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4 - Content Knowledge:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5 - Application of Content:

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6 - Assessment:

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7 - Planning for Instruction:**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8. Instructional Strategies:**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9 - Professional Learning and Ethical Practice:**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10 - Leadership and Collaboration:**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Course Level Objectives**

**After active participation in this course, students will be able to:**

### **Knowledge:**

- Articulate basic concepts, elements, media of expression and creative processes for each of the arts
- Apply National Arts Standards, instructional strategies, assessment tools, lesson design and management techniques for arts integration.

### **Performance:**

- Teach energizers and arts strategies.
- Design and teach elementary students in developmentally appropriate, sequential, National Arts Standards based, integrated arts lessons using a variety of teaching methods for development of problem solving, creative and critical thinking skills.
- Write reflections of student learning and propose solutions for lesson improvement.
- Create student portfolios, which document evidence of student learning in the arts and with integrated subjects.

- Observe and interact with elementary students to recognize their strengths and preferences and use this information to encourage and facilitate each students learning with in and through the arts.
- Identify and utilize a variety of authentic arts assessment tools.
- Articulate and incorporate the Multiple Intelligence Theory in energizers, strategies and integrated arts lessons for diverse learners.

### **Dispositions:**

- Interpret the arts as process and product and recognize both are essential for effective arts integration.
- Recognize art works are a result of the artistic processes and can be interpreted for meaning and evaluated for quality.
- Investigate artistic individuality within and across the developmental areas.
- Elaborate the variety of ways students will learn and experience arts.
- Illustrate the unique and motivational ways arts contribute in the creation of a positive learning environment for active engagement and audience appreciation.
- Recognize art works can be interpreted in many ways and are open to a variety of viewpoints.
- Summarize feedback regarding effectiveness of their instructional choices and practices to improve their integration of the arts.
- Recognize the school and community offers a variety of resources to enrich and support arts programs and collaborate with others to use these resources to promote arts learning for students.

## **Course Requirements**

### **Required Texts/Readings/Other Content**

Cornett, C.E. (2015). *Creating Meaning Through Literature and the Arts: Arts Integration for Classroom Teachers* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

<https://www.nationalartsstandards.org/>

<https://iowacore.gov/>

### **Instructional Methods**

This course consists of the following activities and assessments to assist you in achieving the course and instructional units/modules objectives. Each unit/module/week you will work on various combinations of assignments, readings and supplemental materials.

## **Readings**

Readings are an independent means of providing concrete experience to prepare students for each class session. Students are expected to carefully read and take the time to reflect upon the assigned readings. Successful assignments and lesson plans rely heavily on a high level of student preparation with regard to the reading.

## **Assignments/Reflections (9 modules @ 10 pts each) 90 pts.**

Each module has written assignments/reflections related to the content in the module. These assignments require reflective thought connected to content in the textbook related to topics such as meaningful arts integration experience, teacher qualities, assessment and teacher reflection after each lesson. Each of these should be a one page response submitted as a word document in 12 pt font following the APA style. All written assignments will be assessed using the written assignment rubric (see the rubric at the end of the syllabus).

## **Multiple Intelligence Reflection Paper - 25 pts.**

This assignment requires a 2- 3 page written word document, double spaced, typed in 12 pt. font using the APA style that defines Howard Gardner's Multiple Intelligence theory, describes your strengths and growth areas and explains how you will implement the theory in your future classroom. This assignment will be assessed using the written assignment rubric. (see the rubric at the end of the syllabus).

## **Arts Integrated Lesson Plans - (Total of 4 @ 15pts each) 60 pts.**

You will create and teach four lesson plans throughout the course. Each lesson will focus on one of the four art forms and will show integration with another curricular area, (science, math, literacy, social studies, etc.). You will follow the lesson plan format outlined in Module 5. Each lesson should start with an energizer that engages children. Examples of these can be found in the odd chapters of the text. There should be a "hands-on" activity for your students to do that integrates the art form with content area you chose to teach. You will teach the lessons you created to a student you know who is preschool - 6th grade age. This assignment will be assessed using the Lesson Plan Evaluation Checklist. (see the checklist at the end of the syllabus).

## **Arts Integration Portfolio – 25 pts.**

The Arts Integration Portfolio is documentation of the integrated arts lessons that you teach during the course. This is an electronic portfolio, which you will submit after you have finished teaching your lessons. You can choose the format such as iMovie, webpage, Google slides, PowerPoint or a similar format of your choice.

The documentation portfolio should include the following information:

Individual pages for:

1. Cover with title
2. Visual Arts lesson
3. Drama lesson
4. Dance Lesson
5. Music Lesson

Each page should include **pictures, text explaining about the activity and the objectives/standards for the art area as well as the curricular areas. It should also include student reflections and teacher reflections.** I have provided some models in Module 9 that will help you create this documentation. This assignment will be assessed using the portfolio rubric.

### **Quizzes – (3 quizzes at 5pts. each) 15 pts.**

There will be 3 quizzes throughout the course. You will have 15 minutes for each quiz.

Quiz 1 will be over content from Chapters 1-5

Quiz 2 will be over content from Chapters 6-9

Quiz 3 will be over content from Chapters 10-13

### **Cumulative Reflection Project - 40 pts.**

The cumulative reflection project consists of 4 essay questions based on content focused on throughout the course. The questions are application based and you will complete this project online. Each question requires an answer of a minimum of two paragraphs. This project will be assessed using the written assignment rubric.

### **Evaluation Methods**

Grading will be based on points using the grading scale below. I will provide feedback on the assignments within 2 days after the due date of each assignment. Grading rubrics are included for the assignments in the modules.

### **Determination of Grades**

Final grades will be reported using the following scale:

94-100%	A	239-255 points
91-93%	A-	231-238 points
88-90%	B+	223-230 points

84-87%	B	213-222 points
81-83%	B-	206-212 points
78-80%	C+	198-205 points
74-77%	C	188-197 points
71-73%	C-	180-187 points
68-70%	D+	172-179 points
64 – 67%	D	162-171 points
61 – 63%	D-	156-161 points
below 60%	F	below 153 points

Note: Each assessment will be posted in the My Grades of the tools link on the eLearning website. The total is figured into a percentage, and the grade is determined by the Grading Scale. Students are expected to monitor their own grades on eLearning and save all graded work on their own computer.

### **Academic Integrity**

To ensure academic integrity and to follow UNI policies on Student Academic Ethics (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

### **Course Communication and Technology**

#### **Online Component:**

This course is completely an online utilizing eLearning for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](http://elearning.uni.edu/): <http://elearning.uni.edu/>

All of the handouts and information for this course will be available in eLearning. Students are advised to check the website and their e-mail for communication. Any changes to the course syllabus or schedule will be announced through eLearning. Assignments are due as specified in the course schedule and on the course Blackboard page in eLearning. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

### **Communication with Instructor**

I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Skype. Send personal concerns to me via my personal email address and request appointments with me if you prefer to discuss concerns and questions live by phone or Skype rather than in an email. Generally, it will take me 24 hours to respond to emails, except on the weekends where it may take up to 48 hours. I will provide feedback on assignment submissions only as needed, and I will do this as well as grade within one week of the submission.

### **Online Netiquette**

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through eLearning and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

### **Technology Requirements**

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support eLearning and users can experience difficulty opening files)

If required in this course

- Adobe Connect (see Adobe Connect Systems Requirements in START HERE for more information)
- YouTube, setting videos to "unlisted" in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

### **Technical Support (QM 1.3, 5.3, 5.4, 7.1)**

If you experience any technical problems, do **not** contact the instructor. Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or [cesp-consult@uni.edu](mailto:cesp-consult@uni.edu). For Adobe Connect coverage, M-Th, from 8 a.m. - 9 p.m., and Friday, 8 a.m. - 4:30 p.m. For course support, M-F, from 8 a.m. - 4:30 p.m.



## Writing Assignment Rubric

	Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Rhetorical Skills: Fulfilling purpose, meeting audience needs (40%)	Doesn't do all the assigned task or meet expectations of the required tasks	Does all required tasks, but shows minimal engagement with the tasks. While there is some analysis, it is not as developed as well as it could be. More specific examples needed.	Demonstrates careful reading and analysis of chosen texts. Uses a number of specific examples to examine the ideologies of the creators and how this affects text and arts.	Demonstrates a careful and thoughtful reading of the chosen texts. Through using specific examples from both texts and arts, one helps the reader understand the texts and arts in a new and /or unexpected way.
Organizational Skills: Whole text structure, paragraph structure (20%)	Writing is disorganized or hard to follow. Paragraph structure can be improved. Focus needs improvement.	Some structural problems with essay focus and clear paragraph structure. Focus maybe too vague or broad.	Paragraphs mostly stick to the focus and develop it fairly well. Logical sequencing of paragraphs.	Paragraphs stick to the focus and develop it well. Writing flows and the structure is clear. Good transitions between paragraphs.
Linguistic Skills: Clarify of expression, conciseness, appropriate word choice (20%)	Meaning is not always clear or the language is inappropriate for the genre.	Word choice maybe confusing at times. The meaning is sometimes not clear and is not always appropriate to the genre.	Word choice and sentence syntax are appropriate to the genre and the meaning is clear.	Language is precise, concise, and fresh. The meaning is very clear and all appropriate to the genre.
Mechanics and Correctness: Formatting for genre, correct grammar, and punctuation. (20%)	Writing has a number of grammatical or punctuation errors or shows no evidence of proofreading. Minimal indication of APA style.	Writing has a few repeated errors with punctuation or grammar or APA style.	Follows rules of standards written English form. May has some minor errors with grammar, punctuation, and APA style.	Writing shows careful proofreading and is virtually error-free. APA style is used perfectly.

### Portfolio Rubric

CATEGORY	5	4	3	2
Organization 20%	Content is well organized to group related material. The portfolio is complete with the four lessons documented.	The portfolio groups related material. The portfolio documents most of the lessons.	Content is logically organized for the most part. The portfolio is missing documentation for some of the lessons.	There is no clear or logical organizational structure. The portfolio does not document the lessons.
Standards/ Objectives 20%	Includes standards and objectives for both the art areas and content areas for every lesson.	Includes standards and objectives for both the art areas and content areas for most of the lessons.	Includes standards and objectives for both the art areas and content areas for some of the lessons.	Does not include standards and objectives for both the art areas and content areas for the lessons.
Picture/Text Balance 20%	There is a good balance of picture/text documentation for every lesson in the portfolio.	There is a good balance of picture/text documentation for most of the lessons in the portfolio.	The portfolio is text heavy and has little picture documentation	The portfolio contains only text.
Attractiveness 20%	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	The font, color, graphics, effects etc distract from the presentation content.
Mechanics 20%	No misspellings or grammatical errors.	Two or fewer misspellings and/or mechanical errors.	Three or four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

## Lesson Plan Evaluation Checklist

Materials/Arts/MI/Curricular Areas (1 pt.) \_\_\_\_

Objectives (1 pt.) \_\_\_\_

Standards (1 pt.) \_\_\_\_

Academic Language (1 pt.) \_\_\_\_

Differentiation (1 pt.) \_\_\_\_

Energizer (**Engage**) (1 pt.) \_\_\_\_

### Teaching Presentation

(**Explore**) (2 pts.) \_\_\_\_

(**Explain**) (2 pts.) \_\_\_\_

### Application/Assessment

(**Elaborate**) (1 pt.) \_\_\_\_

(**Evaluate**) (1 pt.) \_\_\_\_

Closure (1 pt.) \_\_\_\_

### Lesson Implementation

Creativity/Engagement (2pts.) \_\_\_\_

Total Points \_\_/15\_\_

**Comments:**