

Block 8, 2009

Kris Stanec: 389 - 6925 or 632 -1304 (before 6:00 p.m.)

ED320: Teaching Through the Arts, 2009

Education Department Mission: The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Core Values: As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

I. **Objectives:** This course will enable you to:

A. Re: **Knowledge of Content**

1. Utilize content of following art forms to ensure student learning:

Drama

- a. Know and apply the standards and elements of drama, distinguishing between creative dramatics and theater.
- b. Function as a leader, stimulator, guide and participant.
- c. Enhance a child's communication, language, and problem solving skills.
- d. Create deeper understanding of curriculum through dramatization.
- e. Participate in dramatic exercises, activities and games with and without children.

Movement/Dance

- a. Know and apply the standards and elements of movement.
- b. Use movement as a strategy for acquiring other skills.
- c. Integrate movement with other subjects.
- d. Create a safe environment that encourages active learning and risk taking.

Music

- a. Know and apply the standards and elements of music.
- b. Develop basic music skills that allow teacher to use music in the classroom.
- c. Integrate music with other subjects.
- d. Prepare, sequence and evaluate music activities in the classroom.

Visual Arts

- a. Know and apply the standards, elements and principles of the visual arts.
- b. Teach with, in, about and through the arts as well as a discipline in and of itself (Disciplined Based Art Education - DBAE).
- c. Integrate visual arts with other subjects.
- d. Experience various media available and be able to utilize them.
- e. Develop creative expression and aesthetic judgment.

All Art Forms

a. Create a plan utilizing the “with, in, about, and through” model to establish a creative, low risk environment for learning that is infused with the arts.

B. Re: [Other Performance-Based Standards for Colorado Teachers](#)

1. Teach all other curriculum areas through the arts, including literacy and mathematics.
2. Acquire and practice additional strategies for assessment.
3. Utilize classroom and instructional management techniques that ensure success during arts and regular classroom activities.
4. Individualize curriculum through the arts to better to suit all intelligences and learning styles.
5. Utilize appropriate arts technology in the classroom.
6. Enhance students’ education in all areas through teaching and integration of the Arts.

C. Re: [Practical Application](#)

1. Know the difference between teaching art and just doing it, so that when you find a resource that has an art extension, you can make it a quality art experience, thus using your limited teaching time wisely. (Don’t just create an egg carton caterpillar - teach symmetry as students create egg carton caterpillars)
2. Be skilled enough to think on your feet (as opposed to simply applying the few lessons that we do together in class or spitting out info from what you’ve seen before) so that art ideas/integration will come as second nature.
3. Put thought now (when you have time to be creative) into what you will be teaching, so you will have a wealth of ideas to use during the year.
4. Be knowledgeable about the world of art, its educational histories and organizations that would be good resources to utilize.
5. Observe and model techniques that work for teaching the arts as well as for teaching any subject in a regular classroom.
6. To become an artist, so you:
 - know how students might feel when you ask them to do something artistic
 - have had a hands on opportunity to learn by doing
 - feel the joy that can come from creating and being expressive.
7. To become passionate about the importance of art in education, so much so that you might dedicate at least 1 hour a week to art for arts sake. However, I know the realities of day to day teaching, and if you can simply enhance the 3-R’s by finding ways to make your students achieve artistically and feel like artists, you will have put this course to good use.

II. [Resources](#) requirements include:

- A. Creating Meaning through Literature and the Arts, Claudia E. Cornett, (Upper Saddle River, New Jersey: Prentice-Hall, Inc.), 2nd edition, 2003
- B. Portfolio case (17x22x2 or bigger) with handle to carry all artwork and course packet. Available in the bookstore
- C. Three-ring binder, 1 ½” to 2” rings
- C. Additional materials on PROWL (see reading list below) and provided by the instructor

III. [Requirements and Evaluation](#):

Grades will be determined by assessment of work submitted and tasks performed. All written work (unless otherwise notified) is to be typed, double-spaced. You are responsible for the presentation of materials that reflect scholarly quality and conscientious effort. Work will be turned in at 9:00 on the morning the assignment is due. Inability to turn work in on time will affect the grade.

Attendance is required at all sessions. There is no way that you can ever gain the thought processes and details from missed class discussions, thus absence leads to a lack of ability to critically analyze future information in the course. However, in case of illness or other absence, you are responsible for notifying the instructor ahead of time. In such an event

you will need to make up the work missed. Make up for missed course time usually includes gathering notes from at least 2 people as well as having a discussion session with another student, then compiling your own notes based on that discussion; your own version of notes need to be turned in within 2 days of the absence. Other ways to make up work missed must be initiated by the student. Any absence without the work made up will result in the grade lowered by a half-step with each session absent (each morning and afternoon count as separate sessions.) Any time missed can easily effect your grade, even if you have made up an assignment. If you missed information crucial to the course, your assignments could reflect that lack of knowledge. If your illness results in missing more than 2 sessions, you must have a note from Boetcher or a doctor.

All of the readings are important, however, class time will not consist of repeating the material in the readings; rather class time is an opportunity to extend the readings to the questions and issues that interest us as class members. You are responsible for making sure that any reading that you thought was particularly interesting, totally misinformed, confusing, etc. is discussed to your satisfaction. Thus, interacting with the text while you read (i.e.: taking notes, highlighting specifics, jotting questions in the margins...) is imperative for good class discussions. See [Guiding Questions](#) for themes that will run throughout the course.

To determine the grade, the instructor will be looking for demonstration of higher-level thinking, including questions posed, connections made and critical analysis. A "C" grade denotes average work. Grades beyond a C require the initiative to go beyond expectations in order to produce exemplary work.

Grade based on:







- Participation in class, attendance, analytical thinking demonstrated 10%
- Motivation Project 10%
- Philosophy statement 10%
- Value Drawing or poster presentation 15%
- Creation & critical analysis of lessons taught, plus application of changes 20%
- Adaptation of resources 20%
- Meaningful Arts Project or Final Oral Exam 15%

In-class assignments that will be informally assessed and reflected in the participation grade:

- Plus/delta of printing lesson
- Unit integrations
- Contributions to analysis of others' lessons taught
- Media lab explorations

Throughout the course, the honor code is expected to be upheld. Please write "Honor Code Upheld" and include your signature on every assignment you turn in. By doing so, you acknowledge and testify that what you provided is your work and your work only. This is not to say that you cannot discuss, reflect upon and support each other on assignments; I encourage you to work together and critically analyze each other's work. The assignments you hand in, however, must be done by yourself. You must always cite the works and ideas of others which you use in your work. Simply cutting and pasting is not acceptable in an academic setting where you are trying to engage with complex ideas, understand material for yourself, and really pay attention to meaning what you write and say. If you ever have hesitations, doubts, or questions, please feel free to talk to me about it. (Thanks to the Eric Perramond and others who submitted their syllabi to the Honor Council as examples. Several were used in clarifying my approach above to using the honor code in this course.)

Readings

- Cornett, C. E. (2007). *Creating meaning through literature and the arts : An integration resource for classroom teachers* (3rd ed.). Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Dunnahoo, D. E. (1993). Re-thinking creativity: A discipline-based perspective. *Art Education*, 46(4, Collaborative Partnerships), 53-60.
- Eisner, E. (2002). [What the arts do for the young](#). *School Arts*, 102(1), 16.
- Fiske, E. B., President's Committee on the Arts and the Humanities, & Arts, E. P. (1999). [Champions of change: The impact of the arts on learning](#)
- Gullatt, D. E. (2007). Research links the arts with student academic gains. *The Educational Forum*, 71(3), 211-220.
- Posner, Michael (2008). How Arts Training Influences Cognition. The Dana Foundation,
- Stevens, K. (2002). [School as studio](#): Learning through the arts. *Kappa Delta Pi Record*, 39(1), 20-23.
- Stevenson, L. M. (2006). The arts: New possibilities for teaching and learning. *Principal's Research Review*, 1(2)
- Stokrocki, M. (Ed.). (2005). *Interdisciplinary art education: Building bridges to connect disciplines and cultures*. Reston, VA: NAEA.
- Winner, E., & Hetland, L. (2008). [Art for our sake](#) school arts classes matter more than ever-but not for the reasons you think. *Arts Education Policy Review*, 109(5), 29-32.
-  [Champions of Change PDF document](#)
-  [School as Studio PDF document](#)
-  [The Arts: New Possibilities for Teaching and Learning PDF document](#)
-  [What the Arts Do for the Young PDF document](#)
-  [Art for Our Sake PDF document](#)
-  [Research Links the Arts with Academic Gains](#)

Course Schedule - Week One

All classes will meet each day from 9:00 – 12:00 in Palmer 232A unless otherwise noted. There are often several afternoons of class a week as well. See schedule below for details. Bring text to class EVERYDAY as well as portfolio with handouts and projects.

4/20 9:00-12:00 Welcome, Syllabus, Rationales

Music: Rock around the Clock, State Standards

Drama: Slide Show, State Standards

Visual Arts: Visual Arts elements/principles, State Standards

Matisse lesson, motivation projects, MAP

Assignment:

- Element/Principle of Visual Arts [Motivation project](#) - due 4/21 *Make copy of your handout for each person in the class.
- Read the following articles on PROWL under Readings section- topic 2 - see above.
 1. Stevenson, L. M. (2006). The arts: New possibilities for teaching and learning
 2. Eisner, E. (2002). [What the arts do for the young](#).
 3. Winner, E., & Hetland, L. (2008). [Art for our sake](#)
 4. Read Chapter 1 in Creating Meaning.

- Begin organization of [Meaningful Arts Project](#), due Wed. 5/13. See [rubric](#) for MAP

4/21 9-12 -- Due: Motivation projects with 5 minute oral presentation (Have a copy of your handout for each person in the class.)

Lesson planning with motivation; critiques with children, Media Lab: Printing

Assignment:

- Read Chapters 2 and 6 in Creating Meaning. (Note sponges/routines/rationales...)
- Complete all stations in printing lab, with at least one exploration/process and at least one product for each lab.

4/22 9-12 Building on the elements and principles, Arts lesson planning - teaching to an arts focus with criteria, creating a safe environment, assessment – critiques (critique labs), rubrics, performance evaluation; tips for teaching art, managing “mess”

Assignment:

- Plan [printing lesson](#) with group – create visuals, set aside materials...
- Read Chapter 3 in Creating Meaning.

4/23 AM - Times to be announced: Teach Printing at [Bristol Elementary](#) or [Mann MS](#)
11:35 - 12:50 first grade at Bristol (maybe break lesson in half if 5th grade doesn't respond.)

Assignment:

- With group, reflect on your teaching and type up a plus/delta (at least 5 in each) to turn in for your group.
- Read the following articles on PROWL under Readings section- topic 2 - see above.
 1. Gullatt, D. E. (2007). Research links the arts with student academic gains
 2. [Stokrocki](#), M. (Ed.). (2005). *Interdisciplinary art education: Building bridges*

4/24 9-12 Analyze printing lessons, DBAE: Art History, Criticism, Aesthetics and Production, assessment – rubrics and performance evaluation; 10:45 Drawing with Children – instruction for entire class.

Assignments:

- [Value drawing](#) or [poster presentation](#), due 5/9 *(Art majors or anyone who has had a drawing course needs to do a poster presentation instead of the value drawing.) Work on drawing a little each day – value drawings can take a lot of time.
- Read articles by: [Dunnahoo](#); [Posner](#)
- Complete MI checklist on <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz> (then print results and bring to class) and take creativity profile page 49 of Creating Meaning

Course Schedule - Week Two

4/27 9-12 Integration: Teaching with, in, about and through the arts, two prong focus, how to use printing and Matisse lesson to teach content. Multiple Intelligences, creativity, paradigm shifts, Piecing together philosophies of integration, Unit Integration with visual art in the regular classroom

Assignment:

- Read Chapter 8, 9 in Creating Meaning.

4/28 9:00 – 11:30 Drama with Tom Howes in Palmer 232B

12:15 – 3:00 Drama with Tom Howes at [Gold Camp Elementary](#), D12
(arrive back on campus by 3:30.)

Assignment:

- Read Chapter 10, 11 in Creating Meaning.

4/29 9:00 Movement with Jane Elder and Marion Nagel, Palmer 232B
Movement standards, elements, exercises

1:00 Integrating movement with Jane and Marion, Palmer 232B

Assignment:

- These evening: process what stands out from last 2 days?
 1. Look at guiding questions – jot notes on what you’ve learned from guests on guiding questions.
 2. Look in books – compare and contrast last 4 chapters with the guests philosophies – how do they differ?
 3. Think of curriculum for grade level – list several ideas that go with movement or drama games that fit with your curriculum
- Write [philosophy statement](#) If you've taken ED250, Power of the Arts, analyze bulleted statements, then change into a statement that can be given at a job interview, to a principal or to parents of students in your classroom - also add citations to readings from this class. Due Friday.

4/30 9:00 Unit integration with drama and movement in the regular classroom, assessment strategies for the arts.

11:30 Common Media Lab

Assignment:

- Complete each station at the common media lab, with at least one process and one product resulting from each station.

5/1 9:00 Due: Philosophy statement

Adapting resources – what constitutes quality arts lessons and arts integrations? Analyze resources, create higher quality activities. Unit integration for next week lessons - connections that work.

Assignment:

- [Analysis and Adaptations of Resources and Curriculums](#), rough drafts due May 8, final versions due May 11. see [Rubric](#).
- Begin planning lesson to teach in school setting with group (see [lesson format](#).) Rough drafts due Tuesday, May 5. Lessons will be taught May 6 (except 5th grade will be teaching 5/5 from 1:15 - 2:15 at Bristol), revised on May 6th, and then retaught May 7. One lesson per group must be emailed to Kris before 8:30 of each morning the lesson is taught (thus, revised lesson plans will be emailed Thursday morning.)

Course Schedule - Week Three

5/4 9:00 - 12:00 Music with Melody Roberts

5/5 9:00 – 10:30 Unit integration music, individualizing/differentiation, Management, assessment/rubrics, go beyond an objective... Teaching assignment - objective and grade level.

11:00 Honors Convocation

1:15 - 5th grade at Bristol

Assignment:

- Prepare lesson to teach
- Look through book - past 6 chapters - specifically list ideas/activities that fit with MAP/ guiding questions.

5/6 10:25 lesson starts at Mann, 7th grade [Teach lesson and evaluate others'](#)

11:20- 12:50 1st grade at Bristol

Assignment: review plus/deltas, analyze lesson plans, rewrite.

You will need to turn in your first lesson, the reviews and plus/deltas from watchers and from your group's reflection, plus a copy of the rewritten lesson tomorrow when you teach.

5/7 Teach reconfigured lessons

10:25 lesson starts at Mann, 7th grade

11:20- 12:50 1st grade at Bristol

1:15 - 2:15 5th grade at Bristol

5/8 9:00 am Due: Value Drawings, Poster presentations

Class critique of value drawings and poster presentations, discuss lessons.

Course Schedule - Week Four

5/11 Due: Analysis and Adaptations of Resources and Curriculums

9:00 class in Palmer - discuss lessons from last week, posters, etc.... (change - this info is for Friday, 5/9: daVinci Academy observations – (* we'll discuss carpools in class.)

[Directions to the daVinci Academy](#) Take I-25 north to Interquest Pky and follow it off to the east. Turn left (north) onto Hwy 83 (also called Voyager Pkwy) At Middle Creek Pky go right. Turn right onto Bridle Oaks Dr. and you'll see the school there.

5/12 Theory vs. Practice of arts in today's schools. Technology and the arts

My Philosophy of Teaching: Books to take you through.

Assignment:

- Fill out course evaluation on line; link sent through email.

5/13 Due: Meaningful Arts Project

9:00 Oral Exams – sign up for 9:00, 10:00 or 11:00 time frame