

**EDUC 3313.001****Semester: Fall, 2021****Day and Time: Tuesday: 12:25-3:10****Location: BEP 218****Instructor: Priscilla Gilpin, M.Ed.****Office: BEP 244****Office Hours: Tuesday: 9:00-1:00****Other days and times by appointment only.****Email: [pgilpin@uttyler.edu](mailto:pgilpin@uttyler.edu) (best method to contact instructor)****Course Description:**

This class is designed to give an overview of current theory and practice of an integrated arts and physical education curriculum for elementary classroom teaching. Subject matter will include teaching with, about, in, and through the arts and physical education. Students will explore elements of the arts and physical education and incorporate these elements into exercises and lessons appropriate for the elementary classroom.

**Student Learning Outcomes: No Key Assessments**

1. Develop instructional goals, objectives, and assessments that address creativity in the areas of art, drama, music, physical education and movement according to developmentally appropriate practice guidelines.
2. Understands children learn differently.
3. Understand how creative activities build critical thinking.
4. Understands state standards (EC-6) on process oriented, creative, open-ended activities and materials in art, drama, music physical education and movement that meet the needs of diverse learners in the classroom and allows for differentiation of learning.
5. Create classroom environments of respect and rapport that fosters a positive climate for learning, equality, and excellence.
6. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies and actively engage students in the learning process.

**Standards Matrix:**

<b>Topic/Objective</b>	<b>Activities</b>	<b>Assessment (including performance- based)</b>	<b>Standards Alignment</b>
Analyze and implement EC-6 content TEKS to develop measurable learning objectives for activity file.	Exploring the Fine Art TEKS and ELA TEKS.  Activity File  Alignment activities TEKS.	Presentations  Activity File  Quizzes	<b>TES: (D) (i) (iii)</b> <b>INTASC: 08</b>  <b>TEKS:</b> 110.13(b) 17 A
- Create open –ended activities that acknowledges learning style preferences.	SCAMPER  Activity File  Small group activities  Project Work  Presentations	Quizzes  Written reflections  Rubrics	<b>TES: 1(a) (iii), (B) (i)</b>  <b>INTASC: 02</b>  <b>ISTE: 5b</b>
Recognize and develop critical thinking skills through the development of open ended lessons and activities.	Bloom’s Taxonomy  Small group activities  Presentations	Observation  Written reflections	<b>TES: 1(a) (iii), (B) (i)</b>  <b>ISTE: 5b</b>  <b>INTASC: 02</b>
Create a classroom environment that promotes creativity for learners.	Classroom Floor plan.  Article review	Submission of the floor plan.	<b>TES: 4 (A) (ii) (iii), (B) (ii), (D) (i), E (i) (ii)</b> <b>ISTE: 5c</b>

			<b>INTASC: 03</b>
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**Evaluation and Grading:**

1. Performance is assessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, professionalism, and quizzes will also be used for assessment purposes.
2. Actively and enthusiastically participate in class discussions and small group activities. You will begin the semester with all points assigned. If I notice repeated tardiness, lack of responsiveness in class, disrespectful attitude, etc., points will be deducted.

Course Evaluation:

Grading Scale

- 100 Professionalism/ Attendance
- 60 Reading/Reflection Assignments: 6@10 points each
- 20 Quiz
- 75 Small Group Activity
- 100 Activity File
- 100 Class Assignments (5@ 20 points)

**455 points TOTAL**

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible (700)}} \times 100 = \text{ \_\_\_\_\_\_ } \%$$

90 to 100% = A	80 to 89% = B	70 to 79% = C	60 to 69% = D	59 & Less = F
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Keep track of your scores for the course through Blackboard’s Student Tools folder.

\* Grades below a C do not count toward a certification

**Turn Around Time for Grading:**

□ Online quizzes and activities: One week  
In-Class Activities-One week

It is my policy not to discuss grades via email. If you need to discuss grade issues, please visit with me in my office.

**\*Last Day to Withdraw from Courses: Monday, November 1st**

### **Teaching Strategies:**

The teaching strategies used in this course will be lecture utilizing power point slides, collaborative work groups in application activities, discussion groups, and videos.

### **Bibliography**

Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience, and school (expanded edition)*. Washington, DC: National Academy Press.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators*. Cambridge, MA: Harvard Education Press.

Tate, M. (2003). *Worksheets don't grow dendrites; 20 instructional strategies that engage the brain*. Corwin Press: Thousand Oaks, CA.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2<sup>nd</sup> edition). Alexandria, VA: ASCD.

Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12*. Portland, ME: Stenhouse Publishers.

### **Course Policies:**

**Attendance Policy: Attendance is essential. Points are earned on in-class activities. Three absences will result in lowering your final grade by 25 points. More than 3 absences will result in a failing grade. Arriving late or leaving early can also be unprofessional and distracting; therefore, two such events will be counted as an absence. Please refer to the link on Dispositions: <http://www.utt Tyler.edu/education/documents/Dispositions.pdf>**

**Preparation: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read before coming to class, allowing you to be prepared to participate fully. Quiz questions will be taken from assigned reading material, presentations, and classroom discussions.**

Participation: It is important that we listen and learn from each other; therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Participation points may also be given during class at the instructor's discretion. Activities cannot be made up if you are absent.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple or paper clip pages. Points may be deducted for inappropriate content and form. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of work turned in.

**Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer to <http://www.Canvas.uttyler.edu> for more information.

Timeliness: Complete all assignments by the due date listed on the Tentative Course Calendar. All assignments handed in past that date will result in a deduction of points.

Concerns: Should problems or concerns arise it is your responsibility to solicit help. This is done before problems affect your grade, not afterwards.

### **Assignments:**

#### **1. Reading/Reflection Assignments (6@10 points each)**

Read and reflect on textbook readings and handouts given in class. You will be required to read all chapter assignments prior coming to class. You will be required to reflect on 6 assigned readings. These readings will include scholarly articles, and/or websites that pertain to the current topic. You are to submit your reflections through Canvas. The reflections should be typed, 1 to 2 pages, doubled spaced with 12" font. No reflections will be accepted late. In order to earn the 10 points, you will need to reflect a clear and precise understanding of the topic.

#### **2. Small Group Activities:**

Each group will choose one area of creativity or physical education to present to the class. Student will bring materials necessary to do the activity with small groups of students. Be prepared for the number of students in the class. Bring a handout for each student written per specifications or email your handout to the instructor two days prior to class. Must be presented on the due date or will receive a grade no greater than 70. An example will be given in class by the instructor. There will be a peer evaluation with this.

### 3. Class Assignments:

There will be five graded classroom activities. **During class an assignment will be given to the group to be completed and presented to the class. Students will be graded on PARTICIPATION, ENTHUSIASM, TEAMWORK, and CREATIVITY!! You MUST be present in class in order to receive these points. You will not be allowed to make these activities up, apart from an emergency or an event that has been cleared by the instructor.**

#### Quizzes/Exams:

There will be 1 quiz = 20 points, given throughout the semester.

### 4. Arts and Physical Education Activity File:

Compile a file of art activities that can be integrated into content areas and physical activities for elementary aged children that can be integrated into each of the content areas. You will have 2 activities for each area, one for grades K-2 and one for grades 3-6.

#### **TOTAL OF 28 ACTIVITIES.**

##### A. Creative Visual Arts - divider

1. Crayons, markers, pencils, chalk, pens
2. Paint, watercolors
3. Sculpting
4. Fabric/Weaving
5. Printmaking
6. Collage

##### B. Drama

1. Puppetry
2. Role playing

##### C. Dance

1. Movement with objects

2. Movement with music

D. Music and movement

1. Whole group activities
2. Transition activities – can include rhymes, music and movement, brain challenges, chants, question of the day, ideas for early finisher.

E. Physical Education: Whole group activities which include:

1. Movement related to a skill development (movement patterns)
2. Aerobic activities

**Concerns:** Should problems or concerns arise; it is your responsibility to solicit help. This is to be done before problems affect your grade – not after.

**All borrowed materials must be returned or an “Incomplete” will be reported to the university. If you receive an “I” please note that it will convert to “F” in time if the materials are not returned.**

**EDUC 3313.001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES**  
**Tentative Schedule Fall 2021**

<b>DATE</b>	<b>TOPIC/Class Activities</b>	<b>Reading Assignments/Homework due dates</b>
8-24	Introductions Review Syllabus Getting to Know You!	Review Power point. And SCAMPER article For 8/31
8-31	Power point and discussion. <i>Understanding Children's Creative Thought and Expression</i> SCAMPER <b>Building Activity</b>	<b><u>Assignment #1: This One's for you!</u></b> <b><u>Choose an art website due 9/6</u></b>
9-7	Children, Teachers, and Creative Activities <b>Class Activity #1</b> <b>Developmental levels of Art (Painting)</b> TEKS	<b><u>Assignment #2</u></b> Read "Anna's Story" and answer questions.  Due 9/13
9-14	Promoting Creativity: <b>Class Activity #2</b> Group activity: <b>What's in a line?</b> Signup sheet for Small Group Activities You will have 2 weeks to complete this assignment	<b><u>Assignment #3</u></b>  <b><u>Reflection on hand out</u></b> <b><u>Open-Ended Materials</u></b> <b><u>7 principles</u></b> <b><u>due 9/27</u></b>
9-21	<b>Class Activity #3 Art in Nature</b> TEKS	<b><u>Assignment #3</u></b>  <b><u>Reflection on hand out</u></b> <b><u>Open-Ended Materials</u></b> <b><u>7 principles</u></b> <b><u>due 9/27</u></b>
9-28	Promoting children's art/ group art activity.  <b>Small Group Presentations (Creative Visual Arts)</b>	<b><u>Assignment #4:</u></b> <b>Music and Movement</b> Due 10/4
10-5	<b>Sign up or Story with Props</b>	



	<p><b>Small Group Presentation (Dance)</b>  <b>Small Group Presentation (Music and Movement)</b></p> <p><b>Symmetry Activity</b></p>	
10-12	<p><b>ONLINE QUIZ</b></p>	<p><b><u>Assignment # 5:</u></b>  <b>Drama</b>  <b>Due 10/18</b></p>
10-19	<p>Chapter Five: Drama  <b>Small Group Presentation (Drama)</b></p> <p>TABLEAU ACTIVITY!</p>	<p><b><u>Assignment # 6</u></b>  <b>Website on P.E.</b>  <b>Due 10/25</b></p>
10-26	<p><b>Small Group Presentation (Health/ Physical Education)</b></p> <p><b>Class Activity # 5 Health/ Physical Education</b></p> <p><b>Share the website and explain how you could integrate the activity/activities into your classroom curriculum</b></p>	<p><b>WORK ON STORY WITH PROPS</b></p>
11-2	<p><b>#1 Story with Props</b></p>	<p><b>WORK ON ACTIVITY FILE</b></p>
11-9	<p><b>#2 Story with Props</b></p> <p><b>Activity File Due!</b></p>	
11-16	<p><b>ACADEMIC RODEO</b>  <b>KINDER CRITTERS!</b>  <b>East Texas Fair Grounds</b></p>	

11-23	<b>Happy Thanksgiving!</b>	
11-30	<b>IN CLASS FINAL REFLECTION</b>	
12-7	<b>PICK UP ACTIVITY FILE: BEP 244</b>	