

**EDUC 3313.401: Integrating Arts and Movement**

**Semester: Summer II, 2024**

**Day and Time: Online**

**Instructor: Priscilla Gilpin, M.Ed.**

**Office: BEP 244**

**Office Hours: Monday, 10-1:00**

**Other days and times by appointment only and via Zoom**

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**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 and Assessments: No Key Assessments**

<b>Outcome: The Learner will:</b>	<b>INTASC Standards</b>	<b>Texas Educator Standards</b>
Understands children learn differently, multiple intelligences, learning styles.		<b>2 (A) (i) (ii), (B) (ii)</b>
Understand how creative activities build critical thinking.	<b>02</b>	<b>1 (A) (iii), (B) (i)</b>
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.	<b>08</b>	<b>(D) (i) (iii)</b>
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.	<b>07</b>	<b>1 (B) (i) (ii) (iii), (C) (i) (iii)</b>

Create classroom environments of respect and rapport that fosters a positive climate for learning, equality, and excellence.	<b>03</b>	<b>4 (A) ( ii) (iii), (B) ( ii) , (D) (i) (E) ( i) (ii),</b>
Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies and actively engage students in the learning process.	<b>07</b> <b>08</b>	<b>1 (C) (ii) (iii), (D) (i) (iii), (E) ( i) (ii), 2 (B) ( i) (ii)</b>
Evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.	<b>10</b>	<b>5 (A) ( i) , (B) (i)</b>

### Course Objectives:

- To imbue future elementary educators with an understanding and appreciation of the Arts and PE, which they will in turn convey to their own students.
- To explore and experiment, with the aim of creating strategies for elementary teaching which build upon rather than stifle the natural creativity of children.
- To help the student identify her or his own areas of creativity, and to use these strengths in teaching.
- To acquaint the future teacher with traits commonly found among creative individuals.
- To encourage the use of elements of the Arts in teaching across the curriculum.
- To increase self-awareness and comfort with artistic and creative expression in teacher candidates.
- To increase teacher candidates understanding of the connection between creative and critical thinking.
- To understand and demonstrate connections among the arts and between the arts, other subjects matter and disciplines.
- Practice collaborative learning, questioning and problem solving through project-based experiential learning.
- Practice the arts and Physical Education as a tool for holistic experiential learning in a variety of subjects.
- Demonstrate an understanding of multiple intelligences in relationship to artistic and kinesthetic practice.

- Acquaint teacher candidates with TEKS in art, music, movement and physical education.
- Access local and national art and PE resources.

**Evaluation and Grading:**

1. Performance is assessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, through Zoom conferences and on- line assignments, virtual attendance and professionalism will also be used for assessment purposes.

2. Actively and enthusiastically participate in on-line discussions and virtual small group discussions. You will begin the semester with all points assigned.

Course Evaluation:

Grading Scale

- 25 Professionalism (**Attendance via Flipgrid**)
- 80 Reading/Reflection Assignment (8@ 10 points each)
- 30 Discussion Board (3@ 10 points)
- 50 Drama Presentation (50)
- 25 SCAMPER activity
- 100 Activity File

**Possible total points:310**

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

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible (625)}} \times 100 = \text{ \_\_\_\_\_\_ } \%$$

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

***\*Last Day to Withdraw from Courses: July 30th***

### **Turn Around Time for Grading:**

- Online assignments and 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.

### **Teaching Strategies:**

The teaching strategies used in this course will be lecture utilizing power point slides, relevant articles, collaborative work groups in application activities via Zoom and 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 by attending the required Zoom sessions. Each Zoom session is considered a required attendance worth 75 points each. Arriving late or leaving the Zoom session early will be counted as an absence.**

**Please refer to the link on Dispositions:  
<http://www.uttyler.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, allowing you to be prepared to participate fully when in your break- out groups.**

**Participation: It is very important that you attend each required zoom session and watch the videos provided in this session learners. You are expected to add depth to discussions in the Discussion board assignments. Lack of participation gives the appearance of lack of interest and/or preparation.**

**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. If you are reading this syllabus, please email me your favorite animal for 3 extra points by July 6. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of work turned in.**

**Timeliness: Complete all assignments by the due date listed in the Modules posted in Canvas.. All assignments submitted in past that date may result in a deduction of points.**

**Cell Phone: Cell phones are not to be used during the face-to-face Zoom sessions or during the break-out room discussions, unless they are necessary for the assignment.**

**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 (8@10 points each)**

Read and reflect on article readings, videos and websites . You will be required to read the articles and materials assignments. You will be required to reflect on 8 assigned readings, videos and websites. The reflections should be typed, 1 to 2 pages, doubled spaced with 12” font, unless otherwise stated in the instructions. No reflections will be accepted late. In order to earn the total points, you will need to reflect a clear and precise understanding of the topic.

### **2. Story with Props**

Each student will present a presentation in the area of Drama- “Story with Props”. You will share your book and the props that you created in a link to share with the class. More information to follow!

### **3. Discussion Board:**

There will be 3 Discussion Board assignment during the session. You will need to submit a thoughtful response to the questions provided. You will then respond to one other person’s response.

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

Compile a file box of 14 art activities that can integrated into content areas, and physical education activities for elementary aged children that can be integrated into each of the content areas. You will have 1 activity for each area. You may choose any grade level from K-5<sup>th</sup> grade.

## **TOTAL OF 14 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

**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.**