



EDUC 3313.060: Integrating Arts and Movement

Semester: Fall 2026

Day and Time: Online

Instructor: Priscilla Gilpin, M.Ed.

Office: BEP 244

Office Hours: Via email or Zoom

Other days and times by appointment only and via Zoom

Email: pgilpin@uttyler.edu (best method to contact instructor)

Interaction with Instructor

My preferred method for you to contact me is via Canvas e-mail or pgilpin@uttyler.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings.

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.

Standards Matrix:

Topic/Objective	Activities	Assessment (including performance-based)	Standards Alignment
Understand how creative activities build critical thinking.	Creative Activities Lesson Planning	Activity File/ Group work	TES: 1.A (ii),(iv)

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	TES: 1.B(i),(ii), 1.C (i),(ii),1.D (i) INTASC: 08
- Create open –ended activities that acknowledges learning style preferences.	SCAMPER Activity File Small group activities Project Work Presentations	Quizzes Written reflections Rubrics	TES: 1.A (ii),(iv) INTASC: 02 ISTE: 5b
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	TES: 1.A (i), (ii), ISTE: 5b INTASC: 02
Create a classroom environment that promotes creativity for learners.	Classroom Floor plan. Article review	Submission of the floor plan.	TES: 4.A (i), (ii) (iii),4.B,(i),(ii), 5.A ISTE: 5c INTASC: 03

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 accessed 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

Professionalism (Assignments submitted by due date)	25
Padlet Introduction	10
Reading/Reflection Assignments	105
Discussion Board (4 @ 10 points)	40
Story with Props	25
SCAMPER activity	25
Creative Classroom Environment	20

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* (2nd 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 and is determined by submitting assignments by the due dates. Points are earned by attending a Zoom session, if required.

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.

Participation: It is very important that you submit a Padlet video 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 10. 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 past that date may 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.

The use of AI Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. **All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.** Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to

be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. **You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.**

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

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 and other video assignments

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 assignments 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 28 art activities that can be 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 2 activities in each area. Activities for K-2 and 3-6, in EACH category.

TOTAL OF 28ACTIVITIES.

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.

Topical Outline:

EDUC 3313.060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES Tentative Schedule Fall 2026

Week	Topic	To Do
Module 1: 8/24-8/30 (one week)	Introduction Syllabus Requirements Introduction to the Fine Arts: <i>Creative Visual Arts/Fine Arts TEKS introduced</i> Introductory through Padlet	• Introductory Padlet! • Discussion Board Due: August 30th
Module 2: 8/31-9/13 (2 weeks)	Introduction to Fine Arts: Open-ended activities!	• Article assignment • Art website assignment Due: Sept. 13
Module 3: 9/14-9/27 (2 weeks)	SCAMPER Nature Art!	• Creative Assignment using Scamper / Due: Sept. 27th
Module 4: 9/28-10/11 (2 weeks)	Introduction to Fine Arts: Music, Movement and Dance	• Website Assignment • Dance Video/ Reflection • Lesson Plan- TEKS • Discussion Board Due: Oct. 11th
Module 5: 10/12-11/1 (3 weeks)	Introduction to Fine Arts: Drama/ Story with props!	• Drama Assignment • Discussion Board • Video presentation REQUIRED with Story with Props Due: Nov. 1st

Module 6 11/2-11/8 (1 week)	<i>Physical Education</i>	• P.E. Website Assignment Due: Nov. 8th
Module 7 11/9-11/22 (2 weeks)	The Creative Classroom Environment	Creative Environment Design and Rationale Due: Nov. 22nd
11/23-11/29	HAPPY THANKSGIVING!	
Module 8 Due 11/30-12/6	ACTIVITY FILE DUE	• Activity File Due Dec. 6th