

EDUC 3313.401: Integrating Arts and Movement

Semester: Summer II, 2020

Day and Time: Online

Instructor: Priscilla Gilpin, M.Ed.

Office: BEP 244

Office Hours: Thursday 10-1:00

Other days and times by appointment only and via Zoom

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Last Day to Withdraw from Course: Summer II: July 28

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

| Outcome: The Learner will: | INTASC Standards | Texas Educator Standards |
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| Understands children learn differently, multiple intelligences, learning styles. | | 2 (A) (i) (ii), (B) (ii) |
| Understand how creative activities build critical thinking. | 02 | 1 (A) (iii), (B) (i) |
| 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. | 08 | (D) (i) (iii) |
| Develop instructional goals, objectives, and assessments that address creativity in the areas of art, drama, music, physical education and movement | 07 | 1 (B) (i) (ii) (iii), (C) (i) (iii) |

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

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

- 100 Professionalism (assignments submitted on due dates) +Attendance via Zoom
- 70 Reading/Reflection Assignment (7 @ 10 points each)
- 40 Discussion Board (4@ 10 points)
- 50 Drama Presentation (50)
- 20 SCAMPER activity
- 100 Activity File

Possible total points: 380

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 |
|----------------|---------------|---------------|---------------|---------------|

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

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* (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. Points are earned by attending the required Zoom sessions. Three absences will result in a 25-point deduction to your final grade. 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: This is a class that promotes active learning. It is very important that you attend each session. 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 required 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.

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.

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 (7@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 7 assigned readings. 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 present a presentation in the area of Drama- “Story with Props”. You will be assigned a group, via Zoom in the “Break-out” rooms to work on this assignment.

The groups will then present to the class via Zoom on the due date. All group members must be prepared and present equally. An example will be given by the instructor. There will be a peer evaluation with this.

3. Discussion Board:

There will be 4 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-5th 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.

Topical Outline:

**EDUC 3313.401: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Summer 2020**

| Week | Topic | To Do |
|-------------------------------------|--|--|
| Module 1: (2 weeks) July 6-17 | Introduction Syllabus Requirements Introduction to the Fine Arts: <i>Creative Visual Arts</i> | <ul style="list-style-type: none">• View Introduction Video• Attend Zoom meeting• Discussion Board• Article assignment• Art website assignment |

| | | |
|-----------------------------------|--|---|
| | | <ul style="list-style-type: none"> • Creative Assignment using Scamper / TEKS • Zoom Presentation |
| Module 2: July 20-26 | Introduction to the Fine Arts: <i>Music, Movement and Dance</i> | <ul style="list-style-type: none"> • View Introduction Video • Website Assignment • Dance Video/ Reflection • Lesson Plan- TEKS • Discussion Board |
| Module 3: July 27- August 2 | Introduction to the Fine Arts: <i>Drama</i> | <ul style="list-style-type: none"> • View Introduction Video • Drama Assignment • Zoom “Break-out” groups • Story with Props |
| Module 4: August 3-7 | Introduction to the Fine Arts: <i>Physical Education</i> | <ul style="list-style-type: none"> • Group Presentations with Story with Props • P.E. Website Assignment • Activity File due |

University Policies

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses,

and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or

waivers through Financial Aid The specific Census Date for

each term can be found online on the Academic Calendar.

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date.

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be

submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.