

EDUC 3313.001: Integrating Arts and Movement

Semester: Spring 2020

Day and Time: Tuesday: 11:00-1:45

Location: BEP 218

Instructor: Priscilla Gilpin, M.Ed.

Office: BEP 244

Office Hours: Tuesday: 10:00-11:00 ;Wednesday 12:00-2:00

Other days and times by appointment only.

Email: 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:

Topic/Objective	Activities	Assessment (including performance-based)	Standards Alignment
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: (D) (i) (iii) INTASC: 08 TEKS: 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	TES: 1(a) (iii), (B) (i) 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) (iii), (B) (i) 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) (ii) (iii), (B) (ii), (D) (i), E (i) (ii) ISTE: 5c INTASC: 03

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
70	Reading/Reflection Assignments; 7@10 points each
150	Quizzes, 2@ 50 points each, and Final Activity (50
75	Small Group Activity
75	Story with Props
100	Activity File
100	Class Assignments (5@ 20 points)

670 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: Moday, March 30, 2020**

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.

Required Text, Materials/Supplies, and Related Readings

There are no textbook required for this class. We will be utilizing scholarly articles and websites throughout the semester.

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 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.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 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 (7@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 7 assigned readings. These readings will include specific chapters in the Isenberg book, 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. 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 have to be present in class in order to receive these points. You will not be allowed to make these activities up. There will be an end of semester peer evaluation, as well as the final grade from the instructor.**

4. Quizzes/Exams:

There will be 2 quizzes = 50 points each, given throughout the semester. The instructor will provide the details and dates for these. There will be one final reflection = 50 points.

5. Story with Props:

Students will be required to ACTIVELY present on story with at least 7 props based on a children's book. A detailed outline will be provided.

6. 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.

Topical Outline:

EDUC 3313.001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES

Tuesday: 11:00-1:45

DATE	TOPIC/Class Activities	Reading Assignments/Homework due dates
1/14	Introductions Review Syllabus Getting to Know You!	Review Chapter one Power point. And SCAMPER article
1/21	<i>Understanding Children’s Creative Thought and Expression</i> SCAMPER Building Activity	<u>Assignment #1: This One’s for you!</u> <u>Choose an art website due 1/27</u>
1/28	Children, Teachers, and Creative Activities Class Activity #1 Developmental levels of Art (Painting) TEKS	<u>Assignment #2</u> Read “Anna’s Story” and answer questions. This is on pages 7-9 <u>Due 2/3</u>
2/4	Promoting Creativity; The Concept of Aesthetics	<u>Assignment #3</u>

	Class Activity #2 Group activity: What's in a line? Signup sheet for Small Group Activities	Reflection on hand out <u>Open-Ended Materials</u> <u>7 principles</u> <u>due 2/10</u>
2/11	Class Activity #3 Art in Nature	
2/18	ON-LINE ASSIGNMENT	Quiz #1
2/25	Small Group Presentations (Creative Visual Arts)	Isenberg chapter 3 Assignment #4: Music and Movement Due 3/2
3/3	Small Group Presentation (Dance) Review/ Class Activities Small Group Presentation (Music and Movement	Assignment # 5 : TBA
3/10	SPRING BREAK	
3/17	Chapter Five: Drama Small Group Presentation (Drama) Sign up for SWP Fostering Creativity and Aesthetics/ discussion questions TABLEAU	Assignment # 6 Website on P.E. Due 3/23
3/24	Class Activity # 5 Health/ Physical Education Share the website and explain how you could integrate the activity/activities into your classroom curriculum Small Group Presentation (Health/ Physical Education)	
3/31	Class Activity #4 Begin Brainstorming Project Work Edutopia Video Project Work	Assignment # 7 Research topic for Project(provide websites and information) due 4/6

4/7	Presentations for Project Work STORY WITH PROPS	Work on activity file
4/14	#1 Story with props Activity File Due!	
4/21	#2 Story with props	
4/28	Final Reflection – in class	

UNIVERSITY POLICIES

UT Tyler Honor Code

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.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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](#).