

UTTC Teacher Education

EDU 315 Integrated Art, Music & Drama Curriculum

Course Information

Credit Hour: 2

Semester/Year: Spring 2017 Class

Location: ED B03

Time: 2:00 –3:50PM, Mondays

Instructor Information

Instructor: Lezlie Mc Elwee

Phone: 255-3285 #1752, Cell: 400-6782

Office Location: Education Building 123

E-Mail: lmcElwee@uttc.edu

Required Textbooks:

Cornett, C. E. (2010) *Creating Meaning Through Literature and the Arts: An Integrated Resource for Classroom Teachers* (4th Ed.). Pearson. ISBN-13: 9780131381421.

Course Description: This course is designed to give an overview of current theory and practice of an integrated arts curriculum for elementary classroom teaching. Subject matter will include teaching about and through the fine arts, music and drama. Candidates will explore elements of the arts and incorporate these elements into exercises and lessons appropriate for the elementary classroom.

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

Course Student Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Develop an understanding of creativity based on recent research and identify ways to encourage its development.	Article Synthesis & Reflective Project
2. Plan creative experiences in art, drama, and music that link the curriculum and the individual needs, interests, and abilities of children.	Lesson Plans & Exploratory Art Activities file
3. Select specific goals, skills, and strategies to incorporate art, music, and drama within the classroom curriculum.	Lesson plans & Projects
4. Develop art, music, and drama strategies which reinforce concepts from other subject areas within the curriculum.	Lesson plans & projects
5. Demonstrate the ability to create an integrated curriculum which involves teaching the arts within the content subject in a field experience placement.	Exploratory Art Activities file & Thematic Unit

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	Assessment	Program Outcome	Assessment
50015.2 Curriculum 2f. The Arts	Integrated Arts, Music, and Drama Activity Binder	#1 - To provide the content knowledge necessary for effective knowledge (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7)	Integrated Arts, Music, and Drama Activity Binder

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one’s life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others’ contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Attendance Policy

Regular class attendance is important for you to understand the material in this class. The responsibility for regular attendance is entirely yours. We understand there are circumstances that are justified for missing class (i.e. severe illness or death in the family); however, in JICS (my.uttc) you will still be counted absent from the course regardless of the circumstances. The instructor will document the reason for absences in the event that an issue arises due to excessive absences. In any event, the following procedures apply:

1. You are responsible for material covered in classes you miss.
2. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.
3. You may refer to the UTTC student handbook/planner that addresses campus attendance policies.

Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

Student Tardiness

You must be seated and ready to begin class at the scheduled time. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. Significant tardiness, arriving **fifteen (15) minutes after** the posted start time for a 50 minute class, *may* result in you being considered fully absent from class.

Tardiness will be documented within the JICS system. If tardiness becomes a problem, a staffing may be conducted.

Late Assignments Policy

All student work is expected to be completed and turned in by the assigned due date. All class assignments are due at the *beginning* of the class period or they are considered late. All presentations must be completed on the original date due or you will forfeit any possible points. The only exception to this is if you have made arrangements with the instructor *before* the scheduled presentation. If you are absent for a scheduled field trip and/or guest speaker, it is highly likely you will forfeit points for those activities as it is challenging to make up these types of activities.

Late work will not receive full credit. All late work (that which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Accommodation of Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for

external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Cell Phones

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. If a phone call is received, quietly take the call in the hall where you will be less of a distraction.

Texting is a distraction and a sign of disrespect. Please do not text in class.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to

classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments. On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Description of Assignments

Meet The Teacher Collage: This presentation introduces you to your class and parents. It should depict in pictures, photographs and/or video who you are.

Lesson Plans: Three lesson plans that address state/national standards related to (1) visual arts, (2) music, and (3) drama. Each lesson plan will include a rubric that reflects the content of the lesson and assesses student learning.

- *Visual arts in Children’s literature illustrations:* Explore children literature and the uses of various art types included. A project will be presented on a selected illustrator.
- *Music in the elementary curriculum:* Explore various ways to use music in curricular areas in the elementary classroom. One music lesson will be created within an area of the elementary curriculum. Expectations will be presented in class.
- *Drama in the elementary curriculum:* Explore various ways to use drama in curricular areas in the elementary classroom. One drama lesson will be created within an area of the elementary curriculum. Expectations will be presented in class.

Exploratory Activity File/Binder: An elementary-age exploratory activities file with 15 activities and/or games for movement/drama/dance, 15 activities for visual art, and 15 activities for music.

The description for the card file should include:

1. Type of Activity (Movement/Dance/Drama//Art/Music)
2. Name/Title of activity
3. Description of activity
4. Appropriate age range
5. Area(s) of integration
6. Materials needed
7. Estimated time

Activities may be demonstrated/led/facilitated in class.

Field Experience (Micro Teaching): Number of hours to be determined. Candidates will complete creative arts activities at a school site. Candidates will complete activity plans and reports for assignments. Format to be given out in class. (This should be one of the lessons prepared for each of the arts.)

Color Wheel Project: Create a color wheel including a tints and shades chart to explore colors.

Weekly readings and coursework as assigned by teacher

Other Topics that we will be explored:

Technology and the Arts

Native American Cultural Projects

Connecting to Poetry

Photography

Engagement and Energizers

Class Schedule-Tentative Outline

Week	Date	Topic	Readings /Assignment	Field Experience (If Applicable)	Assignments Due
1	1/9/17	Syllabus, Course Overview, Introductions	Chapter 1 Bulletin Board Discussion		Bulletin Board Ideas
2	1/23/17	Art in the Classroom	Chapter 2 Philosophy, Research, and Theories of Art Integration		Bulletin Board Construction
3	1/30/17	A.I Building Blocks	Chapter 3 Arts Integration Building Blocks		Interactive Art Lesson
4	2/06/17	Integrating Literature	Chapter 4 Integrating Literacy Arts		Literacy Activity
5	2/13/17	Integrating Literature	Chapter 5 Seed Strategies for Literature and Poetry		Interactive Art Lesson
6	2/20/17	Literature and Poetry	Chapter 6 Seed Strategies for Literature and Poetry		Poetry Activity

7	2/27/17	Integrating Visual Arts	Chapter 7 Visual Arts Strategies		Visual Arts Activity
8	3/06/17	Visual Art Strategies Color Wheel	Chapter 7 Color Wheel		Color Wheel Activity
9	3/20/17	Drama- Reader's Theater	Chapter 8 Drama Throughout the Curriculum		Reader's Theater Activity
10	3/27/17	Drama Puppets Book Talks	Chapter 9 Drama and Story Telling		Drama Activity
11	4/03/17	Dance in the Curriculum	Chapter 10 Dance and Creative Movement		
12	4/10/17	Dance in the Curriculum	Chapter 11 Dance and Movement Strategies		Dance Activity
13	4/17/17	Music in the Curriculum	Chapter 12 Music Throughout the Curriculum		Music Activity
14	4/24/17	Final Unit Project	Chapter 13 Strategy Review		
15	5/1/17	Final Presentations			

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

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Course Number: EDU 315

Semester: Spring 2017

Credit Hours: Two (2)

Instructor: Lezlie Mc Elwee

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

Print Name

Signature

Date