



EDU 315 Integrated Art, Music & Drama Curriculum

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

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.

Credits: 3

CLASS INFORMATION

Section Number:

Term: Spring Year: 2023 Start Date: 1/10/2023 End Date: 5/5/2023

Meeting Times: Tues, Thurs. - 1:00-2:20

Delivery Mode: Face to Face

INSTRUCTOR

Sandra Starr

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Office Location: Education Bldg. 119

Office Hours:

Mon- 11-12; Tues. 9-11, 3-5; Wed-11-12; Thurs.-9-11; Fri- 11-2

TEXTBOOKS

Gelineau, P. (2012). *Integrating the Arts Across the Elementary School Curriculum Relations* (2nd Edition). Boston, MA: Cengage

INSTITUTIONAL LEARNER OUTCOMES

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Demonstrate understanding of content knowledge.

Plan for instruction that supports every learner.

COURSE OBJECTIVES

1. Develop an understanding of creativity based on recent research and identify ways to encourage its development.
2. Plan creative experiences in art, drama, and music that link the curriculum and the individual needs, interests, and abilities of children.
3. Select specific goals, skills, and strategies to incorporate art, music, and drama within the classroom curriculum.
4. Develop art, music, and drama strategies which reinforce concepts from other subject areas within the curriculum.
5. Demonstrate the ability to create an integrated curriculum which involves teaching the arts within the content subject in a field experience placement.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

Instructor Grading Information

Point totals may vary depending on schedule

In class activities	150 points
Recorder Music Videos weekly	150 points
3 short lesson plans (2 will be enhancement for core subject and one Artist Appreciation)	150 points
1 long lesson plan	100 points
Quizzes and chapter readings	100 points
Peer teacher lessons which includes midterm and final	200 points

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

All students will complete:

- 14 videos of student mastering songs on the recorder

- Complete 15 in - class activities and discussions
- Complete and peer teach 2 lessons plans following the UTTC adopted short lesson plan to enhance each subject area (reading, math, science or social studies) and an Artist Appreciation.
- Read and complete Chapter quizzes and responses from the textbook,

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If

the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. STUDENTS WITH 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 Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

CELL PHONES and LAPTOPS

Cell phones are turned off during class times out of respect for the other students and the instructor. If a student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

BASIC NEEDS

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

COURSE CALENDAR

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 Jan. 10 - 13	Arts in Education Introduce Recorder	Chapter 1 Multiple Intelligence Survey Recorder	Respond to Chapter 1 Discuss MI survey
2 Jan. 16 - 20	*No School 1/16 - MLK Color Wheel Dr. Martin Luther King Jr. Art and Drama Review notes on Recorder	Chapter 3 Color supplies	Evidence of Art
3 Jan. 23 - 27	Art and Social Studies pg. 182-190 History of Winter Count	Chapter 7 Paper, markers.	Winter Count story Record music: Hot Cross Buns
4 Jan. 30 – Feb. 3	Art and Science pg. 164-168 3-dimensional food groups Lesson Plan overview	Chapter 7	Evidence of Art Short Lesson Plan Record music: Merrily We Roll Along
5 Feb. 6 - 10	Peer teach lessons with feedback		Peer teaching lesson Record Music: Suo Gan
6 Feb. 13 - 17	Art with Math pg. 168-172	Chapter 7 Yarn art, cardboard, yarn, shape	Evidence of art Record Music: Doggie, Doggie shape
7	*No School 2/20 – President’s Day		Peer teach lesson

Feb. 20 - 24	Peer Teach lesson with feedback		Record Music: Old MacDonald Had a Farm
8 Feb. 27 – Mar 3	Peer Teach lesson with feedback		Peer Teach lesson Record Music: Twinkle, Twinkle, Little Star
9 Mar 6 - 10	Midterm Grades Due March 10, 2023 Art with Language Arts pg 173-179		Peer Teach LA lesson Record Music: Four In a Boat
Mar 13 - 17	SPRING BREAK – March 13 -17		
10 Mar 20 - 24	Poetry pg. 179- 181	Poem examples	Create Poem Record Music: The Water is Wide
11 Mar 27 - 31	Drama	Chapter 5	Create lesson for drama activity Record Music: Ode to Joy
12 Apr 3 - 7	*No School 4/7 – Good Friday Music in the elementary classroom	Chapter 4	Create lesson for music activity Record Music: Ram Sam Sam
13 Apr 10 - 14	Music notes, Rhythm, Instruments	Ch. 4 Rhythm instruments	Create Music Bingo Cards Record Music: Fais Do Do
14 Apr 17 -21	Peer Teaching lesson with feedback- choice of Music/Art/Drama		Record Music: Our Old Sow Long Lesson Plan
15 Apr 24 - 28	Peer Teaching lesson with feedback- choice of Music/Art/Drama		Record Music: Amazing Grace or Happy Birthday Long Lesson Plan
16 May 1 - 5	Last week of classes – Final Exams		
GRADES DUE	Grades DUE May 8, 2023, by 5:00 pm		