

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Education 2. Academic Subject Code EDUC

3. Course Number M324 (must be cleared with University Enrollment Services) 4. Instructor _____

5. Course Title Teaching About the Arts.

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2003

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today. P-H100 or M174

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall/Spring Will this course be required for majors? Yes

15. Justification for new course: Meeting new standards

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Susan W. Cress Date 9-16-02 Approved by: G. Nettles Date 9-16-02
Department Chairman/Division Director Dean

Date _____
Dean of Graduate School (when required) Chancellor/Vice-President

approved: Edue Council 12/17/02
David W. Korman
University Enrollment Services Date _____

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**Indiana University South Bend
Elementary Education**

Teaching About the Arts P-H100 or M174

I. Instructors:

Vary - Qualified are Marsha Heck and Helen Hibbs

II. Catalogue Description:

Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

III. Text: To be chosen by the Professor:

Piazza, C.L. (1999). *Multiple Forms of Literacy Teaching Literacy and the Arts*. Columbus, OH: Merrill

Wheeler, L. & Raebeck, L. (1972, 1984). *Orff and Kodaly Adapted for the Elementary Classroom*. Dubuque, IA: Wm. Brown Co.

IV. Course Objectives: INTASC principles are coded to the objectives and attached.

- A. Students will engage in activities in the Arts, (Music, Art, and Drama) to increase their own understanding of the Arts. P1,7
- B. Students will discuss and focus attention on Arts activities that are developmentally appropriate for children from early childhood through middle childhood. P2, 3, 4, 7
- C. Students will evaluate Arts activities and lesson plans to determine their appropriateness of the activities to promote Arts concepts and the developmental level most apt to meaningfully engage in the activities. P2,3,4,7,8,9
- D. Students will create and present to children at least one lesson plan to teach a concept in Music, one Lesson Plan in Art, and one Lesson Plan for Drama. P4,7
- E. Students will create at least three lesson plans that integrate the Arts throughout the curriculum. They will choose one lesson plan and teach it to children. P4,7
- F. Students will create a resource file with at least two lesson plans for teaching each area of the arts, Music, Art, and Drama and three lesson plans that integrate the Arts with other areas of the curriculum for a total

of nine lesson plans and create an integrated thematic unit that integrates the Arts with other curricula areas. Students will include three interactive bulletin boards that show the integration of the Arts in the elementary curriculum. P 2,4,7

Course Outline:

- Week I** Defining the Arts as we experience them.
- Week II** Suggestions for evaluating meaningful Arts activities in terms of the Arts and the development of the child.
- Week III** Engaging in the Arts - Music Focus
- Week IV** Engaging in the Arts - Art Focus
- Week V** Engaging in the Arts - Drama Focus
- Week VI** Exploring ways that the arts are important for Arts' Sake and their ability to influence cognitive and affective learning throughout the curriculum.
- Week VII** Creating lesson plans with the Arts in mind
- Week VIII** Evaluating and Revising Lesson Plans in Music, Art, Drama
- Week IX** Presenting Lesson Plans with the Arts Focus
- Week X** Presenting Lesson Plans with the Arts Focus
- Week XI** Presenting Lesson Plans with the Arts Focus
- Week XII** Exploring and evaluating samples of unit plans that include all curricula areas.
- Week XIII** Creating Thematic Units, Group Projects
- Week XIV** Presentation of Thematic Units
- Week XV** Presentation of Thematic Units
- Week XVI** Final Summary and Evaluation

Partial Bibliography
(Additions to be made by Instructor of the Course)

- Beethoven, J., Bohn, D., et al (2000). *Silver Burdett and Ginn: The Music Connection: Indiana*. Menlo Park, CA: Scott Foresman.
- Boyer-Alexander, R. Campbell-Holman, M. et al (2000). *Share the Music*. Farmington, IL: McGraw-Hill.
- Colbert, C. & Brook, R. (2000). *Connections in Art*. Worcester, MA: Davis Publishers.
- Herberholz, B. (1979). *Early Childhood Art, 2nd Edition*, Dubuque, IA: Wm. C. Brown Co.
- Isenberg, J. & Jalongo, M. (1997). *Creative Expression and Play in Early Childhood, 2nd Edition*
- McDevitt, T. and Ormrod, J. (2002). *Child Development and Education*, Columbus, OH: Merrill Prentice Hall.
- Piazza, C.L. (1999). *Multiple Forms of Literacy Teaching Literacy and the Arts*, Columbus, OH: Merrill
- Pica, R. (1995). *Experiences in Movement with Music, Activities and Theory*. Washington: Delmar
- Puckett, M. & Black, J. (2001). *The Young Child (Development from Prebirth through Age Eight), 3rd Edition*, Columbus, OH: Merrill Prentice Hall.
- Wheeler, L. & Reabeck, L. (1972, 1984). *Orff and Kodaly Adapted for the Elementary Classroom*. Dubuque, IA: Wm. C. Brown Co.

ADDITIONAL RESOURCES

The School of Education Learning Resource Center at IUSB has numerous materials to use to address the Arts both from a faculty perspective and with materials from books, to art prints, to CD's. In addition, the University Library has a vast selection of recordings, videos, and materials to be employed in developing the course and for students to use in developing lesson plans.

INTASC (Interstate New Teacher Assessment and Support Consortium) STANDARDS

SUBJECT



Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

DEVELOPMENT



Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

DIFFERENTIATION



Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INSTRUCTION



Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

CLASSROOM MANAGEMENT



Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

COMMUNICATION



Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

PLANNING



Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

ASSESSMENT



Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

REFLECTION



Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

COMMUNITY



Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.