Indiana University

New Course Request

Check Appropriate Boxes: Undergraduate credit X Graduate credit X Professional credit X

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 X No 

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

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 M114

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: Aubrey W. Cuss

Department Chairman/Division Director

Date: 9-16-02

Approved by: Date: 9-16-02

C. Mette

Dean

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

Approved: Student Council 12/17/02

David W. Kimball

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.

Submitted: Sende Curr. Date 2/27/03

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
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

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)


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


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.