Course Title: Teaching About the Arts
Course Number: EDUC A190
Section Number:

INDIANA UNIVERSITY SOUTH BEND
School of Education Mission Statement
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

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Office: NS368
Office Hours: T & R  9:00 - 1:00 or by appointment.
OnCourse: http://oncourse.iu.edu/
E-mail: sbontra1@iusb.edu
Class Time: 1:30 – 4:45 pm Tuesday/Thursday   Greenlawn 149

COURSE DESCRIPTION:
Introduction to the importance of the arts in the 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 specialists, and encourage student discussion and understanding of art and music in the world today.

Course Prerequisites: FINA H100 OR MUS M174

REQUIRED TEXTBOOKS

UNIVERSITY POLICIES
Electronic mail (email) is the official means of communication with students at Indiana University South Bend.
A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication.

It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their
own risk. If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible. All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code). **DISABILITIES STATEMENT:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disability Support Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for accommodation, bring the letter to me. For more information, please visit the web site for Office of Disabilities Support Services [http://www.iusb.edu/~sbdss/](http://www.iusb.edu/~sbdss/).

**ACADEMIC HONESTY STATEMENT:** It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing ([http://www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/)). Any violation may result in serious academic penalty, including receiving a warning, failing the assignment, failing the course, or expulsion from the University.

**SPECIAL STATEMENTS**

**Commitment to Diversity**

*The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms. One example from this class is designing an Integrated Cultural Thematic Unit. This unit will cover areas of multiculturalism and learning adaptations.*

**Commitment to Technology**

*The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is the use of Power Point to present the Integrated Cultural Thematic Unit.*

**Accommodations for Religious Observances Statement**

*If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.*

**Limited Criminal History Check**

*School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Students may obtain a limited criminal history check by visiting [http://www.in.gov/ai/appfiles/isp-lch/](http://www.in.gov/ai/appfiles/isp-lch/). All searches conducted using this website’s online service will be considered a completed request and are subject to associated fees regardless of whether*
or not a detailed record is found. A response of No Records Found is an official search result. Please follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching.

**CLASS PARTICIPATION / PROFESSIONALISM / ATTENDANCE**

Your teaching professionalism begins here at IUSB. It is very important that you maintain a positive attitude towards the faculty, staff, and your fellow students. Collaboration is a huge component to this course. Therefore, it is critical that you come to class having read the required materials, be prepared for discussions, and ready to work with your peers. If you choose not to participate in the non-graded class activities, it will count as an unexcused absence for the day. If you have an emergency situation, please notify me in advance so we can come up with a reasonable solution other than answering your cell phone in class. Please, no text-messaging, as it is very disruptive. If you are having problems, or are too sick to attend class, please let me know. Notification will assure you of an excused absence. This is the beginning of your professional accountability. When you are working in the field, you must also notify the school and teacher you are assigned to for every absence. They may have made plans around your attendance. After 1 excused absence, your grade drops by 10 pts. for every absence thereafter. For every unexcused absence, your grade drops 10 pts. If you are tardy more than twice, it will count as one unexcused absence.

**WRITING QUALITY AND LATE WORK**

IUSB is very fortunate to have a Writing Center. Strong writing skills are a must for teachers. If I am grading a written assignment, and come across 3 grammatical or spelling errors, I will return the paper to you for revision. You may resubmit the paper for full credit by the next class period. Otherwise, it will be a Zero. All assignments are expected on the due dates. After one class period, you will receive half credit. More than a week late will result in a zero. As with any other emergency, I will be flexible. Documentation is a must for full credit after the due date in all instances. I will not accept any late assignments the week of finals. If you do not keep yourself organized and on schedule, this may drastically affect your grade. I will not accept a semester’s worth of work, or several assignments in bulk.

**PLAGIARISM**

Plagiarism is when you submit someone else’s work as your own. This may be a term paper, reflection, lesson plan, review, summary, etc. This includes partial or total copying. If you find something on the Internet, no matter how insignificant you may think it is, copying it without citation IS plagiarism. If after a conference between instructor and student it is discovered that plagiarism did happen, you will receive an automatic F for the course. Other disciplinary actions may occur as stated in the Code of Students Rights, Responsibilities and Conduct booklet. The definition of Plagiarism can be found on page17, followed by the consequences on page 21. Students must complete the plagiarism tutorial and pass the quiz on plagiarism found at [http://www.indiana.edu/~istd](http://www.indiana.edu/~istd).

**COURSE OBJECTIVES**

**Knowledge and Disposition Objectives**

1. Define the professional vocabulary of symbols and terms used in music, art, theatre, photography, and dance.
2. Describe and demonstrate how children develop music, art, theatre, and dance skills in early and middle childhood and how it helps develop literacy.
3. Identify sources of classroom fine arts materials, activities and lessons which reflect and meet the needs of our multicultural society.

**Knowledge, Dispositions and Performance Objectives**

4. Develop fine arts lesson plans for students with diverse learning needs in K-6th grade based on the Indiana Academic Standards for Music, Art, Theatre, and Dance.
5. Develop Fine Arts standards-based lesson plans for the K-6 students which also integrates the Indiana Academic Standards of other disciplines.

6. Develop personal skill in music, art, theatre, and dance to be utilized in the classroom as a form of communication.

**ALIGNMENT WITH STANDARDS**

**State Content Standard 7: Fine Arts**

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts.

**ACEI (Association for Childhood Education International)**

<table>
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<tr>
<th>Course Objectives</th>
<th>State Content Standards Generalist Standard 7: Fine Arts</th>
<th>INTASC</th>
<th>ACEI</th>
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<tbody>
<tr>
<td>Define the professional vocabulary of symbols and terms used in music, art, theatre, photography, and dance.</td>
<td>7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences the development of social, cognitive, and academic skills 7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art 7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these processes and works with learning experiences across other content areas</td>
<td>Standards 1 Learner Development 2 Learning Differences</td>
<td>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;</td>
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<tr>
<td>Describe and demonstrate how children develop music, art, theatre, and dance skills in early and middle childhood and how it helps develop literacy.</td>
<td>7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of communication, self-expression, and social expression 7.7 relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines 7.8 the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts 7.9 methods for planning and delivering evidence-based fine</td>
<td>Standard 1 Learner Development</td>
<td>3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</td>
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<td>Identify sources of classroom fine arts materials, activities and lessons which reflect and meet the needs of our multicultural society.</td>
<td>7.4 principles and skills related to viewing, analyzing, and responding to works of dance, music, theatre, and visual art. 7.6 The roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives.</td>
<td>Standard #4: Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction. 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</td>
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<td>Develop fine arts lesson plans for students with diverse learning needs in K-6th grade based on the Indiana Academic Standards for Music, Art, Theatre, and Dance.</td>
<td>7.7 Relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines. 7.8 The Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts.</td>
<td>Standard #6: Assessment Standard #7: Planning for Instruction. 2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students; 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving; 4.0 Assessment for...</td>
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Develop Fine Arts standards-based lesson plans for the K-6 students which also integrates the Indiana Academic Standards of other disciplines.

| Develop personal skill in music, art, | 7.9 methods for planning and delivering evidence-based fine arts instruction that fosters | Standard #10: Leadership and Collaboration | 2.5 The arts— Candidates know, understand, and use— as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students; 3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; 4.0 Assessment for instruction— Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. |
theatre, and dance to be utilized in the classroom as a form of communication.

students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

COURSE ASSIGNMENTS – Specific information will be provided in class.

Required Course Artifact to meet the Association for Childhood Education International (ACEI) national professional standards for visual arts.
You will prepare three lesson plans (using the M101/M301/M401 template).
• Integrated Music lesson with one content area
• Integrated Art lesson with one content area (not the same as music)
• Integrated Art/Music/Dance/Theatre/Photography lesson, and any content area

Create an Arts Blog on Blogger
You will need to have a google account to create a blog with Blogger. If you don’t have one, we will create it in class on Tuesday. The requirements are six posts and six links to quality arts blogs or websites. (For those of you who have had E325, you may use existing your Social Studies/Literacy Blog).

Photography Book
This project connects photography and writing. In class, we will discuss topics for your book, and you will shoot, print, write, and create a photo story.

Illustrator/Artist/Photographer/Musician/Actor Project
Choose an illustrator, artist, musician, photographer, or actor, and create a visual and written report documenting their life and success.

Final Reflection Paper
Reflecting on your arts experience, develop a plan to integrate the arts in your elementary classroom. There will be 5 questions to answer on this reflection.

**COURSE PERFORMANCE TASKS & STUDENT EVALUATION**

Students must attain a grade of “C” or better in all required education courses. A grade of C- is considered NOT passing.

Three Lesson Plans (3@15)  45 points total

- Arts Blog  60 points
- Photography Book  100 points
- Arts Project  100 points
- Final Reflection  50 points

**Total Points**  355 points

- 317 – 355  A
- 282 – 316  B
- 246 – 281  C
- 213 – 245  D
- Below 213  F