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**ED 219 Creative Arts in Teaching**

**Summer 2020 Online**

**College Catalog Description:** Provides students with techniques for integrating music, art, drama, and movement into classroom instruction and curriculum. Additionally, this course helps students understand how children develop artistically. Additionally, this course is a Creative Expressions course and will emphasize the student’s ability to identify an appropriate process, form, or technique for expressing a creative idea.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers):** Understand and use the context, functions, and achievements of the performing and visual arts as primary media for communication, inquiry, and engagement among elementary students; Know, understand, and use human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

**Standards:** Elementary Standards 2.5, 2.7

**Required Texts:**

**The text for this class will be *Arts Integration in Elementary Curriculum*(Zhou, M. and Brown, D.; 2018). This is a text you can access from the internet through Education Open Textbooks and is free. The link is provided below.**

[**https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1002&context=education-textbooks**](https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1002&context=education-textbooks)

**The course will require the reading of additional articles relevant to the topic as well as viewing/listening to a variety of multi-media presentations. These additional sources will be provided for you within the course learning Modules.**

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

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| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| 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, and achievements of the preforming arts (dance, music, theatre) and the visual arts as primary media for communications, inquiry, and engagement among elementary students. | Why Creative Arts in Education Are Important Paper  Various Arts Products Created by Students  Creative Expressions Project | Rubric |
| 2.7 | **Physical education.** Candidates know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. | Why Creative Arts in Education Are Important Paper  Various Movement Lessons Identified by Student | Rubric |

**Tentative Assignments:**

**Assignments:**

Investigations

Historical Picture Project

ATLAS Assignments (3)

Creative Expressions Project-Where I’m From Poem and Multi-media presentation

Lesson Planning Assignment=3 plans for art, music, movement

Shoe Sculpture

Feelings Wheel

Why Creative Arts are Important in the Elementary Classroom Paper

Assigned Readings, TED talks and other digital media sources

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

**GRADES: % of total points:** A =93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- =80-82 C+ = 77-79 C = 73-76 C- = 70-72 D+ = 67-69 D = 60-66 F =60 and below

**\*\*PLEASE NOTE: A minimum cumulative grade point average of 2.75, a minimum BSC grade point average of 2.75, a minimum professional studies grade point average of 2.75, and a minimum teaching field grade point average of 2.75 is required for admission to and continuation in the Teacher Education Program (BSC 2017/18 Catalog p. 71)**

**HONOR CODE**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism (page 2) since you will be completing written and oral assignments for this course. This is a serious infraction. If you are found to be “in violation” of the Honor Code, you will not pass this course.

**ASSESSMENT OF PROFESSIONAL DISPOSITIONS**

Faculty in the BSC Department of Education developed a formal process for assessing each candidate’s professional dispositions embedded within the Conceptual Framework and Education and the Liberal Arts. In this course teacher candidates’ professional dispositions will be evaluated.

**Academic Accommodations:**

Students who require academic accommodations due to a disability should make an appointment with me as soon as possible to discuss these accommodations. If you have not established your academic accommodations through the Office of Accessibility, but need assistance due to a disability, please contact that office as soon as possible.