



**THE UNIVERSITY OF TEXAS AT EL PASO**  
**College of Education- Department of Teacher Education**

<b>Title of Course:</b> ECED 3209 CRNs: 14733, 17915, 15397 Arts for Elementary Teacher	<b>Credits:</b> 2
<b>Semester:</b> Fall 2020	<b>Instructor Information:</b> Name: Dr. Jessica Slade PhD Office: EDUC 603 Office hours: emails will be answered within 24-48 hours Monday -Friday Email: <a href="mailto:jdgaines@utep.edu">jdgaines@utep.edu</a>
<b>Day/Time:</b> Online	

**Course Description:**

“This course will explore, identify and analyze the Fine Arts Curriculum Standards (Art, Music and Theater) required for the EC-6 Certificate in the Educator Preparation Program. Emphasis will be placed on the understanding of the concepts and applying this understanding to the instructional process in the elementary classroom (Early Childhood - 6th grade, EC-6). This course is restricted to students who have been admitted to the Teacher Education Program, specializing in the EC-6 programs of study. Restricted to class of Junior, Senior. Departmental approval also required.”

**Student Learning Outcomes:**

COURSE SPECIFIC STANDARDS ECED 3209 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Explain major theories regarding child development in art, music and theatre and how these theories may be applied in an early childhood classroom	Discussions, Quiz
2. Articulate the importance of process-based pedagogy when teaching art, music, and theatre while guiding children’s cognitive, musical, creative, and artistic development	All ECED 3209 Assignments
3. Articulate the interrelationship between creative production in art, music and theatre and the academic disciplines.	All ECED 3209 Assignments
4. Design developmentally appropriate curriculum for culturally diverse learners that is aimed at positively impacting children’s knowledge, belief, and engagement as creative and divergent thinkers.	Process vs Product, Using Art to Teach Content,
5. Create, perform, and present original artistic pieces, including, but not limited to: the visual, musical, and	Island of Personality Project, Sketchbook, Discovering Your Talent,

theatrical arts as related to the individual identity as a teacher.	
6. Critically examine various approaches to teaching art, and its application in early childhood settings and articulate the function of the fine arts for teaching in his/her personal teaching philosophy.	All ECED 3209 Assignments

### Texas Teacher Standards:

Texas Education Agency EC-6 Art standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6009&libID=6021>

Texas Education Agency EC-6 Music standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6045&libID=6057>

Texas Education Agency EC-12 Theatre standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6061>

COURSE SPECIFIC STANDARDS ECED 3209 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
<b>Art Standards 001-005</b>	
<b>Art Standard 001</b> The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.	All ECED 3209 Assignments
<b>Art Standard 002</b> The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.	
<b>Art Standard 003</b> The art teacher understands and promotes students' appreciation of art histories and diverse cultures.	
<b>Art Standard 004</b> The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.	
<b>Art Standard 005</b> The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.	
<b>Music Standards 003, 007, 009</b>	
<b>Music Standard 003</b> The music teacher has a comprehensive knowledge of music notation.	Readings and Quizzes
<b>Music Standard 005</b> The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.	Sketchbook Assignments, DIY Musical Instruments
<b>Music Standard 007</b> The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.	DIY Musical Instruments, Sketchbook Assignments
<b>Music Standard 009</b> The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.	All ECED 3209 Assignments
<b>Theatre Arts Standards 6.5-6.10</b>	
6.5 Compare and contrast theatre and other dramatic media, including their uses of dramatic structure 6.6 Analyze the ways in which other art forms are used in theatrical productions 6.7 Examine similarities and differences between theatrical experiences and other literary and artistic experiences 6.8 Provide students with varied, developmentally appropriate learning experiences that promote their ability to analyze, evaluate, appreciate, and construct	All ECED 3209 Assignments

meaning from theatre, film, television, and electronic media productions 6.9 Develop and implement dramatic activities that enhance students' understanding of content in other disciplines Teach students appropriate audience etiquette for various types of theatrical performances	
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**Required Text & Readings:**

You will need to bring your text book with you to every class.

1. Edwards, Linda Carol. (2010). *The creative arts: A process approach for teachers and children*. 5<sup>th</sup> Edition. Pearson Education, Inc. ISBN-13: 978-0-13-715163-9
2. Other readings provided electronically on Blackboard

**Required Supplies:**

You will need the following supplies for your success in this course:

- Paper – regular printer paper or drawing paper is preferred, but any paper will work
- Drawing/coloring tools such as crayons (needed for one assignment), markers, colored pencils
- Glue
- Scissors

**Standards of academic integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities statement:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

**Evaluation & Coursework Requirements of Students:**

Coursework Requirements

Sketchbook	105 Points
Content Connection	45 Points
Exam Prep	60 Points
Quizzes	90 Points
Assignments	160 Points
Discussion Board/Flip Grid/Kialo-edu	320 Points
Field Experience	80 Points
Islands of Personality	90 Points
Final Exam	50 Points
<b>Total</b>	<b>1000 Points</b>

How Grades are Determined

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

## **Sketchbook Assignments**

You will have a total of 7 sketchbook assignments worth 15 points each ( $15 \times 7 = 105$ ). These assignments will vary depending on the current theme and will be related to other assignments and/or activities. You will need to submit these as a jpeg file, unless otherwise specified. Specific directions and rubrics are found on BlackBoard.

## **Content Connection**

Content Connection assignments will center on lesson plan writing, and linking the creative arts to other content areas. You will use specific template to complete these assignments. The specific directions for these template are written in red. This is what you will be replacing on the templates with your own ideas. Please note that leaving a portion of the template blank will result in a loss of points. Additionally, not incorporating feedback into a following assignment will also result in a loss of points for that assignment. You will have a total of 3 Content Connection assignments worth 15 points each ( $15 \times 3 = 45$ ). Specific directions and rubrics are found on BlackBoard.

## **Exam Prep**

The Exam Prep assignments are designed to help you study for the fine arts portion of the content exam. We will be using a variety of methods to help with this. You will have a total of 4 Exam Prep assignments worth 15 points each ( $15 \times 4 = 60$ ). Please note that this is not an exhaustive program for content exam prep, so additional studying prior to taking the content exam may be necessary. Specific directions and rubrics are found on BlackBoard.

## **Quizzes**

Quizzes are utilized in this course to check in with what you have gathered as a result of your experiences in this class. They are graded on a points system worth 30 points each ( $30 \times 3 = 90$ ).

## **Assignments**

These assignments are Process vs Product, Art and Culture, Shoes, and Using Art to Teach Content. Each assignment is worth 40 points ( $40 \times 4 = 160$ ). Specific directions and rubrics are found on BlackBoard.

## **Discussion Board/Flip Grid/Kialo-edu**

To facilitate a variety of types of “classroom” discussion, we will be utilizing the discussion board on BlackBoard, Flip Grid, and Kialo-edu. Each has their own structure that is considered user friendly. If you are unfamiliar with any of these programs, please become familiar with them on your own. You will have a total of 8 activities worth 40 points each ( $40 \times 8 = 320$ ). These assignments require 3 parts due Wednesday, Friday, and Sunday, all by 11:59pm MT. Specific directions and rubrics are found on BlackBoard.

## **Field Experience**

For your field experiences for this class, you will be required to watch a set of videos, provide a summary, and answer specific questions. Specific directions and rubrics are found on BlackBoard.

## **Islands of Personality Project**

For this project you will be required to create 3 “Islands” (or art pieces) representing your individual personality. You will be required to **CREATE** self-expressive works of art to represent the different aspects of your personality. You will submit your Islands of Personality Project through Flip Grid, and you are encouraged to watch your peer’s presentations. Specific directions and rubrics are found on BlackBoard.

## **Final Exam**

Your final exam will be made up of questions from your previous quizzes, and exam prep. It will also have questions regarding the various readings, and videos throughout the semester. Your final exam will be worth 50 points total.

**Class Schedule:** Please note that the schedule below is subject to change.

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments</b>
Week 1	8/24 – 8/30	Introductions;	<b>Sketchbook:</b> Texture Challenge
			<b>Beautiful Oops Discussion Board</b>
			<b>Quiz: Syllabus</b>
Week 2	8/31 – 9/6	Affective Development	<b>Content Connection:</b> Blooms Taxonomy and Writing a Learning Objective
			<b>Everybody Needs A Rock Discussion Board</b>
Week 3	9/7 – 9/13	Divergent and Convergent Thinking;	<b>Sketchbook:</b> Incomplete Figure
			<b>Content Connection</b> Central Focus
Week 4	9/14 – 9/20	Theory	<b>Quiz: Divergent and Convergent Thinking and Theory</b>
			<b>Flip Grid:</b> Discovering your Talent
Week 5	9/21 – 9/27	Process versus Product	<b>Sketchbook:</b> Process and Product
			<b>Content Connection:</b> The Learning Experience
Week 6	9/28 – 10/4	Process versus Product Continued	<b>Assignment:</b> Process vs Product Assignment
			<b>Kialo-edu:</b> Process VS. Product Debate
Week 7	10/5 – 10/11	Hands-On and 3D art;	<b>Sketch book:</b> 3D Self-Portrait
			<b>Exam Prep #1</b>
Week 8	10/12 – 10/18	Diversity in Art	<b>Assignment: Art &amp; Culture Assignment</b>
			<b>Flip Grid:</b> Cultural Representation
Week 9	10/19 – 10/25	Visual Art	<b>Sketch book:</b> 2D Self-Portrait
			<b>Exam Prep #2</b>
Week 10	10/26 – 11/1	The Importance of Scribbles	<b>Assignment: Shoes</b>
			<b>Discussion Board:</b> Misunderstanding children’s art
Week 11	11/2 – 11/8	Music and Movement	<b>Sketch book:</b> Music/Movement
			<b>Exam Prep #3</b>
Week 12	11/9 – 11/15	Music and Movement Continued	<b>Quiz: Music</b>
			<b>Flip Grid:</b> DIY Musical Instruments
Week 13	11/16 – 11/22	Theater	<b>Sketch book:</b> Theater
			<b>Exam Prep #4</b>
Week 14	11/23 – 11/29	Theater Continued	<b>Assignment:</b> Using Art to Teach content Assignment
			<b>Discussion Board:</b> Theater
Week 15	11/30 – 12/6	Field Experience, Final Project	<b>Field Experience</b>
			<b>Islands of Personality Project</b>
Week 16	12/7 – 12/13	Final Exam	<b>Final Exam</b>
			<b>Course Evaluations</b> for Extra Credit