



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

<b>Title of Course:</b> ECED 3310 CRNs: 19043 The Arts in the Early Years	<b>Credits:</b> 3
<b>Semester:</b> Fall 2021 Monday	<b>Instructor Information:</b> Name: Dr. Jessica Slade PhD Office: EDUC 603 Office hours: Wednesday and Thursday 9am-2pm Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT. Email: <a href="mailto:jdgaines@utep.edu">jdgaines@utep.edu</a> Office Phone: (915) 747-5566
<b>Day/Time:</b> Hybrid <b>Face to Face:</b> 8/23, 9/20, 10/18, 11/15 <b>Online for all other weeks!</b>	

**Course Description:**

The Arts in the Early Years: This course prepares participants to integrate the Arts (visual arts, creative writing, music, theatre and dance) across the early childhood/elementary curriculum. It covers art content; theories, methods and materials of instruction; lesson planning and classroom management techniques for Arts-based teaching, with a particular emphasis on engaging diverse students in personally and culturally meaningful self-expression. Students will explore developmentally appropriate practices that nurture artistic development and experience the creative process through hands-on study of the Arts.

**Student Learning Outcomes:**

<b>COURSE SPECIFIC STANDARDS</b> <b>ECED 3209 students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
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, Art & Culture, A Hunting we will Go
5. Create, perform, and present original artistic pieces, including, but not limited to: the visual, musical, and theatrical arts as related to the individual identity as a teacher.	Sketchbook, Discovering Your Talent, Song Lyric Interpretation
6. Critically examine various approaches to teaching art, and its application in early childhood settings and articulate the	All ECED 3209 Assignments

function of the fine arts for teaching in his/her personal teaching philosophy.	
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**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>

<b>COURSE SPECIFIC STANDARDS</b> ECED 3209 students will be able to:	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
<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 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	All ECED 3209 Assignments

**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
- Recycled materials and other FREE materials you may already have at home

**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:**

<u>Coursework Requirements</u>		<u>How Grades are Determined</u>	
Sketchbook	100 Points	<b>Grade</b>	<b>Earned Points</b>
Content Connection	150 Points	A	90 -100
Exam Prep	60 Points	B	80- 89
Quizzes	90 Points	C	70- 79
Assignments	400 Points	D	60- 69
Discussion Board/FlipGrid	150 Points	F	Below 60
Final Exam	50 Points		
<b>Total</b>	<b>1000 Points</b>		

**Assignment Details**

**Sketchbook Assignments** - You will a total of 10 sketchbook assignments worth 10 points each (10sketchbooks x 10 points = 100). 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, jpg, pdf, or word doc file, unless otherwise specified. Specific directions and rubrics are found on BlackBoard.

**Content Connection** - Content Connection assignments will center on aligning the creative arts practices to other content areas. Unless otherwise specified, Content Connection assignments should use Kindergarten as the grade level, and TEKs should be written to include both the number and the verbiage. You will have a total of 9 Content Connection assignments, and vary on how many points they are worth. 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 state 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 (4 exam prep x 15 points = 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 assess your growth in that area as a result of your experiences in this class. They are graded on a points system worth 30 points each (30points x 3 quizzes = 90).

**Assignments** - These assignments are Art and Culture (65 points), Process Vs Product (65 points), Song Lyric Interpretation (60 points), Symbolism (60 points), Islands of Personality Project (75 points), and A Hunting We Will Go! (100 points). Points for these assignments vary, and total 400 points. Specific directions and rubrics are found on BlackBoard.

**Discussion Board/Flip Grid** - To facilitate a variety of types of “classroom” discussion, we will be utilizing the discussion board on BlackBoard, and Flip Grid. 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 6 activities worth 30 points each (6 activities x 25 points = 150). These assignments require 3 parts due Wednesday, Friday, and Sunday, all by 11:59pm MT. 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.

Dates	Topic	Assignments	Due	Points
Week 1 (8/23 – 8/29) EDUC 201	Introductions In-Class Discussion Beautiful Oops	Sketchbook: Texture Challenge	InClass	10
		Content Connection: Transdisciplinary connections	InClass	10
		Quiz: Syllabus	Sun	30
Week 2 (8/30 – 9/5)	Divergent and Convergent & Theory	Sketchbook: Incomplete Figure	Wed	10
		Content Connection: Fine Arts	Fri	25
		Flip Grid: Discovering your Talent	F & Sun	25
		Quiz: Divergent and Convergent Thinking and Theory	Sun	30
Week 3 (9/6 – 9/12)	Diversity in Art	Flip Grid: Cultural Representation	F & Sun	25
		Content Connection: History/ SS	Fri	10
		Assignment: Art & Culture	Sun	65
Week 4 (9/13 – 9/19)	Visual Literacy	Sketchbook: Visual Literacy	Wed	10
		Discussion Board: Visual Literacy	F & Sun	25
Week 5 (9/20 – 9/26) EDUC 201	Process versus Product	Sketchbook: Product	InClass	10
		Sketchbook: Process	InClass	10
		Content Connection: Process vs Product	InClass	25
		Assignment: Process vs Product	Sun	65
Week 6 (9/27 – 10/3)	Hands-On and 3D art;	Sketchbook: 3D Self-Portrait	Wed	10
		Exam Prep: Visual Arts #1	Fri	15
		Content Connection: Mathematics	Fri	10
Week (10/4 – 9/10)	The Importance of Scribbles	Discussion Board: Misunderstanding children's art	F & Sun	25
		Assignment: Song Lyric Interpretation	Sun	60
Week 8 (10/11 – 10/17)	Visual Art	Sketch book: Seasons	Wed	10
		Exam Prep: Visual Arts #2	Fri	15
		Content Connection: Science	Fri	10
Week 9 (10/18 – 10/24) EDUC 201	Symbolism	Sketchbook: Symbols	Wed	10
		Assignment: Symbolism	Sun	60
Week 10 (10/25 – 10/31)	Music and Movement	Sketch book: Music/Movement	Wed	10
		Exam Prep: Music	Fri	15
		Flip Grid: DIY Musical Instruments	F & sun	25
		Content Connection: Music	Fri	25
Week 11 (11/1 – 11/7)	Music & Theater (Musical Theatre?)	Sketch book: Poems	Wed	10
		Exam Prep: Theatre	Fri	15
		Content Connection: ELAR	Fri	10
		Quiz: Music	Sun	30
Week 12 (11/8 – 11/14)	Theater Continued	Discussion Board: Theater	F & Sun	25
		Content Connection: Theater	Fri	25
		Course Evaluations (optional) for Extra Credit	Sun	25
Week 13 (11/15 – 11/21) EDUC 201	Islands of Personality Project	Assignment: Islands of Personality Project	InClass	75
Week 14 (11/22 – 11/28)	Growth Points	Growth Points (optional)	Sun	TBD
Week 15 (11/29 – 12/5)	Field Experience	Assignment: A Hunting We Will Go!	Sun	100
Week 16 (12/6 – 12/10)	Final Exam	Final Exam	Fri	50

