



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

<b>Title of Course:</b> ECED 3209 CRNs: 14515, and 15144 Arts for Elementary Teacher	<b>Credits:</b> 2
<b>Semester:</b> Fall 2021	<b>Instructor Information:</b> Name: Kenneth A. Dore, III, M.Ed. Office: Virtual/Online Office hours: Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT. Email: kadore@utep.edu
<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:**

<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 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 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 textbook 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	120 Points	<b>Grade</b> A B C D F	<b>Earned Points</b> 90 -100 80- 89 70- 79 60- 69 Below 60
Content Connection	120 Points		
Exam Prep	60 Points		
Quizzes	90 Points		
Assignments	195 Points		
Discussion Board/FlipGrid	240 Points		
Field Experience	125 Points		
Final Exam	50 Points		
<b>Total</b>	<b>1000 Points</b>		

**Assignment Details**

**Sketchbook Assignments** - You will a total of 8 sketchbook assignments worth 15 points each (15 x 8 = 120). 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 7 Content Connection assignments worth 15 points each (with the exception of the Content Connection: Process vs Product assignment that is worth 30 points ( $6 \times 15 = 90 + 30 = 120$ )). 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 ( $4 \times 15 = 60$ ). 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 ( $30 \times 3 = 90$ ).

**Assignments** - These assignments are Process Vs Product (65 points), Art and Culture (55 points), Song Lyric Interpretation (45 points), and Going on a Bear Hunt (30 points). Points for these 4 assignments vary, and total 195 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 40 points each ( $6 \times 40 = 240$ ). 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** - This course has a REQUIRED Field Experience component. Regardless of your degree plan, this assignment is required for successful completion of the course. Your submission will be sent to the College of Education to place in your file. In some degree plans it is required that you earn a specified number of hours prior to student teaching. Failure to complete this assignment will delay your ability to enter into your student teaching residency. Because this course is asynchronous online, you will be required to watch a set of videos, provide a summary, and answer specific questions. This assignment is worth 125 points and up to 3 hours of Field Experience. 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>Dates</b>	<b>Topic</b>	<b>Assignments</b>	<b>Points</b>
Week 1 (8/23 – 8/29)	Introductions	<b>Discussion Board</b> Beautiful Oops	<b>40</b>
		<b>Sketchbook:</b> Texture Challenge	<b>15</b>
		<b>Quiz:</b> Syllabus	<b>30</b>
Week 2 (8/30 – 9/5)	Divergent and Convergent	<b>Sketchbook:</b> Incomplete Figure	<b>15</b>
		<b>Content Connection:</b> Fine Arts	<b>15</b>
Week 3 (9/6 – 9/12)	Theory	<b>Quiz:</b> Divergent and Convergent Thinking and Theory	<b>30</b>
		<b>Flip Grid:</b> Discovering your Talent	<b>40</b>
Week 4 (9/13 – 9/19)	Process versus Product	<b>Sketchbook:</b> Product	<b>15</b>
		<b>Sketchbook:</b> Process	<b>15</b>
Week 5 (9/20 – 9/26)	Process versus Product Continued	<b>Content Connection:</b> Process vs Product	<b>30</b>
		<b>Assignment:</b> Process vs Product	<b>65</b>
Week 6 (9/27 – 10/3)	Diversity in Art	<b>Flip Grid:</b> Cultural Representation	<b>40</b>
		<b>Content Connection:</b> History/ SS	<b>15</b>
		<b>Assignment:</b> Art & Culture	<b>55</b>
Week 7 (10/4 – 9/10)	Hands-On and 3D art;	<b>Sketchbook:</b> 3D Self-Portrait	<b>15</b>
		<b>Exam Prep:</b> Visual Arts #1	<b>15</b>
		<b>Content Connection:</b> Mathematics	<b>15</b>
Week 8 (10/11 – 10/17)	Visual Art	<b>Sketch book:</b> Seasons	<b>15</b>
		<b>Exam Prep:</b> Visual Arts #2	<b>15</b>
		<b>Content Connection:</b> Science	<b>15</b>
Week 9 (10/18 – 10/24)	The Importance of Scribbles	<b>Discussion Board:</b> Misunderstanding children's art	<b>40</b>
		<b>Assignment:</b> Song Lyric Interpretation	<b>45</b>
Week 10 (10/25 – 10/31)	Music and Movement	<b>Sketch book:</b> Music/Movement	<b>15</b>
		<b>Exam Prep:</b> Music	<b>15</b>
Week 11 (11/1 – 11/7)	Music and Movement Continued	<b>Flip Grid:</b> DIY Musical Instruments	<b>40</b>
		<b>Content Connection:</b> Music	<b>15</b>
		<b>Quiz:</b> Music	<b>30</b>
Week 12 (11/8 – 11/14)	Theater	<b>Sketch book:</b> Poems	<b>15</b>
		<b>Exam Prep:</b> Theatre	<b>15</b>
		<b>Content Connection:</b> ELAR	<b>15</b>
Week 13 (11/15 – 11/21)	Theater Continued	<b>Discussion Board:</b> Theater	<b>40</b>
		<b>Assignment:</b> A Hunting We Will Go!	<b>30</b>
		<b>Course Evaluations</b> (optional) for Extra Credit	<b>25</b>
Week 14 (11/22 – 11/28)	Growth Points	<b>Growth Points</b> (optional)	<b>TBD</b>
Week 15 (11/29 – 12/5)	Field Experience	<b>Field Experience</b>	<b>125</b>
Week 16 (12/6 – 12/10)	Final Exam	<b>Final Exam</b>	<b>50</b>