

# GANNON UNIVERSITY

## SCHOOL OF EDUCATION



### EDCR 302-1E

#### Expressive Arts

Spring 2023  
Three Credits

Tuesday 6:00-8:50 pm  
Palumbo 2020

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## I. Course Information

**Mission of the Gannon School of Education:** The School of Education is committed to the preparation of educators as reflected through the Gannon University Judeo-Christian tradition. Through extensive field experience, modeling, professionalism, and collaboration, we deliver a student-centered, research-based professional education program that provides opportunities for diverse community experiences and promotion of personal growth and continuous learning.

### A. Course Description

This course emphasizes the importance of the arts in children's lives through the analysis and evaluation of works of art. Teacher candidates examine and explore how to help all children use art, music, drama, and literature to express and communicate their developing ideas, experiences and feelings about themselves and the diverse world in which we live. Through active experiences with various media, strategies, technology, and resources, students create lesson plans to integrate the arts in the classroom.

**Pre or Co-Requisites:** EDCR 105

### B. Course Rationale

Throughout history, drama, the visual arts, music, and dance have been used as a means of communication, expression, and window into diversity. To be an effective teacher, one must be able to analyze and evaluate works from the arts, appreciate the beauty through the arts, link the arts to other disciplines, and use the arts to affirm cultural diversity in the classroom. This course is designed to equip teacher candidates with these skills.

The rationale for this course is aligned with the rationale for Gannon University's Liberal Studies Core Curriculum for Fine Arts.

### C. Required Textbook

None—A resource notebook is provided by the professor.

#### **Recommended Resource:**

Goldberg, M. (2021). *Arts integration: Teaching subject matter through the arts in multicultural settings* (6<sup>th</sup> ed.). Routledge.

#### **Required Materials**

*Art supplies:* Good quality (Crayola) crayons, ruler, markers, and so forth. Additional supplies may be required.

*Technology:* A list of apps for the arts will be provided. You may wish to acquire the free version of the apps.

**D. Program Information**

Consult the Teacher Certification Handbook for full descriptions of program mission statements, School of Education Learning Outcomes, disposition assessments, and other important information related to the Teacher Education Program.

**E. Universal Design for Learning**

1. The three primary principles of UDL are:
  - a. Provide multiple means of representation: Present information and content in different ways
  - b. Provide multiple means of action and expression: Differentiate the ways that students can express what they know
  - c. Provide multiple means of engagement: Stimulate interest and motivation for learning
2. Gannon University requires teacher candidates to identify the three primary principles in lesson plans by varying instructional strategies, differentiating instruction, and creating engaging lessons. These components are assessed as part of the lesson plan rubric.

<b>II. Course Objectives</b>
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**SOE Student Learning Outcomes for Initial Certification Candidates**

<b>Student Learning Outcomes</b>
1. Candidates demonstrate knowledge of research-based educational belief systems and pedagogical/subject-matter content.
2. Candidates demonstrate a culture of learning.
3. Candidates assess and analyze student learning and make appropriate adjustments to instruction, including differentiation for diverse and exceptional learners and monitoring student progress.
4. Candidates establish and reflect on ongoing professional relationships with colleagues, students, parents, school districts, and the community to enhance student learning

**Course Objectives**

<i>SOE Course Objectives</i>	<i>SOE Outcomes</i>	<i>Assessment (*key assessment)</i>
<b>By the end of this course, participants will be able to:</b>		
<ul style="list-style-type: none"> <li>demonstrate their understanding of the importance of art, music, drama, and literature in the life and interpersonal relationships of children and themselves</li> </ul>	1	Portfolio*
<ul style="list-style-type: none"> <li>evaluate their perception of the interconnected relationships of the arts</li> </ul>	1	Weekly Journal assignments
<ul style="list-style-type: none"> <li>recognize their potential to assist children and youth in their aesthetic development through curricular planning</li> </ul>	1, 2	Weekly Journal assignments
<ul style="list-style-type: none"> <li>know how creativity develops in children</li> </ul>	1	Weekly Journal assignments
<ul style="list-style-type: none"> <li>use appropriate teaching strategies, materials, and technology to encourage child and youth participation in the creative process</li> </ul>	2, 3	Portfolio <ul style="list-style-type: none"> <li>Lesson plans integrating arts</li> </ul>
<ul style="list-style-type: none"> <li>apply their knowledge of the Pennsylvania and national standards for the arts to curriculum planning, instruction, and assessment</li> </ul>	1, 3	Portfolio <ul style="list-style-type: none"> <li>Theme web plan</li> <li>Lesson plans integrating arts</li> </ul>
<ul style="list-style-type: none"> <li>respond critically and justify judgments relating to the visual arts, music, drama, and literature</li> </ul>	2	Artwork Analysis Papers
<ul style="list-style-type: none"> <li>develop a personal philosophy relating to the arts based on class activities, observations, practical experiences, and reading</li> </ul>	2	Portfolio <ul style="list-style-type: none"> <li>Philosophy of Arts Integration</li> </ul>

<i>Learning Objectives Related to</i> <i>Aesthetic Reasoning Liberal Core Requirements</i>	<i>SOE Outcomes</i>	<i>Assessments</i>
<b>By the end of this course, participants will be able to:</b>		
<ul style="list-style-type: none"> <li>identify the elements involved in creating artistic works.</li> </ul>	1	Artwork Analysis Paper
<ul style="list-style-type: none"> <li>apply appropriate strategies to interpret and assess artistic experiences and works.</li> </ul>	3	Artwork Analysis Paper
<ul style="list-style-type: none"> <li>analyze a diversity of artistic works within the context of various cultural and historical epochs.</li> </ul>	1	Artwork Analysis Paper

### III. Learning Activities

- A. Special Experiences:** Teacher candidates will attend dramatic, dance, and musical presentations in the Erie area and engage with artworks in the Erie community.
- B. Activities Involving Technology:** This course prepares teacher candidates to integrate technologies into curricula, instruction, data collection and analysis to enhance learner achievement.

This course is used across several programs in the School of Education. A description of the specific technologies integrated into this course can be found in each of the following programs:

Early Childhood PreK-Grade 4	<a href="https://tinyurl.com/GUECED">https://tinyurl.com/GUECED</a>
Middle Level Grades 4-8	<a href="https://tinyurl.com/GUMLED">https://tinyurl.com/GUMLED</a>
Special Education PreK-Grade 12	<a href="https://tinyurl.com/GUSPED">https://tinyurl.com/GUSPED</a>

#### C. Non-graded Learning Activities

Course participants will be assigned group and individual projects throughout the semester that allow them to acquire new knowledge, skills, and attitudes. These projects and assignments cannot be made up if the class period is missed. Specific instructions will be given in class.

**Readings:** Reading assignments will be assigned throughout the course. It is expected that each reading assignment is completed **prior** to class to promote a deeper understanding of the evening's topic. Failure to prepare typically results in difficulty participating and making connections to important concepts. To maximize your learning, please prepare for class even though this activity is not "worth points."

**Weekly activities:** This course requires active engagement in the arts during each class session. Art experiences may not be graded but will provide an opportunity to learn and practice artistic techniques in the areas of music, dance, drama, visual arts, and literature. Utilizing traditional and digital techniques, as well as experiences, teacher candidates will learn strategies for supporting learning, engagement, and wellness.

**Note:** Although the majority of art materials used in class will be provided by the instructor, there will be occasions when course participants will be responsible for supplying additional materials for the creation of artwork. These materials will be announced in advance, and it is the responsibility of the participant to procure additional materials.

#### D. Graded Learning Activities

**Weekly Class Participation:** A major part of this course involves class participation. Be ready for a variety of class activities and be prepared to interact with your class peers. The in-class activities cannot be recreated outside the class. Therefore, participants will forfeit classroom activity points in the event of any unexcused absences.

**Weekly Journal Assignments:** An ongoing journal that encourages reaction to the articles we read and arts activities we complete during class time. Journal entries are reflective and subjective to allow participants to voice their thinking in a personal and private manner with the instructor.

**Quizzes:** There are four quizzes on the arts and their essential elements throughout the course. Quizzes may be based on the following: readings, videos, performances, class discussions, or artwork experiences.

**Artwork Analysis Papers:** Experiencing the arts is a key component of this course. Participants will be required to attend a minimum of two events during the semester. Each event will form the foundation for an analytical paper about the artwork. Papers must identify the elements involved in creating the artistic piece and interpret and assess the artistic experience or work. In addition, each paper will examine the artistic work within the context of cultural and historical periods and communicate the meaning of the artwork as it relates to diversity among learners.

**In Class Activities:** Twenty-two in-class activities will be completed during the course. These activities will be described in detail along with their evaluation rubrics. Each of these activities is an opportunity for participants to explore the arts by orienting them aesthetically to the elements, history, and interconnections necessary for successful arts integration in classroom settings. Information about the activities will be available through Blackboard.

**Reader's Theater:** Participants will adapt a story from traditional literature (fable, folktale, myth, legend) into a script. The script will provide content connections, costume ideas, set design directions, and soundscape suggestions.

**Modified Lesson Plans Integrating Arts:** Participants will enhance four lesson plans by integrating purposeful arts activities to meet standards, goals, and objectives. Modified lesson plans will include assessment of the art activity as a component of active learning content instruction.

**Portfolio:** Course participants will collect work samples, reflections, and resources which represent their understanding of artwork and aesthetics, ability to evaluate classic and contemporary artworks, and use of the arts to support higher order thinking among learners in content courses. The portfolio artifacts must be connected to a theme and the theme web must be included in the portfolio. The portfolio will also include an arts calendar for the unit, PA and national standards met through the unit, resource bibliographies, copies of significant readings and responses, and an analytical reflection paper. Participants are encouraged to also include appropriate lesson plans, art exemplars, patterns, materials lists, and hands-on ideas for incorporating visual arts, drama, literature, dance/ movement, and music.

**Coffee House:** Each teacher candidate will create artwork throughout the course. The coffee house event will provide a purposeful opportunity to share and critique work across the performing and non-performing arts. The coffee house will require candidates to perform at least one artwork and exhibit at least one artwork. Additional pieces may be shared. This is the culminating activity for the course and will take place during final exam week. Attendance is required.

#### IV. Evaluation Procedures

**A. Course Grades:** Course activities will occur weekly but may vary in order as to their relevance.

Assignments	Point Value	Total
<b>Weekly Class Participation</b>	5 each session 15 sessions	75
<b>Weekly Journal Assignments</b>	5 each session 15 sessions	75
<b>Art Element Quizzes</b> (Music Elements, Dance Elements, Visual Arts Elements, Dramatic Elements)	25 each 4 quizzes	100
<b>Artwork Analysis Papers</b>	20 each 2 papers (minimum)	40
<b>In Class Activities:</b> <i>May be altered at the discretion of the instructor due to time constraints</i>		
<b>Me Cube-</b> Introduction activity that establishes students' individual connection with the arts.	15	15
<b>Microphone Magic-</b> Creating a prop to be used for drama	15	15
<b>Psycho Cocktails-</b> Reviewing researchers in education in a role-playing podcast activity which reviews the connections with research to support lesson planning	15	15
<b>Board Meeting-</b> using the elements of drama to establish purpose in integrating the arts in education.	15	15
<b>Sculpt Your Schema-</b> using the elements of sculpture to communicate aesthetic and artistic reaction to the arts	15	15
<b>Scavenger Hunt-</b> activity to analyze and interpret the arts	15	15
<b>Brainstorming Mat-</b> how to use the creative process to begin utilizing arts in the classroom	15	15
<b>Museum Walk-</b> building relationships between visual works of arts using the elements to connect the dots to develop aesthetic meaning	15	15
<b>The Three Silly Billies-</b> creating, directing, acting in a play	15	15
<b>Music Maestro-</b> listening activity to connect emotion with auditory stimuli	15	15
<b>Name That Tune-</b> revisiting the Music Educator's National Conference tunes students should know	15	15
<b>Smart Listener-</b> listening to selected musical selections, identifying the movements using the elements of music, analyzing aesthetic meaning, and responding to artistry	15	15
<b>Piggyback Tune-</b> creating meaningful lyrics to familiar tunes across all subject areas	15	15
<b>Fairytale Theater-</b> building a useful tool for drama in the classroom and learning about "Reader's Theater."	15	15

Assignments	Point Value	Total
<b>In Class Activities:</b> <i>May be altered at the discretion of the instructor due to time constraints</i>		
<b>Dance Scenarios-</b> creating, interpreting, and improvising various learning subjects to perform small dance or movement sequences	15	15
<b>Color Wheel-</b> creating an edible color wheel using frosting and cookies which gives the students an opportunity to explore the element of color as well as hue, primary, secondary, and tertiary examples, and complimentary colors.	15	15
<b>"Pre-Scripton"-</b> selecting and adapting a story including props, set design, and costumes through digital media	15	15
<b>Three Facts and a Fib-</b> playing a game adapted to support connections to literature.	15	15
<b>Boxer's Brief-</b> using items to stimulate a connection between students' learning and background knowledge through the creation of a prop box.	15	15
<b>Follow It, Beat It, Move It-</b> using music maps, percussive rhythms, and the body to follow the line and form of a piece of music to support in-class brain breaks.	15	15
<b>Re-Imaging-</b> editing photographs to increase student engagement	15	15
<b>Poetry Power-</b> creating poetry to communicate about core content	15	15
<b>Reader's Theater Script</b>	30	30
<b>Modified Lesson Plans: Integrating Arts</b> (Visual Arts, Music, Drama or Literature, Dance or Movement)	40 each 4 lessons	160
<b>Portfolio</b>		100
<ul style="list-style-type: none"> <li>● Theme web for unit plan</li> <li>● Arts calendar for unit plan</li> <li>● PA and national standards reference for arts calendar</li> <li>● Child and/or adolescent literature bibliography</li> <li>● Website and app bibliography</li> <li>● Copies of most significant readings and responses</li> <li>● Integrated unit resources including lesson plans, art exemplars, patterns, materials lists, and hands-on art ideas incorporating visual arts, drama, literature, dance/movement, and music</li> <li>● Analytical reflection paper</li> </ul>	10 10 10 10 10 10 20 20	
<b>Coffee House:</b> Opportunity to share and critique artworks		100
<ul style="list-style-type: none"> <li>● Exhibit</li> <li>● Performance</li> </ul>	50 50	
<b>TOTAL</b>		<b>1010</b>

*Regarding late work: Assignments are due on the dates designated* on the course schedule.

- Candidates who have an approved excuse (for example, an athletic competition or academic conference) should contact the instructor to negotiate revised due dates, as necessary.
- Candidates without a legitimate excuse are expected to submit assignments on the stated due dates. Please keep in mind that it is better to submit a poorly done or incomplete assignment than to not submit one at all. Assignments that are not submitted on time will not be accepted late unless the instructor has been contacted and an agreement has been reached regarding a revised due date.
- In the event that late assignments become habitual (more than two occurrences), the student will be referred to the Student Success Center for assistance with time management skills. In addition, a reduction in points may be applied to the assignment score.
- The instructor may ask candidates to resubmit work if poorly done or incomplete. The revised work will be valued at full point value.

## B. Grading Scale

Grade	Description	GPA	Percentage
A+	Excellent	4.0	Represents work of extraordinary distinction
A	Excellent	4.0	95.0 - 100%
A-	Excellent	3.7	93.0 - 94.9%
B+	Good	3.3	90.0 - 92.9%
B	Good	3.0	85.0 - 89.9%
B-	Good	2.7	83.0 - 84.9%
C+	Average	2.3	80.0 - 82.9%
C	Average	2.0	75.0 - 79.9%
C-	Below Average	1.7	73.0 - 74.9%
D	Below Average	1.0	65.0 - 72.9%
F	Failure*	0	Below 65.0%
I	Incomplete	0	
X	Withdrawal	0	

Refer to the current undergraduate catalog for further details about GPA calculation.

\*Failure will result when the candidate either scores below 65% **or** fails to complete all course requirements.

**Please note:** An A+ indicates that the teacher candidate has demonstrated exemplary professional and personal qualities and work in **all** areas required in this course. Therefore, an A+ is much more than earning 100% on all assignments.

## V. Academic Policies and Procedures

- A. Academic freedom.** Education majors are expected to respect the right of their peers to express views on topics relevant to the course.
- B. Academic integrity.** University policy regarding the Code of Academic Integrity will be followed. See current catalog for complete code. **Plagiarism and fabrication are forms of academic dishonesty and must be avoided.** Absolute integrity is expected of every Gannon Education major in all academic undertakings.
- C. Accessibility Support Services.** The University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose of accommodation is to provide equal access to educational opportunities for eligible students with academic and/or physical disabilities. Gannon students who require accommodations due to a documented diagnosed physical, emotional or learning disability should contact Gannon's Office of Accessibility Service at extension 5522 or find more information at: <https://my.gannon.edu/studentresources/studentsuccesscenter/Pages/default.aspx>
- D. Attendance.** The instructor will follow the University policy on attendance. Attendance at all classes and laboratory sessions is expected of all students, and all courses are conducted with this understanding. A student's grades are based upon the general quality of work performed in the course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. (See current Undergraduate Catalog)

The ultimate goal of the Gannon University School of Education is to prepare candidates to be professional, competent educators. Professional educators have an obligation to be in the classroom on time and to stay there until the class is dismissed by the instructor. Legitimate reasons for absenteeism include serious illness or death of a family member. Faculty may require documentation of absences. **It is the responsibility of the student to notify the instructor of any absences and to arrange for any necessary make-up work.**

**Absences should be communicated to the instructor in advance.** If this is not possible, communication must occur before the next regularly scheduled work session. In addition, when determining the course grade, the instructor will take into consideration work missed as a result of non-attendance. **Failure to make contact with the instructor or repeated (more than 2) absences may result in a referral to the Student Success Center for supportive services.**

**Note also that attendance of the body must be accompanied by attendance of the mind. Teacher candidates are expected to be present and actively participating.** The availability of technology can be very tempting, and candidates are tempted to believe that multitasking will allow adequate attention to course instruction. If a choice to instant message, text-message, listen to audio, or use other electronic devices is made rather than be fully involved with the material of the class, the implication is that the candidate has elected to be responsible for the material of the class without the support of instruction and is willing to bear the consequence to academic performance and grade.

**Finally, I expect students to be courteous to one another, listen attentively, exhibit mature, adult behaviors to the class in general, to one another, and to me.** Behavior unbecoming to a teacher candidate will be addressed and will result in an unfavorable dispositions assessment.

- E. Cell phone and electronic/mobile device use.** In accordance with CHES policy, the use of cell phones and other electronic devices is prohibited during class. Cell phones and other electronic devices are expected to be turned off and placed out of sight throughout the class period.

We will occasionally use electronic devices in class (e.g., laptop, tablet, iPad, etc.). Explicit instructor direction will signal approval to use cell phones or electronic devices for a specific instructional purpose. It is expected that your device will be used for the purpose of interacting with course content.

Completing assignments for other courses (or this one), checking email, ordering groceries or meals, attending to social media, paying bills, and other non-academic uses are not appropriate during class time. If exhibiting this type of behavior, you will be asked to put aside your device and return your attention to class. Repeated instances of off-task behavior will send a message to the course instructor that you are not interested in engaging with the concepts, competencies, and vocabulary necessary to master the coursework. This type of behavior is unprofessional and will result in a School of Education Dispositions rating form being filed to document the behavior in need of improvement. Please note, students who are inattentive and disengaged often perform poorly on performance assessments as they have missed valuable instruction, discussion, and opportunity for clarification.

**F. COVID-19 Gannon University Guidelines**

In keeping with the current Gannon University Guidelines, we expect all students, faculty, staff, and visitors to follow Gannon University COVID-19 guidelines, which may be subject to change. Current COVID-19 guidelines and information can be found at <https://update.gannon.edu/>

While *LiveSafe* is no longer required, *LiveSafe* is highly recommended to monitor one's health, and it is the fastest way to be in contact with Gannon's nursing staff.

[Note: Gannon University no longer provides remote accommodations for COVID illness.](#)

**School of Education COVID-19 Policy Related to Field Experiences**

- Field experience students are expected to follow all COVID-19 procedures required by the educational facility in which they are placed.
- If an individual is not vaccinated and the site requires it, the SOE will try to make alternate arrangements, but there are no guarantees. Please contact the Director of Clinical Experiences, Mrs. Whiteman, if you have any questions.
- Field students are responsible for monitoring and following the policies of the facilities in which they are placed, as well as those of Gannon University.

### Guidelines for EDCR 302 Expressive Arts Spring 2023

- This is an in person, on campus course. I expect students to attend class in person.
  - When illness strikes, I expect you to stay home. I prefer that you take time to rest, hydrate, and get well. We can work together to determine a plan for making up classes and assignments when you are able to be back in class.
- G. Notification of cancellation of campus-wide classes.** Call Gannon’s Emergency Announcement Hotline at 814-871-5555 to receive updated information about local weather and road conditions, extreme weather conditions, and cancellation of campus-wide classes.
- H. Notification of cancellation of class by an individual instructor.** If possible, the instructor will notify the students of the class cancellation via the university email and an announcement on Blackboard. In the event of a cancellation, the student is responsible for checking the Blackboard for course requirements/assignments to be completed in place of the scheduled class.
- I. Resolution of concern with an instructor.** If you have a concern with an instructor or a course, the resolution process begins by speaking with the instructor. If the concern continues after this conversation, speak with the chair/director of the instructor’s department. Any continuing concerns should be taken to the Dean’s Office in the College of Humanities, Education, and Social Sciences in PAC 2024.
- J. Style guidelines.** As a social science, the School of Education uses the American Psychological Association (APA) style for publications. Each teacher candidate is expected to follow APA style guidelines. Please consult the SOE style guide or the *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition) for direction at <https://apastyle.apa.org/>.
- K. Writing and Research Center.** The Gannon Writing & Research Center is part of the Nash Learning Commons and is in the lower level of Nash Library. We staff graduate and undergraduate students in a variety of majors, including humanities, sciences, and health sciences. Our consultants are trained to assist you with all aspects of undergraduate and graduate writing across the curriculum. We also offer tutoring for all CHESS classes. The center offers one-on-one consultations, both in-person and online. Appointments occur in real-time and are interactive. The WRC also houses the Sanner Presentation Studio for speech presentations and one-step recording.

To make an appointment with one of our consultants or to utilize the Sanner Presentation Studio, log onto: <http://gannon.mywconline.com>

#### Spring 2023 Undergraduate Writing & Research Center Hours

Monday - Thursday	10:00 AM - 10:00 PM
Friday	10:00 AM - 3:30 PM
Sunday	5:00 PM - 10:00 PM

#### Spring 2023 Graduate Writing & Research Center Hours

Monday - Thursday 6:00 PM - 10:00 PM

*More availability may be added.*

## VI. References and Resources

### A. Traditional Resources

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**B. Electronic Resources**

APA Style. <https://apastyle.apa.org/>

Pennsylvania Department of Education (PDE). <https://www.education.pa.gov/>

Pennsylvania Standards Aligned System. <https://pdesas.org/>

Library of Congress Digital Collections. <https://www.loc.gov/collections/>

America's Story from America's Library. <https://www.americaslibrary.gov/>

Kennedy Center Education. <https://www.kennedy-center.org/education/>

Edutopia: Arts Integration Resources. <https://www.edutopia.org/arts-integration-resources>

Freeplay Music. <https://freeplaymusic.com/>

PBS Learning Media: <https://www.pbslearningmedia.org/>

Poetry 180.

<https://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/more-about-poetry-180/>

Note: A separate list of apps and websites will be provided for each project throughout the course.

<b>VII. Class Schedule (subject to modification)</b>			
<b>Date</b>	<b>Topics</b>	<b>In Class Activities &amp; HW</b>	<b>Due</b>
Jan 10	<p><i>What can we expect in Expressive Arts?</i></p> <p>Contemplating Light, Shadow, and Darkness</p> <ul style="list-style-type: none"> <li>● Creating artwork</li> <li>● Artist statement</li> </ul> <p>Content Discussion</p> <ul style="list-style-type: none"> <li>● Defining Art</li> <li>● Arts Genres</li> <li>● Value of Expressive Arts</li> </ul> <p>Course Overview</p> <ul style="list-style-type: none"> <li>● Syllabus and materials</li> <li>● PA Standards</li> <li>● Art Events</li> <li>● Unit Planner</li> <li>● Portfolio and Performance Requirements</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Me Cube</b></li> <li>● <b>Brainstorming Mat</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Theme Web</li> <li>● Read assigned article</li> </ul>	Journal entry
Jan 17	<p><i>How do we use art to improve instruction?</i></p> <p>Aesthetics</p> <ul style="list-style-type: none"> <li>● Maslow's Hierarchy</li> <li>● Visual Arts: Genres and Elements</li> </ul> <p>Critique and Analysis</p> <ul style="list-style-type: none"> <li>● Analysis Basics</li> <li>● Art Critique: Ping Pong Practice</li> </ul> <p>Arts Integration Methodology</p> <ul style="list-style-type: none"> <li>● Learn through the arts</li> <li>● Metaphors and Responses</li> <li>● What Not to Do</li> <li>● Example: Fingerprint Lesson</li> </ul> <p>Reflecting and Connecting: Theme Ideas</p> <ul style="list-style-type: none"> <li>● Art Creation and Response</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Museum Walk</b></li> <li>● <b>Scavenger Hunt</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Study for Visual Elements Quiz</li> <li>● Have photos saved to cloud with permission document</li> <li>● Lesson integrating visual arts</li> </ul>	Journal entry

Date	Topics	In Class Activities & HW	Due
Jan 24	<p><i>How does art communicate the voices of humanity?</i></p> <p>Understanding Color Theory Digital Visual Arts</p> <p>Assessing Understanding</p> <ul style="list-style-type: none"> <li>● Creating and assessing artwork</li> <li>● <b>Visual Elements Quiz</b></li> </ul> <p>The Voices of Humanity: History, Social Studies, Geography</p> <ul style="list-style-type: none"> <li>● Example: Landmarks</li> <li>● Creating the Voices of Humanity</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Color Wheel</b></li> <li>● <b>Re-imaging</b></li> <li>● <b>Music Maestro</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Visual Arts Lesson/Activity</li> <li>● Music Maestro</li> </ul>	Journal entry
Jan 28	<p><b><i>The Planets (Holst)</i></b></p> <ul style="list-style-type: none"> <li>● Philharmonic attendance (required)</li> <li>● 8:00 pm (Warner Theater)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Artwork Analysis 1</b></li> </ul>	
Jan 31 And Feb 7	<p><i>How can music support learning and self-actualization?</i></p> <p>Guest Speaker</p> <ul style="list-style-type: none"> <li>● Elements of Music</li> <li>● Orchestra map</li> </ul> <p>Integrating Music in the Classroom</p> <ul style="list-style-type: none"> <li>● Music Mapping</li> <li>● Music Creation</li> </ul> <p>(shortened classes-6-7:30)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Follow It, Beat It, Move It</b></li> <li>● <b>Piggyback Tunes</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned articles (2)</li> <li>● Lesson Plan: Music Activity</li> </ul>	<p><u>Due Jan 31</u> Journal entry</p> <p>Music Maestro</p> <p><u>Due Feb 7</u> Journal entry</p> <p><b>Visual Arts Lesson/Activity</b></p>
Feb 14	<p><i>How does art support inquiry learning?</i></p> <p>Reflecting on Experience</p> <ul style="list-style-type: none"> <li>● The Planets: Holst</li> </ul> <p>Use of Media in the Classroom</p> <ul style="list-style-type: none"> <li>● Piggyback Tunes</li> <li>● Copyright law</li> <li>● Fair use guidelines</li> <li>● Permissions and licensing</li> </ul> <p>Wonder of Discovery</p> <ul style="list-style-type: none"> <li>● Science Inquiry</li> <li>● Soundscapes</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Smart Listener</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Study for Music Elements Quiz</li> <li>● Microphone Magic</li> </ul>	<p>Journal entry</p> <p>Piggyback Tunes</p> <p><b>Music Lesson/Activity</b></p> <p><b>Artwork Analysis: The Planets</b></p>

Date	Topics	In Class Activities & HW	Due
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Feb 21	<p><i>How does art support solving puzzles of the mind and soul?</i></p> <p>Assessing Understanding</p> <ul style="list-style-type: none"> <li>● <b>Music Elements Quiz</b></li> </ul> <p>Puzzles of the Soul</p> <ul style="list-style-type: none"> <li>● Eliciting engagement</li> <li>● Emotional check in/out</li> </ul> <p>Puzzles of the Mind</p> <ul style="list-style-type: none"> <li>● Create digital audio (podcast)</li> </ul> <p>Connecting to Mathematics</p> <ul style="list-style-type: none"> <li>● Geometry</li> <li>● Create Digital Art</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Microphone Magic</b></li> <li>● <b>Name that Tune</b></li> <li>● <b>Psycho Cocktails</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> </ul>	<p>Journal entry</p> <p>Microphone Magic</p>
<b>Feb 28</b>	<b>Spring Break: No class</b>		
<b>Mar 7</b>	<p><b><i>Endangered Alphabets</i></b>  <b>Opening Reception in Nash Library</b></p>	<b>Notes for Board Meeting</b>	
Mar 14	<p><i>How does art support literacy?</i></p> <p>Reflecting on Experience</p> <ul style="list-style-type: none"> <li>● Endangered Alphabets</li> </ul> <p>Communication, Expression, Experience</p> <ul style="list-style-type: none"> <li>● Perspective and Perspectives</li> <li>● Literary Genres</li> <li>● English Language Arts Connections</li> </ul> <p>Defending Art in the Curriculum</p> <p>Integrating Literature</p> <ul style="list-style-type: none"> <li>● Elements of Literature</li> <li>● Reader's Theater Introduction</li> <li>● Selecting traditional stories</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Board Meeting</b></li> <li>● <b>Fairy Tale Theater</b></li> <li>● <b>Three Silly Billies</b></li> <li>● <b>Readers' Theater</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Select a Traditional Story from another culture</li> <li>● Three Facts and a Fib</li> </ul>	<p>Journal entry</p>

Date	Topics	In Class Activities & HW	Due
Mar 21	<p><i>How does art support literacy?</i></p> <p>Elements of Drama</p> <p>Elements of Dramatic Productions</p> <ul style="list-style-type: none"> <li>● Reader's Theater</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Three Facts and a Fib</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● <b>Boxer's Brief</b></li> <li>● <b>Reader's Theater</b></li> <li>● Study for Dramatic Elements Quiz</li> </ul>	Journal entry
Mar 21	<p><i>How does art support literacy?</i></p> <p>Reader's Theater Progress</p> <ul style="list-style-type: none"> <li>● <b>Boxer's Brief</b></li> </ul> <p>Assessing Knowledge</p> <ul style="list-style-type: none"> <li>● <b>Quiz: Dramatic Elements</b></li> </ul> <p>Inferences and Predictions</p> <ul style="list-style-type: none"> <li>● Art Bookmarks</li> </ul> <p>Creating artwork</p> <ul style="list-style-type: none"> <li>● Digital Storytelling</li> <li>● Marbleized eggs</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Boxer's Brief</b></li> <li>● <b>Pre-Scription</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Philosophy of Arts Integration</li> </ul>	<p>Journal entry</p> <p>Reader's Theater</p> <p>Boxer's Brief</p>
<b>Mar 26</b>	<p><b><i>Diary of Anne Frank</i></b></p> <ul style="list-style-type: none"> <li>● Play attendance (required)</li> <li>● 2:00 pm (Erie Playhouse)</li> <li>● Artwork Analysis Paper 2</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Artwork Analysis 2</b></li> </ul>	Journal entry
Mar 28	<b>No class in recognition of March 26 attendance</b>		<b>Drama or Literature Lesson/Activity</b>
Apr 4	<p><b>Multicultural Dance Event</b></p> <p>Erie Playhouse</p> <p>Details to be announced</p>		
<b>April 11</b>	<b>Easter Break-No class</b>		

Date	Topics	In Class Activities & HW	Due
April 18	<p><i>How do educators assess the arts when integrated into instruction?</i></p> <p>Assessment and the Arts</p> <ul style="list-style-type: none"> <li>● Assessment myths</li> <li>● Types of assessment</li> <li>● Questions to guide assessment</li> <li>● Assessment examples</li> </ul> <p>Dance and Movement</p> <ul style="list-style-type: none"> <li>● Dance Elements</li> <li>● Brain Breaks</li> <li>● Total Participation Techniques</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Dance Scenarios</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Read assigned article</li> <li>● Philosophy of Arts Integration Essay</li> <li>● Lesson Plan/Activity: Integrating Kinesthetic Movement and Dance</li> <li>● Study for Dance Elements Quiz</li> </ul>	<p>Journal entry</p> <p>Analysis of Artwork 2 (Play)</p>
April 25	<p><i>What will we share about our growth as artists and teachers?</i></p> <p>Assessing Understanding and Performance</p> <ul style="list-style-type: none"> <li>● <b>Dance Elements Quiz</b></li> <li>● Portfolio Rubric</li> <li>● Coffee House Rubrics</li> </ul> <p>Exhibiting Artwork</p> <ul style="list-style-type: none"> <li>● Exhibit set up</li> <li>● Performance times</li> <li>● Audience and staff</li> <li>● Refreshments</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Sculpt Your Schema</b></li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Coffee House</li> </ul>	<p>Journal entry</p> <p><b>Philosophy of Arts Integration Essay</b></p> <p><b>Dance or Movement Lesson/Activity</b></p>
<p>May 2</p> <p>Final 6:30-8:30</p> <p>(attendance required)</p>	<p><b>Coffee House Exhibit and Performance</b></p> <ul style="list-style-type: none"> <li>● Performance times TBD</li> </ul>		<p><b>Final Portfolio</b></p> <p>Journal entry</p>

**PDE Framework Competencies and Assessments Addressed in EDCR 302**

**PreK-Grade 4 Early Childhood Education Competencies**

<i>Early Childhood PreK-Grade 4 Competencies</i>	<i>Assessments</i>
<b>F. Arts and Humanities—develop, implement, assess, and modify curriculum and lessons as evidenced by the ability to:</b>	
1. Apply the PA standards for Arts and Humanities;	Coffee House and Portfolio
2. Know and use elements (e.g., Visual Arts: color, form/shape, line, space, texture, and value) and principles (e.g., Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, and unity/harmony) in all art forms;	Artist Statements
3. Create and perform in all art forms;	Coffee House and Portfolio
4. Recognize and use fundamental vocabulary within each of the arts forms;	Weekly Journal Assignments Coffee House and Portfolio
5. Handle materials, equipment, and tools safely at work and performance spaces;	In-Class Activities Weekly Journal Assignments Coffee House and Portfolio
6. Demonstrate the functions of rehearsals and practice in all art forms;	In-Class Activities Weekly Journal Assignments Coffee House
7. Identify community performances and exhibitions in all art forms	Weekly Journal Assignments Artwork Analysis Papers Unit Calendar
8. Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others, and for furthering knowledge and understanding in the humanities;	Digital Art Creation-Visual, Music, Drama
9. Analyze a work of art from its historical and cultural perspective;	In-Class Activities (Scavenger Hunt, Ping Pong Ball Critique) Weekly Journal Assignments
10. Identify and explain common themes in the arts, such as pattern, rhythm, and color;	In-Class Activities Weekly Journal Assignments
11. Recognize critical processes used in the examination of works in the arts and humanities;	In-Class Activities Weekly Journal Assignments Artwork Analysis Papers
12. Know that works in the arts can be described by using the art's elements, principles, and concepts;	Weekly Journal Assignments Artist Statements

<i>Early Childhood PreK-Grade 4 Competencies</i>	<i>Assessments</i>
<b>F. Arts and Humanities—develop, implement, assess, and modify curriculum and lessons as evidenced by the ability to:</b>	
13. Know classification skills with materials and processes used to create works in the arts;	In-Class Activities (Brainstorm Mat) Weekly Journal Assignments Portfolio
14. Know how to respond to a philosophical statement about works in the arts and humanities;	Weekly Journal Assignments Portfolio
15. Know how to communicate an informed individual opinion about the meaning of works in the arts;	Weekly Journal Assignments Artwork Analysis Papers
16. Recognize that artists communicate ideas and themes through works in the arts and humanities.	Artist Statements Weekly Journal Assignments Portfolio

**Grades 4-8 Middle Level Education Framework Competencies**

<i>Middle Level Grades 4-8 Competencies</i>	<i>Assessments</i>
<b>I. Middle Level</b>	
<b>A. Philosophy of middle school education</b>	
1. Believe that all young adolescents can learn and accept responsibility to help them do so;	Portfolio
2. Hold high, realistic expectations for the learning and behavior of all young adolescents.	Portfolio
<b>D. Instructional strategies</b>	
6. Make connections among subject areas when planning and delivering curriculum;	Portfolio
<b>E. Technology and materials</b>	
4. Utilize children’s and young adult literature, classic texts in different genres, commercial reading series, electronic-based information, and locally created materials;	Reader’s Theater Script
<b>G. Professionalism</b>	
4. Uphold professional standards;	Portfolio
<b>II. Subject Matter Content and Pedagogy</b>	
<b>A. English/Language Arts and Reading</b>	
<b>4. Reading-Writing Connection</b>	
3. Supply prompts that support thinking	Portfolio
6. Content-area instruction and practice in reading and writing skills specific to subject areas	Portfolio (Reader’s Theater Script)
<b>5. Instructional Approaches and Materials</b>	
3. Utilize a variety of text material at different difficulty levels and on a variety of topics	Portfolio (Reader’s Theater Script, Poems in Two Voices)
6. Develop skills in listening	In Class Activities (Poetry and Drama)

