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EDCH 325-01 Arts in Education: Middle Childhood

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XAVIER UNIVERISTY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
ARTS IN EDUCATION: MIDDLE CHILDHOOD EDCH 325-01 (3 Credits)
Spring 2012, January 11-May 4 Wednesday, 4:15-6:45, Cohen 192

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CE & L Dept. Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

NO Required text: Students will be provided with hard copies and online materials needed for the course.

Standards:

NMSA Standards Addressed in Class

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

NSAE Standards Addressed in Class (National Standards in Arts Education http://artsedge.kennedy-center.org/teach/standards/standards_58.cfm)

Standard 1., Theatre. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.

Standard 2., Theatre Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Standard 4., Theatre Directing by organizing rehearsals for improvised and scripted scenes

Standard 6., Music Listening, analyzing, and describing music

Standard 8., Music Understanding relationships between music and the other arts and disciplines outside of music

Course overview:

The purpose of this course is to provide practical strategies for Middle School Educators for integrating the arts into the core curriculum. Students will learn theories and practical applications of the arts as meaning makers. The course is designed to emphasize the belief that the arts are an essential part of our existence. We will approach the arts as a means of self expression and collective expression, and reveal their role in building

identity and communication. We will explore connections between the arts and the core curriculum. We will examine various performance and visual arts, and analyze the ways artists respond to their cultural context. We will approach fine arts which including, theatre, visual arts, movement, music, and storytelling. All class sessions will include theory and practice.

Goals:

1. To learn strategies of integrating the arts into the core curriculum (NMSA 3,)
2. To gain familiarity with the Ohio Arts and Education standards as they relate to the arts and interdisciplinary connections. (NMSA 3, Ohio Arts Standards) <http://edstandards.org/StSu/Art.html>
3. To gain knowledge about the creative process of performing arts, visual arts. (NMSA 3, NSAE Music, 6,8, Theatre 1,2,4)
4. To present materials on the intellectual development of the young adolescent and provide information on learning styles. (NMSA 3)

Course Objectives (Learning Outcomes):

1. Students will present lesson plans in their subject areas integrating functional arts experiences and their key components for class presentation and participation. (NMSA 3, NSAE standard music standard 6)
2. Students will practice and utilize vocabulary relevant to the arts. (NMSA 3, NSAE Music standard 8)
3. Students will produce a project exploring the role of the arts in expressing difficult issues related to Middle Childhood and the application in classroom work. (NMSA 3, NSAE Theatre standards 1, 2)

EVALUATION/ASSIGNMENTS

Assignment 1: Prepare and present a culturally sensitive and traditionally relevant presentation of your life journey. Use visual, aural, text, and spoken word.

Assignment 2: Choose a historical time period and select at least three visual artists. Write a three page essay on how these artists impacted, expressed, and reflected social and cultural norms. Include a visual art project that reflects your own response to a current norm, trend, or issue. NMSA 3, 6, & 8 Music, NSAE 1

Assignments 2 and 3: Create and present to the class 2 lesson plans integrating two art forms. Use Taskstream including standards that will be covered. (20 Points, or least 10 points each, NMSA 3,)

Assignment 4: Write, produce, and present a video 10 minute minimum, 15 minutes maximum) with a partner focusing on social issue(s). (20 Points, NMSA 2, 3, NSAE 1,2,4) - **Accreditation assessment.**

Final Assignment: Curriculum Based Art Projects

5 points class participation and attendance.

5 points homework assignments

20 points for Artist Essay and project presented in class

(20) 10 points each for assignments 3 and 4: Lesson Plans Presented to Class

20 points assignment: Video

10 points for Autobiographical presentation

20 Final project: Artist view on given topics demonstrating national standards

Grade Determination

A	95-100%	A-	93-94%		
B+	90-92%	B	87-89%	B-	85-86%
C+	82-84%	C	78-81%	C-	76-77%
D+	72-74%	D	68-71%	D-	65-66%
F	Below 65%				

COURSE POLICIES:

Attendance: The Xavier University catalogue states “In order to earn credit in any course for which s/he is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.”

Participation: This course will demand a high level of participation. We will learn by doing and by discussing. Therefore, attendance is crucial. Please Contact either instructor via email or phone if you must miss a class due to illness or an emergency. Points will be deducted after two absences.

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

CALENDAR:

January, 9th

Warm-Up: Visualization and reflection activity

- Introduction of all participants. Presentation of the assignments and syllabus.
- Introduction and definition of the arts. Aesthetics and categories to be studied: Drama, Music, Art, Dance.
- Introduction of Integrated Learning. Rationale and Methods and current brain research.
- Improv:
- Discuss Family presentation assignment—Personal History
- Discussion of your thematic center for the video project.

Assignment: Mindfulness Journal- 5 minutes each day

Improv: I know who you are: Being pigeon holed into a personality

Assignments:

1. Read Chapter 1 *Learning and the Intellectual Development of Children*, Richard D. Kellough for discussion. Hand in answers to three questions at the end of the chapter.

2. With your partner, A.: Prepare a definition of your videos thematic center. B. Include a ppg or two on how it would apply to a subject area for a lesson plan. (one typed page)

January 16th

- Present and discuss topic of your video
- Examples of visual art forms.
- Due: Intellectual Development Assignment: Answer 3 Questions at end of chapter, your choice, type answers to be handed in.

January 23th

- Life Journey Presentations

January 30th

- Guest Artists in Dance and Choreography and Music

February 6st

- Hands on Visual Arts: Meet at Cathy Sacco's Art Studio (includes dinner after studio work)
- Discussion of Essay / Art project

February 13th

- Field trip (Drama)

February 20th

- Example of integrated project: IE: Harlem Renaissance Unit and discussion
- Introduction to Photography - Improv with photography: David Rosenthal's Prairie

Assignment: Bring in a favorite piece of music and think about how and why you connect to it.

Research Harlem Renaissance and be prepared to discuss at least two forms of art and expression during this time period.

Feb 25-March 1: SPRING BREAK MARCH Spring Break No Class March 27th

March 6th

Assignment: Research Harlem Renaissance and be prepared to discuss at least two forms of art and expression during this time period.

- Work on Videos in Groups
- Work on Lesson Plans: Signup for Lesson Plan presentations

March 13th

- Presentation of Lesson Plans- 5 half hour presentations (10 Points)

March 20rd

- Presentation of Lesson Plans- 5 half hour presentations (10 Points)

March 27th

- Presentation of Lesson Plans- 5 half hour presentations (10 Points)

(March 28-April 1st Easter Break)

April 3th

- Presentation of Lesson Plans- 5 half hour presentations (10 Points)

April 10th

- Special Guest (s)

April 17th

- Dance Across Cultures

April 24th

- Presentation of Videos

FINAL: May 1st Individual art projects