San José State University
CA 177: Creative Arts for Beginning Teachers

Instructor: Susan Verducci Sandford
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Office Hours: Mondays 10:30-11:30am and Wednesdays 9-10:30am
Mondays 3-4:30 and Wednesdays 9-10:30, by email and by appointment. (Always best to make an appointment!)

Class Days/Time: Mondays and Wednesdays
Section 01 - 12pm-1:15pm
Section 02 - 1:30-2:45

Classroom: Dudley Moorhead Hall 354
Prerequisites: Upper division standing and completion of core required arts courses

Class Websites: Canvas login: https://sjsu.instructure.com

Course Format
Computer and Internet connectivity required to participate in the course.

Course Description
Creative Arts 177 is an integrative capstone course designed to help prospective teachers make connections between the various arts disciplines that comprise California’s Visual and Performing Arts Standards and between these arts and other core subjects taught in California classrooms. The course assumes that students will have completed their own required arts courses and are already familiar with the basic principles of dance, drama, music and visual arts.

Course Learning Objectives (CLOs)

1. Students will demonstrate understanding of theoretical and practical reasons for incorporating the arts into K-8 curriculum.
2. Students will demonstrate understanding of how to engage and support all K-8 students in learning by integrating the arts with other subjects.
3. Students will demonstrate understanding of how to create and maintain effective learning environments for K-8 students through arts integrated lessons.
4. Students will demonstrate content and pedagogical knowledge of the visual and performing arts and other subjects taught in K-8 classrooms in their designs of arts integrated lessons.
5. Students will demonstrate understanding of how to plan instruction and assess student learning in the arts.
7. Students will process and respond to sensory information through the language and skills unique to the visual and performing arts.
8. Students will apply artistic processes and skills to communicate personally held meaning and intent.
9. Students will connect and apply what is learned in the arts to other art forms and subject areas taught in K-8 schools.
10. Students will demonstrate the ability to respectfully and intelligently participate in class discussions and activities.

**Required Texts/Readings**

- The required course reader is available at Maple Press (new location: 330 South 10th Street) (408) 297-1000
- Links to all the standards and all other readings can be found on our Canvas website.

**Assignments and Grading Policy**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

- Journals and Small Assignments – 30% (CLOs 1-2, 5-9)
- Arts Outside Our Classroom Assignment – 10% (CLOs 1-5, 7-8)
- Goldberg Chapter Workshop – 5% (CLOs 5-9)
- Lesson Plan Workshop – 5% (CLOs 2, 5-9)
- Final – 20% (CLOs 2, 5-9)
- Class participation – 20% (CLO 9)

A (94-100 points); A-(90-93 points)
B+ (87-89 points); B (84-86 points); B-(80-83 points)
C+ (77-79 points); C (74-76 points); C- (70-73 points)
D+ (67-69 points); D (64-66 points); D- (60-63 points)
F (59-00 points)

Coursework involves reading, writing (both reflective and analytical), making art, teaching, and fieldtrips. It will rely heavily on class discussion, group work and creative arts activities. In this course, the quality of your writing and the quality of the ideas conveyed matter. All student writing should be characterized by correct spelling, grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. All text-based assignments must be typed and uploaded to Canvas (unless otherwise noted) to be accepted. Assignments must be turned in before the beginning of the class in which they are due. Late assignments are accepted, but will be significantly penalized.

Due dates for all assignments are listed on the Class Calendar on the Canvas homepage. Please follow the online version of the calendar (as opposed to a hardcopy), as any changes in assignments will be reflected on Canvas.

**Classroom Protocol**

The course is designed to create a community in which all members are teachers and learners. Responsible participation from everyone in the community is required. Thus, students are expected to be on time and to attend all scheduled class sessions for the entire length of the class period. It is also important that all students be prepared to participate by doing the readings and assignments, thinking
about the topics in advance, writing down comments or questions, and sharing reactions, experiences and thinking with the class. Each student will be required to read the Classroom Participation Rubric (Canvas, Course Documents) at the beginning of the semester and turn in this sheet at the end of the semester as a self-evaluation. The instructor will also assess you according to the rubric. All group and partner projects include assessment by your peers, as well as the instructor. The Group Participation Rubric can also be found in Canvas under Course Documents.

Your feedback on any aspect of this course is always welcome. Please contact me via e-mail, phone, by stopping by my office during office hours, or by setting up an appointment to meet.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo
Course Calendar

Do not use a hard-copy of this schedule to guide your planning, as this schedule is subject to change with fair warning. All updates and modifications appear on Canvas Homepage. The readings and assignments are due on the day they are listed by the time class starts. All readings are in the Course Reader or in Canvas, unless location otherwise noted. All assignments are turned in online, unless otherwise noted. If you miss a class, it is your responsibility to find out from a classmate any information that might be relevant to the schedule.

Monday 1/30
Topic: Gummi Bear Challenge

STATUS OF THE ARTS IN CALIFORNIA & REASONS FOR ARTS INCLUSION & INTEGRATION

Wednesday 2/1
Topic: Introductions and the Status of the Arts
Due: Gummi Bear Challenge Journal
Due: CD Cover and Tracks Project: On a regular sheet of printer paper, design and create a CD cover that introduces yourself to the class. Include 4 song titles that share something about you.
Read: “Create California: A Blueprint for Creative Education” (pages 1-9 of the actual report, beginning at the Executive Summary) (Found in Modules, Course Readings)
Read: Class Participation Rubric (Found in Modules, Course Documents)

Monday 2/6
Topic: The State of the Arts and Performing Ideas
Read: Unfinished Canvas – Arts Education (California)
Read: One Nation, Undercultured and Underqualified (Fowler)
Optional Read: “Arts Education at a Glance” (U.S. perspective) (Found in Modules, Course Readings)
Due: Fowler journal entry
Bring: your reader to class

Wednesday 2/8
Topic: Habits of Mind
Read: Making the Case for the Arts from Studio Thinking (Hetland et.al.)
Read: Habits of Mind – Individually Assigned Chapters (Found in Modules, Course Readings).
Due: Habits of Mind journal entry (bring hardcopy to class and turn in online)

Monday 2/13
Topic: Habits of Mind Museum Walk and Ken Robinson
Read: Introduction and Design from A Whole New Mind (Pink)
Watch: Ken Robinson – TED Talk (approximately 20 minutes)
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en
Due: Sound Scavenger Hunt journal entry

Wednesday 2/15
Topic: Hobart Shakespeareans and Introduction to Midterm
Reading: Symphony from A Whole New Mind (Pink)
Due: Design and Symphony journal entry
Monday 2/20
*Topic:* Multiple Intelligence Theory, Arts as Differentiated Instruction
*Read:* Foundations of Multiple Intelligence Theory from *Multiple Intelligences in the Classroom* (Armstrong) - Go to google scholar->search for the title of Armstrong’s book -> scroll down to the first chapter
*Read:* Multiple Intelligence Handout (in course reader)
*Read:* “Arts as Epistemology” – Karen Gallas (Found in Modules, Course Readings)
*Due:* Multiple Intelligences journal entry
*Note:* Creativity, Imagination and Innovation Fieldtrip (due when we return from spring break) requires you to go on a field trip. Plan in advance.

Wednesday 2/22
*Topic:* Tree of Life: Rationale for Integrating the Arts
*Read:* “Champions of Change”
*Due:* Reasons for Integrating the Arts List (bring hardcopy to class and turn in online)
*Note:* Creativity, Imagination and Innovation Fieldtrip (due when we return from spring break) requires you to go on a field trip. Plan in advance.

Monday 2/27
*Topic:* Midterm Preparation
*Due:* Work on Midterm

Wednesday 3/1
*Due:* MIDTERM

VISUAL AND PERFORMING ARTS EDUCATION

Monday 3/6
*Topic:* Elements of the Arts, the VAPA Standards
*Read:* The Introduction to the VAPA Standards (Modules -> Standards – VAPA)
*Read:* Definitions of the VAPA Standards (Modules -> Standards - > Definitions)
*Poke around:* The VAPA Standards.
*Note:* Creativity, Imagination and Innovation Fieldtrip (due when we return from spring break) requires you to go on a field trip. Plan in advance.
*Due:* Midterm Experience journal entry
*Due:* Elements of the Arts Review Worksheet

Wednesday 3/8
*Topic:* Visual Thinking Strategies (VTS)
*Read:* Visual Thinking Strategies – Chapters 2 and 3
*Read (and bring in electronic version to class):* "Visual Thinking - Project Zero" (Found in Modules, Course Readings)
*Note:* Creativity, Imagination and Innovation Fieldtrip (due when we return from spring break) requires you to go on a field trip. Plan in advance.
*Online Quiz:* Visual Thinking Strategies

Monday 3/13
*Topic:* Creativity Fieldtrips Discussions and Introduction to Lesson Plans for Final
*Due:* Creativity Fieldtrip journal entry

Wednesday 3/15
Field trip: SAN JOSE MUSEUM OF ART (be there at 10:35 sharp; the field trip ends at 11:30 am)
Section 01: 12:15-1:00
Section 02: 1:45-2:30
Due: Imagining Art Journal

Monday 3/20
Topic: Goldberg Workshop Preparation
Read: Your specific Goldberg Workshop Chapters (See People, Groups for group assignment and Modules, Course Readings for Goldberg Chapters)
Be Prepared: To work on your specific Goldberg Workshop Chapter with your group. This is the only in-class time you will have.

Wednesday 3/22
Topics: Creative Dramatics and Creative Movement
Continue: Work on your Goldberg Workshops

Monday 3/27 and Wednesday 3/29: Spring Break

PLANNING AND DESIGNING ARTS INTEGRATED INSTRUCTION

Monday 4/3
Topic: Blooms’s Taxonomy, The Backward Design and Intro to Lesson Plan Assignment
Watch: Camcasia – Bloom’s Taxonomy
Watch: Camcasia – Backward Design
Watch: “Reading the Common Core” at https://www.teachingchannel.org/videos/how-to-read-common-core
Poke around: Common Core Standards (Canvas: Modules -> Standards -> Common Core)
Bring to class: 1) A device to provide you with READABLE electronic access to the standards; 2) Course Reader (opened to Blooms Taxonomy Action Verbs)

Wednesday 4/5
Topic: Goldberg Workshops
Group 1: Communication, Expression and Experience: Literacy and the Arts from Integrating the Arts (Canvas)

Monday 4/10
Topic: Goldberg Workshops
Group 2: The Voices of Humanity: History, Social Studies, Geography and the Arts (Canvas)
Watch: Camcasia – Lesson Planning in the Arts
Start: working on Goldberg Notes journal entry (simply collect your notes and take-aways from today’s workshop)
Continue: working on your Lesson Plan Workshop with your partner

Wednesday 4/12
Topic: Goldberg Workshops and Introduction to Lesson Plan Workshop and Final Lesson Plans
Group 3: The Wonder of Discovery: Science and the Arts (Canvas)
Continue: working on Goldberg Notes journal entry
Continue: working on your Lesson Plan Workshop with your partner

Monday 4/17
Topic: Goldberg Workshops
Group 4: Puzzles of the Mind and Soul: Mathematics and the Arts (Canvas)  
Watch: Camcasia – Lesson Planning Integrating the Arts and Other Subjects  
Due: Goldberg Notes journal entry (notes from all the Goldberg sessions – hardcopies)  
Continue: working on your Lesson Plan Workshop with your partner

**Wednesday 4/19**  
Topic: Guest Artist Music Educator Kara Ireland D’Ambrosia

**Monday 4/24**  
Topic: Lesson Planning – Integrating the Arts  
Review: Your notes on the Camcasia Videos. In-class quiz.

**Wednesday 4/26**  
Topic: Assessment in the Arts and Assessing Lesson Plans  
Read: Goldberg Chapter 9 on “Assessment” (Found in Modules, Course Readings)  
Bring to class: 1) A device to provide you with READABLE electronic access to the standards; and 2) Course Reader  
Due: Assessment journal entry  
Continue: Working on your Lesson Plan Workshop with your partner

**Monday 5/1**  
Topic: Preparation for Lesson Plan Workshops  
Continue: working on your Lesson Plan Workshop with your partner

**Wednesday 5/3**  
Topic: FIELD TRIP: RAFT – Resource Area for Teachers  
Section 01: 12:20 – 12:50  
Section 02: 1:50 – 2:20  
1335 Ridder Park Drive, San Jose, CA 95131  
Continue: working on your Lesson Plan Workshop with your partner

**Monday 5/8**  
Topic: Lesson Plan Workshops  
Due: RAFT Journal

**Wednesday 5/10**  
Topic: Lesson Plan Workshops

**Monday 5/15 (last day of classes)**  
Topic: Lesson Plan Workshops (Students who are presenting during this workshop will have five days to turn in the revision of this lesson. Their final copy of the lesson they presented on 5/15 will be due by 5/20. Their other lessons are due 5/15).  
Due: Lesson Plans (Hardcopies and Online)  
Due: Class Participation Rubric (Hardcopy) (Found in Modules, Course Documents)