Instructor: Dr. Kathie Kratochvil (pronounced Krawt-o-ville)

Office Location: HGH 202

Telephone: 408-924-4568

Email: kathie.kratochvil@sjsu.edu

Office Hours: Friday, 3:45-4:45 (After class in Art 203) or by appointment
Online appointments also available.

Class Days/Time: Friday, 1:00-3:45 PM

Classroom: Art 203

Canvas Learning Management System
Course materials such as the syllabus, assignments, course reading, and quizzes are posted on SJSU’s Canvas Learning Management System. Ongoing student grades will also be posted on the Canvas page for this course. The Canvas log-in URL is: http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Course Description
Creativity in teaching and learning—a course designed for prospective teachers; connections made between the various arts disciplines, integrating other core subjects taught in California’s classrooms.

Course Overview
Creative Arts 177 is an integrative capstone course designed to help prospective teachers acquire a deeper understanding of the various arts disciplines that comprise California’s Visual and Performing Arts Framework and Content Standards. This course will explore the current theoretical and research-based perspectives of Visual and Performing Arts education in the public-school setting, as well as survey the basics of each one of the art forms (Dance, Theatre, Music, & Visual Arts) and investigate their practical applications (both as discrete and integrated subjects) to the K-8 public school classroom. Coursework involves hands-on activities in the Visual and Performing Arts as well as reading, writing (both reflective and analytical), and demonstration of learning activities/lessons. The course relies heavily on class discussion, group work and creative arts activities. Students will also attend field trips to local arts museums, performances and arts education events as assigned throughout the semester.
Student Learning Objectives for the Creative Arts Teacher Prep Program:

1. Demonstrate the ability to frame questions and pursue answers to aesthetic, social, cultural and global issues while using interdisciplinary methods.
2. Demonstrate the ability to describe and compare the roles, impacts and ethical implications of ideas, texts, social movements, contemporary situations, and creations of the human imagination.
3. Demonstrate skill in written and verbal communication, including argumentation.
4. Identify, select, use and cite information sources appropriately.
5. Demonstrate understanding of how to engage and support all K-8 students in learning.
6. Demonstrate understanding of how to create and maintain effective learning environments for K-8 students.
7. Demonstrate understanding of how to plan instruction and assess student learning.
8. Demonstrate content and pedagogical knowledge in subjects taught in K-8 schools with a focus on the arts.

Course Goals and Student Learning Objectives

Course Goals
Experiences and learning activities in the visual and performing arts serve as a foundation for developing, teaching, and assessing the arts in the K-8 classroom. The course provides multiple opportunities for prospective teachers to learn and apply significant ideas, structures, and core concepts in Dance, Theater, Music, and the Visual Arts.

Course Learning Outcomes (LO)
Upon successful completion of this course, students will be able to:

LO1. Identify the connections between the arts disciplines and other core subjects taught in California's classrooms;

LO2. Understand the core concepts of the California Visual and Performing Arts Framework and Content Standards as well as their application by teachers in K-8 classrooms;

LO3. Process and respond to sensory information through the language and skills unique to the visual and performing arts (Artistic Perception);

LO4. Apply artistic processes and skills to communicate personally held meaning and intent (Creative Expression);

LO5. Examine the visual and performing arts in relation to history and culture. (Historical and Cultural Context);

LO6. Analyze, assess, and derive meaning from works in the visual and performing arts (Aesthetic Valuing);

LO7. Connect and apply what is learned in the arts to other art forms and subject areas (Connections and Applications);

LO8. Demonstrate the ability to process, analyze, and respond to information through the language and skills unique to the visual and performing arts.

LO9. Understand both theoretical and practical rationales for incorporating the visual and performing arts into K-8th curriculum;

LO10. Engage in instructional planning and assessment in the visual and performing arts;
LO11. Learn how to create and maintain effective arts environments for student learning;

LO12. Understand and be able to organize content for teaching students from diverse backgrounds; and

LO13. Present reasoned arguments in the arts through analytical and reflective writing.

**Required Texts/Readings**

Electronic version available on Canvas page for this class. (No cost).

**Other Course Readings & Materials:**

Course Reader: **Is required for this course.** Please bring to every class. Instructor will supply details for purchasing the course reader in the first class.

**Other Materials**

1. A class journal (details will be outlined in class).
2. Visual Arts materials (details will be outlined in class).

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available on the SJSU main website: [www.sjsu.edu](http://www.sjsu.edu).

**Assignments and Grading Policy**

Students will be graded on a percentage point scale. Details of assignments and points for those assignments are listed on page 5 in this syllabus. Final grades will be determined as follows:

- A: 96-100%
- A-: 90-95%
- B+: 87-89%
- B: 84-86%
- B-: 80-83%
- C+: 77-79%
- C: 74-76%
- C-: 70-73%
- D+: 67-69%
- D: 64-66%
- D-: 60-63%

**Incomplete Grades**

To be eligible to request an incomplete grade in this course, a student must have turned in at least 2/3 of the semester work and received a passing grade on that work.

**Classroom Protocol:**

**A Community of Learners:**

Students need to be on time and to attend all scheduled class sessions for the entire length of the class period. 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. It is important, therefore, that all students be prepared to participate by doing assignments and required readings before each class, thinking about the topics in advance, writing down comments, and sharing reactions, experiences and thinking with the class.

Cell phones and electronic devices should be used for classroom work only.
Students will be actively engaged in group projects and demonstrations such as staged readings, drama games and activities, mini performances, and shared visual arts projects. These projects are part of the coursework, and students are expected to take part in all activities. Much of the coursework relies heavily on group participation, and thus attendance is essential at all sessions. Please wear clothing and shoes that you can move freely in for the performing arts activities, (heels and flip-flops will not work for performing arts classes), and clothing that you will not mind getting dirty for the visual arts sections. We may sit on the floor during some performance art sessions—so you may want to bring a towel or stadium style pillow to sit on.

Attendance at every session is imperative. The Instructor will not be available for any make-up sessions for anyone missing classes. If you must miss a class, it is your sole responsibility to get notes, assignment details, etc., either from Canvas or from another student. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss a class session.

The Instructor Reserves the Right to...
Make changes to any or all of the elements of the course described in this syllabus, including class policies, topics, readings, course requirements, and/or assignments. In the event a change is deemed necessary; the Instructor will provide sufficient notice to the students in order for them to complete the course satisfactorily.

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/
### CA177—Fall 2018—Dr. Kratochvil- Course Grading Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Course Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Studio Work</td>
<td>Visual Arts Studio Work</td>
<td>20</td>
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<tr>
<td>Performing Arts Studio Work</td>
<td>Performing Arts Studio Work &amp; One Word Scene</td>
<td>10</td>
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<tr>
<td>Visual or Performing Arts Lesson Plan</td>
<td>Written Lesson Plan</td>
<td>10</td>
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<tr>
<td>Creativity, Imagination and Innovation Field Trip</td>
<td>You will take a field trip to places that engage in arts education for children such as: SJ Museum, Children's Discovery Museum, RAFT, SJ Tech Museum (or another venue) and provide a written response to prompts about what you discover. Alternate locations are also okay. Check with instructor first. OR, Attend the Cilker Arts Ed Conference on Nov. 2nd.</td>
<td>10</td>
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<tr>
<td>Standards Tracking Exercise (individual assignment)</td>
<td>Prepare a 2-3 page typed, double-spaced, 12-point font response to the standards tracking exercise. What did you notice? What stood out for you? What patterns did you see? How will this information inform your work as an educator?</td>
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<tr>
<td>Research Article Written Review</td>
<td>Read through your assigned article. Prepare a 2-3 page typed, double-spaced, 12-point font response to the article. What are the key points and information that will inform your work as an educator? What surprised you? What information was particularly important to you personally?</td>
<td>10</td>
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<tr>
<td>Research Article Presentation Jigsaw</td>
<td>Prepare a 5-minute presentation that provides an overview of your assigned article to your peers. IT MUST BE INTERACTIVE—NOT A LECTURE—where all of us are involved in someway. Highlight the key points that will have importance to your peers as well as yourself on a 1-page handout that you will bring and distribute in class to peers. Use your creative abilities to create a fun learning experience for all of us.</td>
<td>10</td>
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<tr>
<td>Quizzes and Responses</td>
<td>There will be a series of short quizzes and responses to reading and/or videos posted online and in the course reader. (10 quizzes)</td>
<td>35</td>
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</tr>
<tr>
<td>Course Journal—Part 1</td>
<td>The required entries for the course journal are outlined in the &quot;course journal&quot; chart on Canvas.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Course Journal—Part 2</td>
<td>The required entries for the course journal are outlined in the &quot;course journal&quot; chart on Canvas.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>Written final exam covering all course work.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td><strong>200</strong></td>
<td></td>
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</table>
# CA177 Arts for Teaching, Fall 2018

## Course Calendar—Course meets Fridays, 1:00-3:45 PM
(Subject to Change at the Instructor’s Discretion)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>IN-CLASS TOPICS/ACTIVITIES</th>
<th>HOMEWORK ASSIGNMENTS AND PROJECT DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Class</td>
<td>Aug. 24</td>
<td>Intro &amp; Overview of Course</td>
<td>READ: Course Syllabus &amp; take quiz on Canvas</td>
</tr>
<tr>
<td>1 The Role of Imagination and Creativity in Classrooms</td>
<td>Aug 31</td>
<td>Intro Games &amp; Activities In-Class Video: Sir Ken Robinson, Do Schools Kill Creativity? What is Imagination? What is Creativity? What is their role in Education? Why Dancing is as Important as Math (Video) A Blueprint for Creative Schools (on Canvas) and take quiz on Canvas. Watch: How to Escape Education’s Death Valley Video and take quiz.</td>
<td></td>
</tr>
<tr>
<td>2 Intro Activities CAVAPA Standards &amp; National VAFA Standards</td>
<td>Sept. 7</td>
<td>Review Assignments, Course Calendar, &amp; Journal Review A Blueprint for Creative Schools Art Postcard Introductions Intro to the Calif. Visual &amp; Performing Arts Standards &amp; Component Strands &amp; The National Standards Intro to Standards Tracking Exercise</td>
<td>Read: Read Chapters 1 &amp; 2 of the VAPA Framework, and Appendix A (pages 198-203) and complete quiz on Canvas. Review: CA Dept. of Educ. VAPA Standards Homepage Standards Tracking Exercise: (Not a journal entry)—You will need to reference Chapter 3 of the VAPA Framework- Choose an art form you do not know well. NEXT CLASS: Bring your blank journal</td>
</tr>
<tr>
<td>3 California VAFA Standards Differentiated Instruction</td>
<td>Sept. 14</td>
<td>Review of VAPA Chapters 1 &amp; 2 and state laws regarding Arts Education &amp; Ken Robinson Video Component Strands Exercise Review Standards Tracking Exercise What did you notice? What stood out for you? What patterns did you see? How will this information inform your work as an educator? Intro to Differentiated Instruction: What do you know about yourself as a learner? How will that affect how you teach? Journal Entry Information: Elements of Art and Principles of Design, Sample Ideas for Journals, Create 1st Journal Page Sign up for Research Presentations &amp; Brainstorm Interactive Ideas</td>
<td>Due Today: Standards Tracking Exercise NOTE: LEAVE THE FIRST THREE PAGES OF YOUR JOURNAL BLANK. AT A LATER DATE YOU WILL ADD A JOURNAL COVER AND TABLE OF CONTENTS. Journal Entries: 1~ Prepare a one-page journal entry on &quot;What Do You Know About Yourself as a Learner? How will the type of learner you are affect how you will teach? What could you do in order to reach all of your students learning styles? Upload photo of entry onto Canvas. READ: (Course Reader) Interdisciplinary vs. Integrated Curriculum The Arts are Fundamental to a Quality Education, An Unfinished Canvas—Overview Multiple Intelligence Theory, Blooms Taxonomy, STEM vs. STEAM &amp; Complete Quiz on Canvas</td>
</tr>
</tbody>
</table>
| 4 | Arts Integration | Sept. 21 | Camera & Photographer  
Integration vs. Interdisciplinary Approaches to Arts Education  
The Arts Are Fundamental to a Quality Education Article  
An Unfinished Canvas Article  
Field Trip Overview: Complete your field trip to SJ Museum, RAFT, Children’s Discovery Museum, or SJ Tech Museum—or attend the Cilker Arts Ed Conference on Fri. Nov. 2nd  
STEM vs. STEAM  
Multiple Intelligence Theory & Blooms Taxonomy of Higher Order Thinking |
|---|---|---|---|
| 5 | Research in Arts Education  
Arts Integration Techniques | Sept. 28 | Research Presentations--Jigsaw ARTIST TRADING CARDS  
Visual Arts Activity to enhance Journal Making—Bring Watercolors, brush, journal, magazines, other art supplies of your choice. |

**Prepare for Next Class Meeting:** (not a journal assignment)  
~ Prepare a 2-3 page typed, double-spaced, 12-point font response to the article you were assigned. What are the key points and information that will inform your work as an educator? What surprised you? What information was particularly important to you and other educators?  
- Prepare a 5-minute presentation that provides an overview of your assigned article to your peers. IT MUST BE INTERACTIVE—NOT A LECTURE—where all of us are involved in some way. Highlight the key points that will have importance to your peers as well as yourself. Use your creative abilities to create a fun learning experience for all of us.  
~ Prepare a one-page handout to give to classmates which highlights the most important points from the article. Make copies to bring to class with you.  

**Journal Entry:**  
2- Read through “Dance” section in the VAPA framework, pages 125-135. Enter a one-page journal response to the reading in your journal.  

**Read:**  
*The Elements of Movement for a Performing Artist. Complete quiz on Canvas.*  

**Watch:** (Video on Canvas)  
Math Dance: Erik Stern & Karl Schaffer
| 6 Movement and Dance for the Classroom Arts Integration | Oct. 5 | The Basics of Movement/Dance for the Classroom
- The Elements of Dance/Movement
- Random Walking
- Movement Phrases
- Discuss Dance Section in VAPA Framework
- Art Gallery of Artist Trading Cards
- Discussion of Field trips & Math Dance Video
If Time Allows:
- Connecting dance & movement techniques to Language Arts, Social Studies, Science and Math curriculum areas.
- Stick Dances | DUE TODAY: Field Trip Written Response due on Canvas (Those attending the Cilker Conference due Nov. 9th), Artist Trading Cards
- Journal Entries:
3~Record a journal entry that describes the steps needed to teach: Random Walking, Movement Phrases, Basic Dance Vocabulary, The Peacebuilder’s Dance—provide enough details so that you can repeat with kids at a later date.
4~Read “Rationale for Creative Dramatics” from Instructor’s Website, create a one-page journal response
5~ Read “Theatre” section in VAPA Framework, pgs. 146-155, create a one-page journal response.

Read & Complete Quiz on Canvas:
- Blank Lesson Plan Template
- Aesthetic Valuing in the Arts
- Rationale for Creative Dramatics |
| 7 Theatre in the Classroom Lesson Planning Aesthetic Valuing | Oct. 12 | The Basics of Theatre/Creative Dramatics Tableau: Levels, Story, Title, Beginning, Middle, End, Transition, Conflict, Adding Music and Mood using Art Prints
- Review Difference between Formal Theatre and Creative Dramatics
- Review Lesson Plan Template
- Aesthetic Valuing in the Arts—How to ask questions in the Visual and Performing Arts classroom | Journal Entries:
6~ Create a journal entry that describes the steps needed to teach Tableau.
7~Read Chapter 5, Assessment in the Arts, in the VAPA Framework and provide a written response providing key points.
8~Create a one-page journal response to Aesthetic Valuing in the Arts. In it include 10 questions that you know you will use in the future.

Prepare: Rough Draft Lesson Plan—can be handwritten. Bring to next class. Or, a proposal(s) to discuss. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Date</th>
<th>Weekly Activities</th>
<th>Journal Entries</th>
</tr>
</thead>
</table>
| 8    | Assessment Lesson Planning Theatre | Oct. 19 | **PART 1 OF JOURNAL DUE TODAY.** **ENTRIES 1-8.**  
In Groups- Review Rough Draft Lesson Plan  
Review Assessment in the Arts  
Activities: Introduction to Pantomime in the Classroom Chair Tableau Scenes  
Video: Why Tech Needs the Humanities (Eric Berridge-STEM) | **PART 1 OF JOURNAL DUE TODAY.** **ENTRIES 1-8.**  
Prepare for Next Class Meeting:  
Finalize Lesson Plan  
Read: Classroom Management in the Arts & Take quiz on Canvas.  
Journal Entries:  
9~Create a journal entry that describes the steps needed to teach Pantomime techniques, & Chair Tableau Scenes. |
| 9    | Classroom Management Working with Text (Integrating with Language Arts) | Oct. 26 | Review: Classroom Management in the Arts Handout  
Working with Established Text through Children’s Stories: Too Much Noise The Day Jimmy’s Boa Stole the Wash Lily’s Purple Plastic Purse | Journal Entries:  
10~Create a one-page journal response to “Kratochvil’s Top Ten Classroom Management Techniques”  
11~Create a journal entry that includes the steps to the three techniques for using established text (children’s books).  
Read: Theatre & Performance Basics Take quiz on Canvas. |
| 10   | Theatre in the Classroom-Basic Techniques to use across the Curriculum | Nov. 2 | Intro to Formal Production & Creating Performances with Children  
Formal Production Techniques & Vocabulary  
Basic stage terminology  
One Word Scenes—write, block, perform 1 word scenes  
Share Lesson Plans with Classmates | Read: What is Literacy?  
Take Quiz on Canvas.  
Due: Lesson Plan on Canvas  
and bring hard copy to class  
Post One Word Scene on Canvas |
| 11   | Literacy and the Arts Music in the Classroom | Nov. 9 | Literacy and the Arts  
What is Literacy? What does it mean to be literate in Dance, Theatre, Music and Visual Arts? In Reading and Writing? In Mathematics? Why is this important and how will it inform your work as an educator?  
Music in the Classroom  
☆ Sound Scavenger Hunt  
☆ Basic Rhythm and Tempo  
☆ Reading and Performing the Basic Notes—Boomwhackers!!  
☆ Create and write a song using Boomwhackers in a group. | Journal Entries:  
12~What is Literacy? What does it mean to be literate in the Arts? Prepare a one-page entry with your responses to these questions. This response MUST be based on the reading materials and class discussion—it is not merely your opinion.  
13~Read Music Section in VAPA Framework-pages 136-145, record a response in your journal.  
14~Create a journal entry that describes the varying techniques for teaching basic music in the classroom based on today’s demonstration.  
Review: Elements of Art & Principles of Design |
<table>
<thead>
<tr>
<th>Date</th>
<th>Visual Arts in the Classroom</th>
<th>Nov. 16</th>
<th>Visual Arts in the Classroom</th>
<th>Journal Entries:</th>
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<tbody>
<tr>
<td></td>
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<td>Nov. 23</td>
<td>✧ Line/Value</td>
<td>15~Read pages 156-169 (Visual Arts) section in the VAPA Framework and provide a written response providing key points.</td>
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<td>✧ Shape/Form</td>
<td>Finish class journal and prepare to hand in next class. Add a journal introductory page and table of contents if you have not done this yet.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Visual Arts in the Classroom</th>
<th>Nov. 30</th>
<th>Visual Arts in the Classroom</th>
<th>2nd Half of Course Journal Due Today</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>✧ Color &amp; Texture</td>
<td>Final Exam Posted on Canvas</td>
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<td>Work on Art Projects if you do not finish in class.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Visual Arts in the Classroom</th>
<th>Dec. 7</th>
<th>Complete your Art Portfolio during class and get checked off by instructor.</th>
<th>Art Portfolio Projects due by the end of class today. Instructor will check you off when completed.</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Review of Course</td>
<td>FINAL DUE ON CANVAS BY 11:59 PM Dec. 14th</td>
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<td>Art Project—Just for Fun!</td>
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<td></td>
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<td></td>
<td>Journals Returned to Students Today</td>
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**Over the Winter Break**--
Stay Creative!! Go to the beach and create an 8-foot sand castle. Read a book that you normally would not read. Go on a creative (stay)vacation—visit local museums that you have not been to. See a play. Write poetry. Create a pottery piece. Write a song. Act out your life in 3 acts. Try out for a play. Howl at the full moon. Go Dancing! Sing in a band or choir--or, sing loudly in an empty church and let your voice bounce against the walls. Take a child to a movie or play. Sit down and do some art with some kids you know. Challenge yourself to do at least one creative arts activity this winter.