Creative Arts 177

San José State University
Interdisciplinary Arts for Teaching

Instructor: Gina Padilla Muriera
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Office Hours: Mondays 10:30-11:30, Wednesdays 10:30-11:30pm, by email and by appointment. Always best to make an appointment (sign-up sheet is on my door).
Class Days/Time: Mondays and Wednesdays 9am-10:15am

Classroom: ENG 403
Prerequisites: Upper division standing and completion of core required arts courses
Class Websites: Canvas login: https://sjsu.instructure.com

Course Format
Traditional format with some online activity. 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 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 knowledge (elements and principles, styles and techniques, interpretation and judgement) as well as pedagogical knowledge of the visual and performing arts 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 (location: 330 South 10th Street) (408) 297-1000. Cash or check only.
- All other readings can be found through 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

- Journal and Small Assignments – 55% (CLOs 1-9)
- Goldberg Chapter Workshop – 5% (CLOs 5-9)
- Lesson Plan Workshop – 5% (CLOs 2, 5-9)
- Final – 15% (CLOs 2, 5-9)
- Class participation – 20% (CLO 10)

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. 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 (10% deduction per week).

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

The readings and assignments are due on the day they are listed at the time class starts. All readings are in the Course Reader or Canvas, unless location otherwise noted. All assignments are turned in online, unless otherwise noted. 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. If you miss a class, it is your responsibility to find out from a classmate any information that might be relevant to the schedule.

Wednesday August 22

Topic: Gummi Bear Challenge and Design Thinking

Monday August 27

Topic: Introduction to CA 177

Read: Introduction and Design from A Whole New Mind - Daniel Pink (Reader)

Purchase: A journal (leave the first 2 pages blank. Later you will create 1) a cover page and 2) a table of contents. Glue/tape the Visual Journal Rubric and the Visual Journal Bingo on the back of the cover.

Due: Journal - CD Cover and Tracks

Due: Journal - Gummi Bear Challenge (including Gummi Bear Standards) (start page 4 of your journal)

Visual and Performing Arts Review

Wednesday August 29

Topic: California’s Visual and Performing Arts Standards (VAPA)

Read: Relevant Literature: Some Sources for Research and Current Thinking about Arts Education (Reader)

Read: The Introduction to the VAPA Standards (Online in Modules, Standards, VAPA)

Read: Definitions of the VAPA Standards (Reader)

Due: Journal - Imagining Art Assignment
**Wednesday September 5**

*Topic: Creative Movement and Dance Elements, Techniques and Styles*

*Read: Young Children and Movement: The Power of Creative Dance (Reader)*

*Read: The Elements of Creative Movement (Reader)*


*Due: Journal - VAPA standards tracking exercise*

**Monday September 10**

*Topic: Visual Art Elements, Techniques and Styles*

*Read: The Elements of Art and the Principles of Design, by Kathie Kratochvil (Reader)*

*Read Introduction and Peruse: Digital Media Arts – Los Angeles Unified School District (Reader)*

*Due: Journal – List of Creative Movement and Dance Lesson Ideas (Reader)*

**Wednesday September 12**

*Topic: Theater Elements, Techniques and Styles*

*Read: Rationale for Creative Dramatics and Formal Theater in the Classroom (Reader)*

*Read: Creative Dramatics and Multiple Intelligences (Reader)*

*Read: Theater Vocabulary (Reader)*

*Find: Two theater games that you can do with elementary students. Be prepared to share with the class.*

*Due: Journal – List of Visual Arts Lesson Ideas*

**Monday September 17**

*Topic: Music Elements, Techniques and Styles – Kara Ireland D’Ambrosia*

*Watch: Musical Elements: Elementary, My Dear Noah at https://www.youtube.com/watch?v=q-aolcJ2_yw*

*Read: Elements of Music*

*Due: Journal - Sound Scavenger Hunt (Reader)*

*Due: Journal – List of Theater Lesson Ideas*

**Monday September 19**

*Topic: Arts Lesson Planning 101 – Converting Art Ideas to Standards Based Lessons*

*Read: Bloom’s Taxonomy (Reader)*

*Read: Symphony from A Whole New Mind – Daniel Pink (Reader)*

*Due: Journal – List of Music Lesson Ideas*
Due: Journal - Design and Symphony

**Monday September 24**

*Topic: Assessment in the Arts and Visual Thinking Strategies*

*Read:* The California Arts Project: Role of Assessment in a Standards Based Visual and Performing Arts Classroom (Reader)

*Read:* “Arts as Epistemology” – Karen Gallas (Reader)

*Read:* Goldberg Chapter 9 on “Assessment” (Online, found in Modules, Course Readings)

*Work on:* Draft of partner Standards Based Art Lesson Plan (include only overview, materials, standards, teaching procedures and assessment. Upload to Canvas.)

*Due:* Journal – Assessment Ideas

*Start:* A list in your visual journal titled Reasons to Include the Arts in my Classroom. Add to it as the semester progresses. Leave a few pages available.

*Work on:* Partner Arts Lesson Plan

**Why Teach the Arts?**

**Wednesday September 26**

*Topic:* Hobart Shakespeareans

*Continue to add:* to the list in your visual journal titled Reasons to Include the Arts in my Classroom.

*Work on:* Partner Arts Lesson Plan

*Read:* Visual Thinking Strategies Chapters 2 & 3

*Due:* Journal - Visual Thinking Strategies

**Monday October 1**

*Topic:* “Habits of Mind"

*Read:* Making the Case for the Arts from *Studio Thinking* - Hetland et.al. (Reader)

*Read:* Habits of Mind – Individually Assigned Chapters (Online in Modules, Course Readings)

*Due:* Notes from your assigned chapter from Habits of Mind (upload to Canvas and bring electronic access to class – can be handwritten and photo upload)

*Work on:* Partner Arts Lesson Plan

*Continue to add:* to the list in your visual journal titled Reasons to Include the Arts in my Classroom.

**Wednesday October 3**

*Topic:* “Habits of Mind” part II

*Read:* “Create California: A Blueprint for Creative Education” (pages 1-9 of the actual report, beginning at the Executive Summary) (Reader)
Watch: Ken Robinson – TED Talk (approximately 20 minutes) http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en

Due: Draft of partner Standards Based Art Lesson Plan (include only overview, materials, standards, teaching procedures and assessment. Upload to Canvas.)

Continue to add: to the list in your visual journal titled Reasons to Include the Arts in my Classroom.

Who do the Arts Teach?

Monday October 8

Topic: Arts as Differentiated Instruction

Read: The Intelligences, in Howard Gardner’s Words: A Quick Overview of the Idea of Multiple Intelligences (Reader)

Read: Multiple Intelligence Summary (Reader)

Read: Learning Styles (Reader)

Read: Arts Integration and Universal Design for Learning (Reader)

Read: 3 Reasons Why Your ELLs Need Arts Integration (Reader)

Due: Journal – Habits of Mind (find a graphic representation of the Habits of Mind, print and paste into your journal)

Due: Journal – Myself as a Learner

Continue to add: to the list in your visual journal titled Reasons to Include the Arts in my Classroom.

What do the Arts Teach?

Wednesday October 10

Special Guest Presentation: Alphabet Rockers

Topic: Aesthetic Valuing – Interpreting and Evaluating in the Arts

Read: Aesthetic Valuing - Kathie Kratochvil (Reader)

Due: Journal - Create a one page journal response to the Aesthetic Valuing reading and include 10 questions that you know you will use in the future.

BRING YOUR READERS TO CLASS

Continue to add: to the list in your visual journal titled Reasons to Include the Arts in my Classroom.

Monday October 15

Alphabet Rockers Present

Read: Champions of Change (Reader)

Due: Journal - Multiple Intelligences, Learning Styles and Universal Design for Learning

Continue to add: to the list in your visual journal titled Reasons to Include the Arts in my Classroom.
Wednesday October 17

Topic: Techniques for Teaching Reading Comprehension with Established Texts

Due: Coursera Week 1 – Introduction to Art and Activity (Video and Quiz – screenshot and upload score of quiz). See Assignments for specific instructions.

Monday October 22

Topic: Goldberg Workshop Preparation

Read: Individually assigned Goldberg Chapters (Online in Modules, Course Readings)

Due: Notes from your assigned Goldberg chapter (upload to Canvas and bring electronic access to class—can be handwritten and photo upload. Include in your visual journal.)

Due: Journal Part 1

Plan ahead: Resources in Our Area Fieldtrip (due November 19) requires you to go on a field trip on your own. Plan in advance.

Wednesday October 24

Topic: Goldberg Workshop: Communication, Expression and Experience: Literacy and the Arts from Integrating the Arts

Due: Coursera Week 2 – Activities for Analyzing and Reflecting (Video and Quiz – screenshot and upload score of quiz)

Monday October 29

Topic: Goldberg Workshop – The Voices of Humanity: History, Social Studies, Geography and the Arts

Due: Coursera Week 3 – Activities for Creating Imagining and Connecting (Video and Quiz – screenshot and upload score of quiz)

Due: Journal – Integration Ideas from Goldberg Literacy and the Arts

Plan ahead: Resources in Our Area Fieldtrip (due November 19) requires you to go on a field trip on your own. Plan in advance.

Wednesday October 31

Topic: Goldberg Workshop: The Wonder of Discovery: Science and the Arts

Due: Journal - Integration Ideas from Goldberg History, Social Studies, Geography and the Arts

Plan ahead: Resources in Our Area Fieldtrip (due November 19) requires you to go on a field trip on your own. Plan in advance.

Monday November 5

Topic: Goldberg Workshop: Mathematics and the Arts

Due: Journal – Integration Ideas from Goldberg Workshop: The Wonder of Discovery: Science and the Arts

Plan ahead: Resources in Our Area Fieldtrip (due November 19) requires you to go on a field trip on your own. Plan in advance.
Due: Journal - Integration Ideas from Goldberg Workshop: Mathematics and the Arts

Think about: What you want to do for the final

**How can YOU teach with the Arts?**

**Wednesday November 7**

*Topic: Arts Lesson Planning 201: Integrating a Second Discipline*

*Due: Coursera Week 4 – Assessment Strategies* (watch Video only)

*Due: Journal - Teaching Reading Comprehension Arts Integration Lesson Ideas*

*Due NEXT class: Resources in Our Area Fieldtrip (due April 19) requires you to go on a field trip on your own.*

**Wednesday November 14**

*Topic: Arts Resources in our Area, Campus Scavenger Hunt and Introduce Final*

*Due: Arts Resources in Our Area Write up*

**Monday November 19  (No class 11/21- Thanksgiving Break)**

*Topic: Team Worktime on Lesson Plans*

*Work on Instructional Sequence/Integration of Lesson Plans*

*Due: Journal Part 2*

*Due: Journal – Art Resources in Our Area Letter to Self*

**Monday November 26**

*Team Integrated Lesson Planning Workshops*

**Wednesday November 28**

*Team Integrated Lesson Planning Workshops*

**Monday December 3**

*Team Integrated Lesson Planning Workshops*

**Wednesday December 5/ Thursday December 10**

*Team Integrated Lesson Workshops*

*Due 12/10: Partner Integrated Lesson Plan (only one person uploads) and Individual Integrated Lesson Plan*

*Due12/10: Final Self Evaluation*

*Due 12/10: Group (Team) Evaluation*

*Due12/10: Class Participation Rubric*

**Final Exam December 12, 9am-10:15**