

San José State University

Creative Arts Dept.

**College of Humanities and the Arts
CA177 Arts for Teaching (Online Course)**

Spring 2021, Course 27343, Section 80

Course and Contact Information

Instructor:	Dr. Kathie Kratochvil (Pronounced Kra-toe-ville)
Office Location:	Hugh Gillis Hall, Room 213 Due to Covid-19 considerations, my office will be virtual. You can make an appointment for a Zoom meeting to meet with me.
Telephone:	Unavailable for Spring 2021
Email:	kathie.kratochvil@sjsu.edu , or use the messaging app within Canvas.
Office Hours:	Open Office (Drop-in) Hours are Thursdays from 1-3 PM via Zoom. Link is located in Modules. Please contact the Instructor via Canvas messaging or email to set up an individual private online appointment, either through Zoom or Canvas Chat.
Class Days/Time:	This class meets on Zoom on Fridays, from 1:30-2:15 PM. The remainder of the course is completed through Canvas weekly modules.
Classroom:	Zoom, Canvas, Online
Prerequisites:	None

Course Format

This is an Online Course that meets on Fridays from 1:30-2:15 on Zoom, with the remaining coursework completed through Canvas Modules.

Canvas Learning Management System

Course materials such as the syllabus, assignments, course reading, and quizzes are posted on SJSU's Canvas Learning Management System. **IT IS IMPERATIVE THAT YOU GO TO THE MODULES PAGE each week for the assignments, readings, and videos for that week.** FOLLOW THE COURSE ON MODULES not on ASSIGNMENTS. 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

SJSU Catalog, 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 Media Arts) as described by the California VAPA Standards 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 and creative arts activities. Students will also attend virtual field trips to local arts museums, performances and arts education events as assigned throughout the semester.

Course Learning Outcomes

Students will be able to:

CLO 1: Analyze their current relationship to the Arts and Arts Education. (Module 2)

CLO 2: Define what they know about themselves as learners by synthesizing and utilizing various pedagogies including VARK learning, Multiple Intelligence Theory, Social Emotional Learning, Growth Mindsets, and Bloom's Taxonomy of Higher Order Thinking skills to create a work of art. (Module 2)

CLO 3: Identify and describe the basic tenets of a differentiated classroom and extrapolate the ways in which arts education can provide avenues to differentiation. (Module 2)

CLO 4: Describe the current issues and problems in providing quality arts education in California's public schools and formulate ways in which these issues and problems could be solved. (Module 3)

CLO5: Identify definitions for creativity and imagination and analyze their role in schools and society. (Module 3)

CLO6: Develop logical arguments for defining what Art is and whether it is inherently educational. (Module 4)

CLO7: Identify patterns in and explain and analyze the core concepts of the California Visual and Performing Art Standards and Framework, as well as their applications by teachers in K-8 classrooms. (Module 5)

CLO8: Research, analyze and develop discussions and presentations detailing the current policies, theories, curricula, and methods used to teach the arts in public schools. (Modules 6 & 7)

CLO9: Develop logical arguments for incorporating the arts into K-8 curriculum based on research and best practices in the field. (Modules 6 & 7)

CLO10: Define what literacy means in our schools and contemporary society and define what it means to be literate in Dance, Theatre, Music, Visual Arts and Media Arts. (Module 11)

CLO11: Define and apply basic content knowledge in each of the arts disciplines (Dance, Theatre, Music, Visual Arts and Media Arts) to conceptualize and create artistic works in each discipline that can be recreated in K-8th grade classrooms.

Dance: Module 8; Theatre: Modules 9 & 10; Visual Arts: Module 12; Music: Module 13; Media Arts: Module 14

CLO12: Demonstrate knowledge of the California Visual and Performing Arts *anchor standards* by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards defined by the California Visual and Performing Arts Framework and Standards are used in those demonstrations.

Dance: Module 8; Theatre: Modules 9 & 10; Visual Arts: Module 12; Music: Module 13; Media Arts: Module 14

CLO13: Develop and practice using aesthetic questions about works of art that can be used in classrooms to develop students' higher order thinking skills. (Module 9)

CLO14: Develop and present a standards-based interdisciplinary or discrete lesson plan in one or more of the Arts disciplines utilizing Wiggins and McTigue's (1999) *Understanding by Design* basic instructional design strategies including assessments of art practices. (Modules 10 & 15)

CLO15: Summarize methods a teacher can use to effectively create and maintain an effective arts environment and manage an arts classroom when engaging students in Visual and Performing Arts activities and lessons. (Module 11)

CLO16: Incorporate understandings of how Arts Education can promote social justice in developing and demonstrating lessons plans. (Module 10)

CLO17: Evaluate and describe community and online resources available to support Arts Education in schools. (Module 7)

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.
9. Understand both theoretical and practical rationales for incorporating the visual and performing arts into K-8th curriculum.
10. Engage in instructional planning and assessment in the visual and performing arts.
11. Learn how to create and maintain effective arts environments for student learning.
12. Understand and be able to organize content for teaching students from diverse backgrounds.
13. Present reasoned arguments in the arts through analytical and reflective writing.

Required Texts/Readings

Textbook & Materials

A textbook is not required for this course. We will be using the California Art Standards for Public Schools, which can be found on Canvas. All other materials are either open sourced or created by the instructor and are on Canvas. The course requires some simple art supplies: scissors, colored pencils, glue stick, used magazines, baseball size piece of thin cardboard, some blank white paper, etc.

Students will also need access to a camera (camera on your phone will work fine) to take a few photos and post, as well as access to a recording device to record short videos and post (camera on your phone is also fine for this, as well as Studio in Canvas).

Course Requirements and Assignments

San Jose State's Requirements for course hours are as follows: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Assignments and Grading Policy

Students will be graded on a percentage point scale. Final grades will be determined as follows:

A	95-100%
A minus	90-94%
B plus	87-89%
B	84-86%
B minus	80-83%
C plus	77-79%
C	74-76%
C minus	70-73%
D plus	67-69%
D	64-66%
D minus	60-63%

- A - Excellent, flawless with a high degree of creativity, aesthetic depth, and mastery of skills.
- A minus- Excellent work with minor flaws in technical execution or aesthetic approach.
- B plus- Very Good. Creative, skilled work with minor flaws in execution technically, conceptually and/or aesthetically.

- B - Good. Solid, competent work with some flaws in technical execution, conceptualization and/or aesthetics. Possibly missing a minor element of the assignment due to not following all directions.
- B minus - Good. Competent work with some flaws in technical execution, conceptualization and or/aesthetics. Probably missing a minor element of the assignment or not completely following directions accounts for some of the flaws.
- C plus - Satisfactory work but with significant technical, conceptual and/or aesthetic problems
- C -Average work with significant technical, conceptual and aesthetic problems. Missing components of the assignment.
- C minus - Barely acceptable work. Significant problems with execution and/or missing major components of the assignment.
- D plus - Not acceptable work. Missing large components of the assignment. The student did not follow directions. Major technical, conceptual and aesthetic problems.
- D - Fails to meet the barest of requirements technically, conceptually, and aesthetically.

Grading, Evaluation, and Course Schedule

CA177 Arts for Teaching, Spring 2021, Course Schedule

The Instructor Reserves the Right to... Make changes to any or all 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 enough notice to the students for them to complete the course satisfactorily.

Module Number	Topic of Module	Dates	Course Learning Objectives-- Upon Successful Completion of the Course, Students Will be Able to...	Assessment/Assignmen	Cours e Points
1	Introduction to the Course	Jan. 27th- Jan. 31	Understand the Course Structure	Canvas Discussion-- Introduce Yourself	2
				Quiz on Course Overview	2
				Make a Practice Video	1
				Practice File Upload	1

2	Your Relationship to Arts and Arts Education, Knowing About Yourself as a Learner, Intro to Differentiated Instruction	Feb. 1- Feb. 7	CLO 1: Analyze current relationship to the Arts and Arts Education CLO:2 Define knowledge as a learner by synthesizing and utilizing various pedagogies.	Short Written Response	5
			CLO:2 Define knowledge as a learner by synthesizing and utilizing various pedagogies. CLO:3 Identify and describe the basic tenets of a differentiated classroom and extrapolate the ways in which Arts Ed can provide avenues to differentiation.	Create a Collage	3
3	A Blueprint for Creative Schools, The Role of Imagination and Creativity in Arts in Schools and Society	Feb. 8 - 14	CLO:4 Describe the current issues and problems in providing quality arts education in CA public schools and formulate ways in which these issues and problems could be solved.	Quiz Written Response Artist Trading Cards	3 7 7
			CLO:5 Identify definitions for Creativity and Imagination and analyze their role in schools and society.	Written Response Canvas Discussion	5 3
4	What is Art? Is it Inherently Educational? Why is Art Important in Schools and	Feb. 15-21	CLO: 6 Develop logical arguments for defining what Art is and whether it is inherently educational.	Essay Paper	10

	Society? Is It?				
5	California Visual and Performing Arts Framework and Standards	Feb 22-28	CLO: 7 Identify patterns in, and explain and analyze the core concepts of the CA VAPA Standards and Framework, as well as their applications by teachers in K-8 classrooms.	Standards Tracking Exercise	10
6	Arts Education Research	March 1-7	CLO: 8 Research, analyze and develop discussions and presentations detailing the current policies, theories, curricula and methods used to teach the arts in public schools.	Create a annotated bibliography of an Arts Education research paper, article, or website.	8
7	Arts Education Research Presentations	March 8-14	CLO: 8 Research, analyze and develop discussions and presentations detailing the current policies, theories, curricula and methods used to teach the arts in public schools.	Give a research presentation of your research, article or website.	8
			CLO: 16 Evaluate and describe community and online resources available to support Arts Education in Schools.	Take a VIRTUAL field trip to a museum, art class for children, performance for children, etc., and report your findings to the class.	10

8	Dance in the Classroom	March 15-21	<p>CLO: 11 Define and apply basic content knowledge in Dance in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms.</p> <p>CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.</p>	Identify 3 major lesson plan ideas in Dance, both discrete and interdisciplinary based on the CA VAPA standards.	6
9	Theatre in the Classroom & Aesthetic Valuing	March 22-28	<p>CLO: 11 Define and apply basic content knowledge in Theatre in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms.</p> <p>CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.</p>	Create and takes photos of a tableau storyline based on K-8 curriculum.	8
			CLO:13 Develop and practice aesthetic questions about works of art that can be used in classrooms to develop students' higher order thinking skills.	Fill in the blank Quiz	6

SPRING BREAK		March 29- April 4	NO CLASS THIS WEEK		
10	Theatre Techniques in the Classroom, Student Assessment in the Arts, Intro to Backwards Design Lesson Planning	April 5-11	<p>CLO: 11 Define and apply basic content knowledge in Theatre in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms.</p> <p>CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.</p>	<p>Quiz</p> <p>Write and Perform a one word scene using a basic dramatic structure</p>	<p>6</p> <p>8</p>
			CLO:14 Develop and present a standards-based interdisciplinary or discrete lesson plan in one or more of the arts utilizing backwards design methodology and student assessment strategies.	Visual or Performing Arts Lesson Plan (discrete or Interdisciplinary)	10
11	Classroom Management in the Arts, What is Literacy? What is Literacy in the Arts?	April 12-18	CLO: 15 Summarize methods a teacher can use to effectively create and maintain an effective arts environment and manage an arts classroom when engaging students in VAPA activities and lessons.	Fill in the blank Quiz	3
			CLO: 10 Define what literacy means in our schools and contemporary society, and define what it means to be literate in each art form.	<p>Show Me You Know through Art (Your choice)</p> <p>Canvas Discussion</p>	<p>5</p> <p>5</p>

<p style="text-align: center;">12</p>	<p style="text-align: center;">Visual Arts in the Classroom</p>	<p style="text-align: center;">April 19-25</p>	<p>CLO: 11 Define and apply basic content knowledge in Visual Arts in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms.</p> <p>CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.</p>	<p>Visual Arts Portfolio of Arts Projects (photographed and submitted on Canvas)</p>	<p style="text-align: center;">10</p>
<p style="text-align: center;">13</p>	<p style="text-align: center;">Music in the Classroom</p>	<p style="text-align: center;">April 26- May 2</p>	<p>CLO: 11 Define and apply basic content knowledge in Music in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms.</p> <p>CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.</p>	<p>Create a 16 count Body percussion, then create a video where you teach it to other students in class.</p>	<p style="text-align: center;">8</p>

14	Media Arts in the Classroom	May 3-9	CLO: 11 Define and apply basic content knowledge in Media Arts in order to conceptualize and create artistic works that can be re-created in K-8th grade classrooms. CLO: 12 Demonstrate knowledge of the CA VAPA anchor standards by engaging in hands-on demonstration activities and deconstructing how the Creating, Performing/Presenting/Producing, Responding, and Connecting anchor standards are used in those demonstrations.	To Be Announced	10
15	Final Exam and Presentation of Lesson Plans	May 10-16	Final Exam for Course	Final Exam--open book on Canvas. You will have one week to complete it.	25
				Presentation of Lesson Plan to Colleagues	5
FINALS	Continuation of Lesson Plan Presentations	May 18-21		Same as Module 15	
				TOTAL COURSE POINTS	200

Incomplete Grades

In order for a student 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 of C or better on that work.

Policy for Missed or Late Assignments

Assignment due dates are posted on Canvas. Please read through the schedule at the beginning of the semester so that you can plan for assignments accordingly. **Late assignments will be accepted up to one week late. If an assignment is turned in late, you will forfeit up to 10% of the points.** Please contact the instructor for an appointment (online or in person) if unusual circumstances come up for you that could prohibit you from completing the course work on time and that threaten your ability to pass the course.

Classroom Protocol

Netiquette

Please refer to the [Netiquette page](#) for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>