

San José State University
Interdisciplinary Arts for Teaching

Instructor:	Gina Padilla Muriera
Office Location:	Clark Hall (CL) 412 P
Telephone:	(408) 924-5159
Email:	gina.muriera@sjsu.edu
Office Hours:	Mondays 10:30-11:30am, Tuesdays 10:30-11:30am or appointment by email
Class Days/Time:	Mondays and Wednesdays 9:00-10:15am
Classroom:	Section 82- Synchronous On Line Learning
Prerequisites:	Upper division standing and completion of core required arts courses
Class Websites:	Canvas login: https://one.sjsu.edu/

Course Format

CA 177-82 (27345) The coursework is taught as synchronous and fully on line. 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 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, media and visual arts.

Course Learning Objectives (CLOs)

1. Develop logical arguments for incorporating the arts into K-8 curriculum based on case studies, currently available data, and personal experiences.
2. Describe the main components and identify patterns among the California Arts Standards, the California Common Core State Standards, and the Next Generation Science Standards for K-8 classrooms.
3. Synthesize information of strategies and terms unique to the visual and performing arts, engaging multiple intelligences to communicate personal meaning and intention.
4. Connect and apply shared concepts of arts and non-arts subjects to formulate lesson plan activities that support K-8 students with a wide range of learning styles, abilities, experiences, and needs.
5. Design co-equal instructional goals, assessments, and activities that evaluate K-8 student learning through both standards-based artistic processes and non-arts standards.
6. Transfer content knowledge (elements and principles, styles and techniques, interpretation and judgment) as well as pedagogical knowledge of the visual and performing arts to designs of full-length arts integrated lesson plans.
7. Communicate visually, aurally, kinesthetically, orally, and in writing regarding knowledge, thoughts and positions on course content and offered perspectives.
8. Demonstrate responsibilities and contributions in a team-based environment based upon agreed upon timelines, roles and deliverables.

Required Texts/Readings/Conferences

- The required course reader is available at Maple Press (location: 330 South 10th Street) (408) 297-1000. Online purchase available. Cash or check only if purchasing in-person.
- All other readings can be found through our Canvas website.
- March 6th: students will attend Montalvo Arts: Arts In Your Classroom Virtual Conference

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

- Journal and Small Assignments – 55% (CLOs 1-8)
- Goldberg Chapter Workshop/Arts in Your Classroom Jigsaw Discussion – 5% (CLOs 1,3,4,5,7,8)
- Lesson Plan Workshop – 5% (CLOs 1,3,4,5,7,8)
- Final – 15% (CLOs 1-8)
- Class participation – 20% (CLO 1-8)

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 in Modules and Course Files.

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'

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- [University's Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

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 in MODULES. **Please closely follow the Canvas shell's Modules to locate that specific week's complete content of Agenda, relevant Files, and Assignments due that week.** If you miss a class, it is your responsibility to find out from a classmate any information that might be relevant to the schedule.

Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1			
1	1/27	Wednesday January 27 <i>Topic: Surviving At Home and Design Thinking</i>	CLO4
2	2/1	Monday February 1 <i>Topic: Introduction to CA 177</i> <i>Read: Introduction and Design from A Whole New Mind - Daniel Pink (Reader)</i> Locate/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 <i>on the back of the cover</i> . NOTE: You may also choose to have a 100% Digital visual journal instead of a physical, visual journal. You may also do a combination of media.	CLO1 CLO3
2	2/3	Visual and Performing Arts Review	CLO2

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p>Wednesday February 3</p> <p><i>Topic: The California Arts Standards (formerly known as VAPA, revised January 2019)</i></p> <p><i>Read: Relevant Literature: Some Sources for Research and Current Thinking about Arts Education (Reader)</i></p> <p><i>Read: The Introduction to the CA Arts Standards (Online in Modules, Standards)</i></p> <p><i>Read: Definitions of the CA Arts Standards (Reader)</i></p> <p>Due Friday February 5: Upload [photo of] Visual Journal entry- Album Cover and Tracks</p> <p>Due Friday February 5th: Discussions in Canvas – CA Standards Tracking Exercise</p>	
3	2/8	<p>Monday February 8</p> <p><i>Topic: Creative Movement and Dance Elements, Techniques and Styles</i></p> <p><i>Read: Evidence Report on Impact of Dance (Reader)</i></p> <p><i>Read: The Elements of Creative Movement (Reader)</i></p> <p><i>Watch: Arts Integration: The Elements of Dance at https://www.teachingchannel.org/videos/integrating-dance-into-lessons</i></p>	CLO2 CLO3 CLO4 CLO7 CLO8
3	2/11	<p>Wednesday February 10:</p> <p><i>Topic: Visual Art Elements, Techniques and Styles</i></p> <p><i>Read: The Elements of Art and the Principles of Design, by Kathie Kratochvil (Reader)</i></p> <p><i>Read: Co-Equal Arts Integration Lessons: Learned in Using Visual Arts to Respond to Literature (Reader)</i></p> <p><i>Read: Visual Thinking Strategies Chapters 2 & 3 (Reader-will refer to more than once this semester!)</i></p> <p>Due Friday February 12: Creative Movement and Dance Integration Lesson Ideas (Reader)</p>	CLO2 CLO3 CLO4 CLO7

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
4	2/15	Monday February 15: No Class [In exchange for attending Montalvo Arts: AIYC March 6 th]	
4	2/17	<p>Wednesday February 17 Topic: In-Class Visual Journaling</p> <p><i>Read: Pink's Symphony pt. 1, Keep a Design Notebook, and Symphony pt. 2 (Reader)</i></p> <p>Due Friday February 19: Journal –Visual Arts Integrated Lesson Idea</p> <p>Due Friday February 19: Journal - Design and Symphony (upload In-Class Journaling product)</p>	CLO1 CLO7
5	2/22	<p>Monday February 22</p> <p><i>Topic: Music Elements, Techniques and Styles</i></p> <p><i>Watch: Musical Elements: Elementary, My Dear Noah at https://www.youtube.com/watch?v=q-aolcJ2_yw</i></p> <p><i>Read: Elements of Music</i></p>	CLO2 CLO3 CLO4 CLO7
5	2/24	<p>Wednesday February 24</p> <p><i>Topic: Theater Elements, Techniques and Styles</i></p> <p><i>Read: Rationale for Creative Dramatics and Formal Theater in the Classroom (Reader)</i></p> <p><i>Read: Creative Dramatics and Multiple Intelligences (Reader)</i></p> <p><i>Read: Theater Vocabulary (Reader)</i></p> <p>Due Friday February 26: Music Integration Lesson Plan Ideas</p> <p>Due Friday February 26: Theatre Integration Lesson Plan Ideas</p>	CLO2 CLO3 CLO4 CLO7 CLO8
6	3/1	<p>Monday March 1</p> <p><i>Topic: Arts Lesson Planning 101 – Converting Art Ideas to Standards Based Lessons</i></p> <p><i>Read: Bloom's Taxonomy (Reader)</i></p> <p><i>Work on: Draft of partner Standards Based Art Lesson Plan</i></p>	CLO1 CLO2 CLO3 CLO4 CLO5

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p>(Using Integrated Arts Lesson Plan Template Provided in Module)</p> <p><i>Start:</i> 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.</p>	
6	3/3 & 3/6	<p>Wednesday March 3</p> <p><i>Topic: Assessment in the Arts and Visual Thinking Strategies</i></p> <p><i>Read:</i> The California Arts Project: Role of Assessment in a Standards Based Visual and Performing Arts Classroom (Reader)</p> <p><i>Read:</i> "Arts as Epistemology" – Karen Gallas (Reader)</p> <p><i>Read:</i> Goldberg Chapter 9 on "Assessment" (Online, found in Modules, Course Readings)</p> <p>Due Friday March 5: Visual examples of 4 Types of Assessment (e.g. diagnostic, informal, formative, summative)</p> <p>SATURDAY MARCH 6TH: MONTALVO ARTS- ARTS IN YOUR CLASSROOM 9AM-2:30 PM</p>	CLO5 CLO6
7	3/8	<p>Monday March 8: No Class [In Exchange for Attending Montalvo Arts AIYC March 6th]</p>	
7	3/10	<p style="text-align: center;"><u>Why Teach the Arts?</u></p> <p>Wednesday March 10</p> <p><i>Topic:</i> Hobart Shakespeareans</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom.</p> <p><i>Extra Credit: Work on:</i> "Novel Study Choice Board" options</p> <p>Due Friday March 12 in Canvas-Class Discussion: Debrief of Hobart Shakespeareans [may want to do this one in class]</p> <p>Due Friday March 12 in Canvas- Class Discussion: AIYC Reflection</p>	CLO1 CLO3 CLO7

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
8	3/15	<p>Monday March 15</p> <p><i>Topic:</i> “What does it mean to be American?” Teaching with Culturally Responsive Pedagogy: a Conversation using Hobart Shakespeareans and 2021 Abolitionist Teaching</p> <p><i>Read:</i> “Create California: A Blueprint for Creative Education” (pages 1-9 of the actual report, beginning at the Executive Summary) (Reader)</p> <p><i>Announced Today To Read/Prepare For Next Class:</i> Chapter assignments for Habits of Mind online Course Readings</p>	CLO1 CLO3 CLO7
8	3/17	<p>Wednesday March 17</p> <p><i>Topic:</i> “Habits of Mind” Jigsaw Discussion</p> <p><i>Read:</i> Making the Case for the Arts from <i>Studio Thinking</i> - Hetland et.al. (Reader)</p> <p><i>Read:</i> Habits of Mind – Individually Assigned Chapters (Online in Modules, Course Readings)</p> <p>Due Friday March 19: Draft of partner Standards Based Art Lesson Plan (include only overview, materials, standards, teaching procedures and assessment. Upload to Canvas.)</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom.</p>	CLO6 CLO8
9	3/22	<p>Monday March 22</p> <p><i>Topic:</i> “Habits of Mind” part II</p> <p><i>Read:</i> “Create California: A Blueprint for Creative Education” (pages 1-9 of the actual report, beginning at the Executive Summary) (Reader)</p> <p><i>Read:</i> <i>Supporting the Arts Curriculum</i> (Reader)</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom.</p>	CLO6 CLO8
9	3/24	<p><u>Who do the Arts Teach?</u></p>	CLO5 CLO6 CLO7

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p>Wednesday March 24</p> <p><i>Topic: Arts as Differentiated Instruction</i></p> <p><i>Read: The Intelligences, in Howard Gardner’s Words: A Quick Overview of the Idea of Multiple Intelligences (Reader)</i></p> <p><i>Read: Multiple Intelligence Summary (Reader)</i></p> <p><i>Read: Learning Styles (Reader)</i></p> <p><i>Read: Arts Integration and Universal Design for Learning (Reader)</i></p> <p><i>Read: 3 Reasons Why Your ELLs Need Arts Integration (Reader)</i></p> <p>Due Friday 3/26: From Journal – All 8 Habits of Mind (build a graphic representation of each Habit of Mind, print and paste into your journal* It may all be digital)</p> <p>Due Friday 3/26: Reflection paper – Myself as a Learner [an assessment tool for April group work]</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom.</p> <p>Due Friday 3/26 Visual Journal Rough Draft!</p>	
10	3/29	Spring Recess: No Class	
10	3/31	Spring Recess: No Class	
11	4/5	<p style="text-align: center;"><u>What do the Arts Teach?</u></p> <p>Monday April 5</p> <p><i>Topic: Aesthetic Valuing – Interpreting and Evaluating in the Arts</i></p> <p><i>Read: Champions of Change (Reader)</i></p> <p><i>Read: Aesthetic Valuing - Kathie Kratochvil (Reader)</i></p> <p>Practicum: BRING YOUR READERS TO CLASS</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom.</p>	CLO6 CLO7 CLO8
11	4/7	<p>Wednesday April 7</p> <p><i>Topic: “Goldberg Workshop” and “Arts In Your Classroom”</i></p>	CLO1 CLO2 CLO7 CLO8

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Presentation Preparation</i></p> <p>Q & A around expectations and processes of Final Projects Due on Final Exam Day</p> <p>Due Friday April 9: Journal - Multiple Intelligences, Learning Styles and Universal Design for Learning</p> <p>Due Friday April 9: Journal - Create a one-page journal response to the Aesthetic Valuing Practicum in class and include 10 questions that you know you will use in the future (from Reader).</p> <p><i>Continue to add:</i> to the list in your visual journal titled Reasons to Include the Arts in my Classroom</p>	
12	4/12	<p>Monday April 12</p> <p><i>Topic: MLK Library KLEVR Lab- Virtual Reality Tour w/ Jon Oaks</i></p> <p><i>Read Introduction and Peruse: Digital Media Arts – Los Angeles Unified School District (Reader)</i></p> <p>Receive Goldberg Workshop Groups or AIYC Lesson Plan Groups and the sharing of its best practices/framework</p>	CLO1 CLO3 CLO7
12	4/14	<p>Wednesday April 14</p> <p><i>Topic: Goldberg Workshop Chapter 4: Communication, Expression and Experience: Literacy and the Arts from Integrating the Arts</i></p> <p><i>Topic: Goldberg Workshop Chapter 5 – The Voices of Humanity: History, Social Studies, Geography and the Arts</i></p>	CLO1 CLO3 CLO4 CLO7 CLO8
13	4/19	<p>Monday April 19</p> <p><i>Topic: Goldberg Workshop Chapter 6: The Wonder of Discovery: Science and the Arts</i></p> <p><i>Topic: Goldberg Workshop Chapter 7: Mathematics and the Arts</i></p>	CLO1 CLO3 CLO4 CLO7 CLO8
13	4/21	<p>Wednesday April 21:</p> <p><i>Topic: Jigsaw Discussion of Arts In Your Classroom Workshops pt. 1 [Lesson Plan Idea Due in Google Docs] for chosen students</i></p> <p>Due Friday April 23: Journal – Audience Notes from Goldberg</p>	CLO1 CLO2 CLO3 CLO4 CLO7

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		Literacy and the Arts [presenters upload Slides here] Due Friday April 23: Journal – Audience Notes from Goldberg <i>History, Social Studies, Geography and the Arts</i> [presenters upload Slides here]	
14	4/26	Monday April 26 <i>Topic: Jigsaw Discussion of Arts In Your Classroom Workshops pt. 2 [Lesson Plan Idea Due in Google Docs] for chosen students</i>	CLO1 CLO2 CLO3 CLO4 CLO7
14	4/28	Wednesday April 28 <i>Topic: Team Work time on Lesson Plans In Class with Instructor</i> <i>Work on Instructional Sequence/Integration of Lesson Plans</i> Due Friday April 30: Journal – Audience Notes from Goldberg Workshop: Mathematics and the Arts [presenters upload Slides here] Due Friday April 30: Journal – Audience Notes from Goldberg Workshop: The Wonder of Discovery: Science and the Arts [presenters upload Slides here]	
15	5/3	<p style="text-align: center;"><u>How can YOU teach with the Arts?</u></p> Monday May 3 Due: Journal Part 2 <i>Team Integrated Lesson Planning Workshops</i>	CLO1-CLO8
15	5/5	Wednesday May 5 <i>Team Integrated Lesson Planning Workshops</i>	CLO1-CLO8
16	5/10	Monday May 10 <i>Team Integrated Lesson Planning Workshops</i>	CLO1-CLO8

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
16	5/12	<p>Wednesday May 12–Last Day of Instruction</p> <p><i>Any remaining Team Lesson Plan Presentations plus Final Exam Day Prep</i></p>	CLO1-CLO8
Final Exam	5/19	<p>FINAL EXAM DAY is Wednesday May 19 8:00-9:30am</p> <p><i>Due:</i> Partner Integrated Lesson Plan (each person uploads)</p> <p><i>Due:</i> Self-Evaluation Form [found in your Reader or in Canvas Module]</p>	CLO1-CLO8