

San José State University
College of Humanities
CA 75, Performing Arts for K-8 Teachers, Spring, 2021

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Office Hours: Mondays, Tuesdays by appointment please.
Class Days/Time: Tuesdays 4:30-7:15 PM
Classroom: Online

Course Description

This introductory course in interdisciplinary Performing Arts is designed for students interested in teaching in K-8 classrooms. The course focuses on the basic techniques and processes a prospective teacher will need to know in Dance, Theatre, and Music to create dance/movement, vocal and instrumental music, creative dramatics and formal theatre with K-8 students. Students will actively engage in the three arts disciplines, as well as explore standards-based instructional strategies, classroom management strategies, and aesthetic inquiry. Students will also be introduced to Performing Arts Education research, advocacy, and community arts resources.

Course Format

Online due to COVID-19 Restrictions

Canvas Page

Course materials such as the syllabus, handouts, notes, video’s, assignment instructions, etc., can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>.

Course Learning Objectives (CLO)

This course provides a general introduction and overview of standards-based Performing Arts Education including key aspects of the elements of Dance, Theatre, and Music as identified in the *California Visual and Performing Arts Framework*.

Upon successful completion of this course, students will be able to:
(See table below for map of CLOs to assignments)

1. Identify the components and strands of Dance, Music, and Theatre Arts education found in the 2019 *California Visual and Performing Arts Framework and Student Academic Content Standards*.

2. Understand the core concepts of the 2019-20 *California Visual and Performing Arts Framework and Content Standards* as well as their application in K-8 classrooms.
3. Understand both theoretical and practical rationales for incorporating the Performing Arts in K-8 classrooms.
4. Understand basic instructional planning and assessment in the Performing Arts.
5. Identify key principles in creating and maintaining an effective Performing Arts environment in a classroom setting.
6. Organize Performing Arts content for teaching students from diverse backgrounds.
7. Present reasoned arguments in the Performing Arts through analytical and reflective writing, oral reflection and aesthetic inquiry.
8. Dance: Demonstrate a basic fluency with the elements of dance such as space, time, levels, and force/energy.
9. Dance: Use basic techniques to create dance/movement with children.
10. Dance: Identify and explain styles of dance from a variety of times, places, and cultures.
11. Dance: Demonstrate the ability to make judgments about dance based on the elements of dance.
12. Music: Demonstrate a basic fluency with the elements of music such as pitch, rhythm, timbre and music concepts including music notation.
13. Music: Use basic techniques to create vocal and instrumental music with children.
14. Music: Identify and explain styles and types of music and instruments from a variety of times, places and cultures.
15. Music: Demonstrate the ability to make judgments about musical works based on the elements and concepts of music.
16. Theatre: Demonstrate a basic fluency in acting, directing, design and scriptwriting (plot and action).
17. Theatre: Use the basic elements and principles of theatre to create dramatic activities with children including improvisation and character development.
18. Theatre: Demonstrate the ability to identify and explain styles of theatre from a variety of times, places, and cultures.
19. Theatre: Demonstrate the ability to make judgments about dramatic works based on the elements of theatre.

Creative Arts Program Learning Outcomes

Upon successful completion of this course, students will be able to:

(See table below for map of PLOs to assignments)

1. Perform interdisciplinary analysis of various forms of creative arts, attending to connections and commonalities as well as differences, in both written and oral formats.

2. Identify and articulate various and sometimes contested functions and purposes of the creative arts.
3. Demonstrate the ability to develop and use practice-based methodologies in research projects.
4. Identify, select, use and cite information sources appropriately.
5. Create class projects that demonstrate innovative thinking.
6. Collaborate effectively with other students in the completion of team projects.

Required Texts/Readings

Textbook

California Arts Standards, California Dept. of Education, Sacramento, 2019. CDE App (<https://www.cde.ca.gov/re/mo/castandards.asp>) and online: <https://www.cde.ca.gov/be/st/ss/vapacontentstnds.asp>

California Arts Framework, California Dept. of Education, Sacramento, 2020, CDE, <https://www.cde.ca.gov/ci/vp/cf/>

Course Reader: Readings and video course materials will be posted on the Canvas Learning Management System.

Resources

- [National Core Arts Standards in Dance, Media Arts, Music, Theatre, and Visual Arts](#) 
- [Create/CA: California's Statewide Arts Education Coalition](#) 
- [Arts Education Data Project](#) 

The national Arts Education Data Project has been developed over in partnership with the State Education Agency Directors of Arts Education and Quadrant Research. California course enrollment data is presented through an interactive visual mapping tool.

- [ArtsEdSearch is the nation's hub for research on the impact of the arts in education](#)

Other Readings

Will be posted on the Canvas Learning Management System.

Other Materials:

1. A class journal. Create a digital journal in Word or Google Doc to submit through Canvas as a file.
 - a. Reflect on our weekly lessons and practices
2. Some basic art materials will be needed for journaling: colored pencils, colored markers, glue stick, scissors, old magazines, used wrapping paper, etc. Clean Tube Sock, various decorations, “junk” to make puppets and instruments (coffee can, easter eggs...etc) More will be discussed in class.

Library Liaison

Aliza Elkin, Humanities Librarian, eliza.elkin@sjsu.edu

Course Requirements and Assignments

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.

At the end of each unit students will engage in a reflection process that connects the material of the unit to classroom practice. Students will reflect on a variety of areas including classroom management strategies, lesson deconstruction, interdisciplinary connections to other curriculum, theoretical rationale for the unit, grade level appropriateness, child development stages and adaptations of the unit to K-8 grade levels, assessment strategies, as well as assessment of higher order thinking skills included in the unit.

Participation- Participate in all synchronous and asynchronous lessons/modules. Video cameras on, engage in discussions verbally (speaking and singing), chat/writing, polls, dancing/movements, and all activities possible.

Assignments – complete assignments on Canvas Shell.

Discussions -read and complete in Canvas

Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

In CA 75 your final will be a portfolio of your own integrated arts unit for a grade level project (K-8). Details described in canvas.

Grading Information

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

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Extra Credit

Extra credit assignments are described in the Canvas Shell.

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, dance and music mini performances, and group exercises. 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. 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.

Communication/AEC

I am a caring, flexible teacher that believes in supporting the learning of all my students. Please reach out to me via email if an urgent situation comes up and you cannot attend class. Please reach out if you have any educational needs so that I may make accommodations for you (AEC approval may be required: <https://www.sjsu.edu/aec/>) Please reach out if you need an adjustment in the due date or want to share with me. I am here to support you, learn from you, and work together as a learning community.

Netiquette -Communication and Netiquette Expectations

We ask that videos are on during all synchronous meetings. As adults, we need to be present and focused. Please only turn off your camera for a moment if needed. Full participating is required which includes your videos on for all seminars. Choose a quiet place and we recommend a wall behind you. *Please review Netiquette page in canvas for full requirements and details for online/remote learning practices.*

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 sufficient notice to the students so that they can complete the course satisfactorily.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at

http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

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Course Schedule

Please note that the course calendar is “subject to change with fair notice.” You will be notified of any changes in class, by an email from the instructor or Canvas Announcement.

Week/Lesson /Module (Delete if not applicable)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
1	2/2	Zoom-Synchronous Meeting Topic: Overview of CA 75, Get Started Module, Readings Module, QuaverEd sign up, Advocating for the Arts Due: Please see Canvas Shell	1-19
2	2/9	Zoom-Synchronous Meeting Topic: Child Development, CA Standards and Frameworks for VAPA, Integrated VAPA Unit 1 - Mussorgsky, “Pictures at an Exposition” Resource: https://houstonsymphony.org/mussorgsky-pictures/ https://www.classicsforkids.com/shows/shows.php?id=95 https://www.classicalmpr.org/story/2020/05/20/classical-kids-music-lessons-museum-field-trip-part-3 The pictures inspiring the music: https://kids.kiddle.co/Pictures_at_an_Exhibition#Gallery_of_Hartmann.E2.80.99s_pictures Due: Please see Canvas Shell	1-19
3	2/16	No Meeting-Asynchronous Canvas Work Required CA VAPA Standards Overview/Introduction Due: Please see Canvas Shell	1-19
4 Guest Presenter	2/23	Zoom-Synchronous Meeting Catie Dwinal Catie@quavered.com QuaverEd (5-6:30 PM) For new users to activate access. Go to QuaverEd.com and click the SignUp link (as pictured below.) Follow directions as prompted to create a new account! Curriculum Code is ZUBFW7 Due: Discussion Post – Reflection on QuaverEd presentation	1-19
5	3/2	No Meeting-Asynchronous Canvas Work Required CA VAPA Standards Music Due: Please see Canvas Shell	1-19
6 Guest Professor	3/9	Zoom-Synchronous Meeting Anna Rainville- guest professor (5-6:30 PM) Due: 3/10 6 PM– Discussion Post – Reflection on Anna’s presentation	1-19

Week/Lesson /Module (Delete if not applicable)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
7	3/16	No Meeting-Asynchronous Canvas Work Required CA VAPA Standards Theatre Due: Please see Canvas Shell	1-19
8	3/23	Zoom-Synchronous Meeting ELL & Exceptional Needs Integrated Unit –” & Saint-Saens, “Carnival of the Animals” Due: Please see Canvas Shell	1-19
9	3/30	Spring Break-no class meeting	1-19
10	4/6	No Meeting-Asynchronous Canvas Work Required CA VAPA Standards Dance Due: Please see Canvas Shell	1-19
11	4/13	Zoom-Synchronous Meeting Integrated Unit – Puppetry & Musical Theater Due: Please see Canvas Shell	1-19
12	4/20	No Meeting-Asynchronous Canvas Work Required MSEL- Creative Arts SEL – Scott Edgar Due: Please see Canvas Shell	1-19
13	4/27	Zoom-Synchronous Meeting Integrated Unit – SEL & VAPA/QuaverEd.com; CA/SEL Due: Please see Canvas Shell	1-19
14 Guest Professor	5/4	Zoom-Synchronous Meeting Harini Krishnan harinivikas@yahoo.com (5-6:30pm) Due: Discussion Post – Reflection on Harini’s presentation	1-19
15 Last Class	5/11	Zoom-Synchronous Meeting or In Person (if allowed by SJSU/Vaccinations) Final Presentations	1-19
16	5/18	No Meeting-Asynchronous Canvas Work Required (SJSU STUDY DAY) Complete your Final and turn in to Canvas Assignments. Final day to turn assignments in = 5/12/21	1-19
Final Exam		Please see syllabus assignments, this will be a Final Project; no meeting	1-19