

Art Across the Curriculum
05:300:304:01
Spring 2021
3 Credits

Instructor Name: Dr. RoseAnn LaBrocca	Email address: labrocca@rutgers.edu
	Location: Virtual online Class Meeting Times: Tuesdays 4:30-7:30 PM
Office Hours: By appointment	Prerequisites or other limitations: None
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning goals²

New Jersey Professional Standards for Teachers (2014):

Standard One: Learning Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

ii. Essential Knowledge

1. The teacher understands how learning occurs—how learners construct

¹ Check 1:

² These can be TEAC claims or objectives from other sources.

knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

ii. Essential Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

1. The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, and global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
2. The teacher understands creative thinking processes and how to engage learners in producing original work;
3. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

NAEYC Program Standards

1a: Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

1b: Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

3c: Candidates plan instruction including goals, materials, learning activities and assessments

5a: Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

5c: Candidates participate in peer and professional learning communities to enhance

student learning.

Council for the Accreditation of Education Professionals (2013)³:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.1 Content and Pedagogical Knowledge

1.2 Instructional Practice

- Learning Experiences

1.6 Learner and Learning

- Learning Experiences

Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching. Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

Course catalog description:

This course will focus on drama, movement, visual art, music, and creative writing, individually and together, as well as imagination and creativity. Students in this course will experience the processes of these arts themselves and create products/presentations using various forms. They will learn how to stimulate arts processes and lead arts activities with young children, how to talk about these activities with children, and how to evaluate and assess these activities.

Other description of course purposes, context, methods, etc:

This course introduces students to the relationship between creative and artistic activities and overall development and learning. Students will learn about and experience drama, movement, visual art, music and creative writing, individually and together, as well as the ways these activities stimulate and support imagination and creativity. Students in the course will not only experience the processes of these arts themselves but will also create products/presentations integrating the arts across content areas using various art forms.

Weekly readings are available on SAKAI

Download a copy of the New Jersey Standards for Visual and Performing Arts:

<https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Grading policy:

These qualities will be valued in your work:

³ http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity, organization, and conciseness of writing.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:304 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
- On lateness – If you need an extension of time on an assignment please contact me at least 24 hours before the due date.

Letter Grade Equivalents

90-100	A
86-89	B+
83-85	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Assignments⁴:

⁵:

1. Class participation (25%): Class participation is crucial to your understanding and application of course content and is critical for the quality of the entire classes experience. You are expected to come to virtual class prepared to discuss assigned readings and to participate in class activities. I will take note of participation. Students using technology in inappropriate ways will lose points for participation. A word of caution—on many weeks we will be doing art activities in class. *I recommend that you*

⁴ Including exams, papers etc.

⁵ Including exams, papers etc.

wear clothes that are comfortable to move around in and that you do not mind getting dirty. You may keep a smock in the classroom for use each week.

2.Integrated Arts Environment Study (25%): The purpose of this activity is to design a classroom environment that would be culturally and linguistically responsive and conducive to and support the full integration of the arts and other content areas. Using your student teaching classroom (for master’s students) or the template provided (for undergrads) you will 1) describe the context, 2) provide a blueprint with an overlay of changes that you would make in order to a) provide for integration and b) celebrate and support cultural and linguistic diversity, 3) list and describe the specific materials you would add or include and, 4) provide a rational and analysis of your above choices using references to class conversations and readings.

3.Collective Storybook (25 points): This activity will provide students with the opportunity to explore art and creativity in a new way—by collectively creating a children’s book that includes/focuses on a social justice, equity, or social/emotional learning topic. Each group will be given a Barebook (blank book), where each member will essentially build on each other’s storyline. (Please note that you will not plan the storyline ahead of time). Each member will write 3 pages of narrative (keep it simple—this is a children’s book) on the left-hand side, while creating some type of artistic representation on the right hand side (e.g., illustration). Use an art form that is comfortable for you when illustrating—crayons, pencils, markers (watercolors, if you’re up for the challenge). If you want, you can also “illustrate” a little differently (collages, 3-D art, etc.). The point of this activity isn’t for you to have some type of publishable book, but for you to experience art in a guided form. In other words, **do not be afraid to have fun with this activity.**

4.Integrated Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (25%): This assignment will be presented during our on-line class. In addition, since this is a key assignment, it must be submitted and posted to Live Text. The rubric will be posted on Sakai outlining requirements for this project.

In small groups of 3 or 4 students, you will create an art experience to be implemented during the final two weeks of class. This art experience should include the integration of academic content with artistic content and should be directly tied to a specific standard for your chosen grade level within a content area and to a specific standard for the arts. The activity must show evidence of being culturally and linguistically responsive and/or address an issue of equity or social justice. The group will develop an initial lesson plan and I will give feedback on the plan, and the group will revise it prior to implementing it on Week 13 or 14. Your lesson must include an open-ended exploration (during which you will facilitate and document your peers’ work) or an art lesson that builds on the exploration. At the completion of the activity you will create a display of your peers’ work (if appropriate) and facilitate a discussion with the class. After you teach, *each student* in the group will write a 2-3 page reflection on the activity (with photos), including an assessment of how well the academic content was integrated with the art making, what you

think went well (and why), what could be improved.

Summary of Requirements

Class participation (25 points)

Integrated Arts Environment Study (25 points)

Collective Storybook (25 points)

Integrated Art Lesson Plan (25 points)

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/academic-integrity-policy/> for a full explanation of policies. In addition, all students must follow the RU Code of Student Conduct, which can be accessed at: <https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2016/03/October2015UCSC.pdf>. Information regarding plagiarism can be found at https://www.libraries.rutgers.edu/avoid_plagiarism with a multimedia presentation on plagiarism available at: <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>.

Related regulations may also be found in the Rutgers Graduate School of Education Catalog.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

Web site: Registered students will have access to our Sakai site through their Rutgers Sakai portal at: Sakai.rutgers.edu. If you cannot access the site, please bring this to my attention as soon as possible.

E-Mail Communication: Please be advised that every attempt will be made to respond to email communications within 48 hours of receipt.

Course Schedule

Week	Topics, Assignments & Readings	Due Date
1: 1/19/21	Introductions, ensemble building and overview of the Course. --Learning in a Visual Age --Nieto & Bode	
2:	Play and Creativity: What is creativity and what	

<p>1/26/21</p>	<p>is its relationship to play? What is the role of appreciation and team building in supporting creativity? What is the role of play in childhood development? Where is play and creativity in schools? Where is it missing?</p> <p>--Henrikson & Mishra pp 16-26. Stop at “Integrating these three”</p> <p>--Matlock & Hornstein, “Sometimes a smudge...”</p> <p>--Eisner, “The misunderstood role of the arts in human development”</p> <p>--Buffington & Bryant “Changing Practice: Culturally Sustaining Pedagogy in Art Education”</p> <p>--</p>	
<p>3: 2/2/21</p>	<p>Arts Integration: What is arts integration and why does it matter?</p> <p>--Silverstein & Layne, “What is Arts Integration?”</p> <p>--“How integrating arts into other subjects makes learning come alive”</p> <p>https://www.youngaudiences.org/why-arts/spotlight-arts-social-justice</p> <p>--Hetland & Winner “Art for our sake”</p> <p>KWL Chart Art for Social Justice</p>	<p>Read one assigned article from list below in preparation for Week 4 Group Activity</p> <p>1. Chung & Brown, “The washed ashore project: Saving the ocean through art”</p> <p>2. Shields, “We all walked through it together...”</p> <p>3. Schlemmer, Carpenter & Hitchcock, “Socially engaged art education: Practices, processes, and possibilities”</p> <p>4. Love, “Urban</p>

		<p>Storytelling: How storyboarding, moviemaking and hip-hop education can promote students' critical voices"</p> <p>5. Li, "Preserving disappeared or disappearing memories in local communities"</p>
<p>4. 2/9/21</p>	<p>Learning Environments & Creativity-Physical and Social</p> <ul style="list-style-type: none"> • Process/Product Dialectic • Documentation and Display • Asking good questions <p>--"How to ask questions that encourage thinking"</p> <p>--Loughram, "Talking about Art"</p> <p>--Brouliette & Jennings, "Helping Children Cross Cultural Boundaries in the Borderlands"</p> <p>--Drew & Rankin, "Promoting Creativity for Life"</p> <p>--Chung & Li, "Culturally Responsive Art Education"</p>	
<p>5. 2/16/21</p>	<p>Lines</p> <ul style="list-style-type: none"> • Materials and Methods • Set up and clean up • Open ended/Closed ended materials <p>Working on Integrated Art Lessons/Activities</p> <p>--Kolbe, "Tuning into Children's Drawings"</p> <p>--Loomis, Lewis and Blumenthal, "Children Learn to Create."</p>	<p>Due: Collective Story Book Member 1</p>
<p>6. 2/23/21</p>	<p>Painting</p> <p>Working on Integrated Art Lessons/Activities</p> <p>--Kolbe, "Discovering Colors"</p>	<p>Due: Integrated Arts Environment Study</p>

	<p>--Eisner, "What do Children Learn when they Paint?"</p> <p>--Hunter-Donger "But he looks like me. I never saw an artist look like that"</p>	
<p>7. 3/2/21</p>	<p>Collage</p> <p>Working on Integrated Art Lessons/Activities Romare Bearden</p> <p>Open ended exploration with found materials. Have available some objects, clippings, papers that can be used in a collage</p>	<p>Due: Collective Story Member 2</p>
<p>8. 3/9/21</p>	<p>Arts Integration Deepened</p> <ul style="list-style-type: none"> • How does academic content support the learning of arts? • How does the arts support academic content? <p>Group read of Bowles and Gintis</p>	
<p>SPRING BREAK</p>	<p>Recess begins March 13</p>	
<p>9: 3/23/21</p>	<p>Music and Movement</p> <p>---Turner, "Child centered learning and music programs"</p> <p>--Smith, "Dancing in the Forest"</p> <p>--Geist & Geist, "Do, Re, Mi"</p> <p>Additional resources for Week 9 on Sakai</p>	<p>Due: Collective Story Member 3.</p>
<p>10: 3/30/21</p>	<p>Dramatic Play, Drama, and Theater Improvisation</p> <p>Working on Integrated Art Lessons/Activities</p> <p>---Funeral of Froggy</p> <p>--Lobman & Clark</p> <p>--Unscripted Learning</p> <p>--Love, "What is Hip-Hop education doing in "nice" fields such as early childhood and elementary education?"</p>	
<p>11: 4/6/21</p>	<p>Architecture: Week 1 Planning</p> <p>Working on Art Lessons/Activities and conferencing</p>	<p>Due; Collective Story Member</p>

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12: 4/13/21	Architecture: Week 2, Building Working on Art Lessons/Activities and conferencing	Collective Story Books Due
13: 4/20/21	Art Activity Workshop. Present and upload to Live Text	Integrated Art Lesson Plans and Reflections Due
14: 4/27/21	Art Activity Workshop. Present and upload to Live Text	Integrated Art Lesson Plans and Reflections Due