

## Art Across the Curriculum

05:300:304:02

Online <https://zoom.us/j/99588761708>

Mondays 1:10 - 4:10 pm

Zoom sessions: 1/25, 2/1, 2/15, 3/1, 3/22, 4/5, 4/19, 4/26, 5/3

Asynchronous Classwork: 2/8, 2/22, 3/8, 3/29, 4/12

3 Credits

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Phone #: 908.625.1685	Zoom <a href="https://zoom.us/j/99588761708">https://zoom.us/j/99588761708</a>
Office Hours: by arrangement	Prerequisites or other limitations: Admission to the program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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>.

### Course 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, how to evaluate and assess these activities, and how to begin infusing general education topics (e.g., science, math, ELA) with arts-based activities.

### Learning Goals

#### **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 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

2) 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;

7) The teacher understands creative thinking processes and how to engage learners in producing original work;

8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

## **Council for the Accreditation of Education Professionals (2013):**

### **Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

1. Content and Pedagogical Knowledge
2. Instructional Practice

### **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 experience the processes of these arts themselves and create products/presentations using various art forms. They will learn how to stimulate arts processes and lead arts activities, how to talk about these activities with children, and how to evaluate and assess these activities.

## **Grading Policy:**

### **These qualities will be valued in your work:**

- 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

### **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](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 Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Canvas email.

**Web site:** Registered students will have access to our Canvas site through their Rutgers Canvas portal at: [Canvas.rutgers.edu](https://Canvas.rutgers.edu). If you cannot access the site, please bring this to my attention as soon as possible.

**Attendance Policy:** Attendance and timeliness are mandatory. Only excused absences and/or latenesses will be accepted. Excused means any type of unforeseen, documented, and verifiable emergency (e.g., sickness, family emergency, technology issues). A habit of unexcused absences and/or latenesses will result in a final grade reduction.

**Technology Policy:** I once had a very detailed and lengthy technology policy, but it really only came to this: **Please refrain from checking your phone, tablet, or laptop for content not relevant to the course topics and goals, during class meetings.**

**Required texts:** Readings are provided in Canvas under Files and/or in relevant Modules

[Link to premiere site for Arts Integration: Kennedy Center for the Arts Integration](#)

## Course Requirements

**Class participation/Classwork (15 Points):** Class participation is crucial to your understanding and application of course content. You are expected to come to online sessions **prepared to discuss assigned readings** and to **participate in class activities**. I will take note of participation in every class. Using technology in inappropriate ways will lose points for participation. During asynchronous weeks, you must meet the classwork timelines.

**Threaded Discussions (20 Points):** I will post topics for online discussion throughout the course. For each discussion, you will post twice. One post should be based on course resources, your own experiences, and/or class discussions. The second post should be a response to a classmate's post. Please make sure your responses are thoughtful and extend the discussion. Each Discussion will have its own due date. There will be ten Threaded Discussions over the semester.

**Plan, Lead, and Reflect on Visual Thinking Strategy (15 points):** You will choose an image (painting, photograph, or illustration) that is thought-provoking in order to lead a small group in a Visual Thinking Strategy activity. We will discuss VTS activities more in-depth and experience it as a whole class. Due dates for this will vary. Write a 500 word reflection on the VTS process - selecting the image, implementing the VTS with peers, and thoughts on what you were most satisfied with and/or would do differently. *Reflection due two days following your present.*

**Art Integration Lesson Plan (30 points):** In small groups of 3 or 4 students, you will create an integrated lesson plan that will be implemented during the final weeks of class. The instructional plan is an experience **devoted to learning the integration of academic content with artistic**

**content.** The plan should involve two specific standards for your chosen grade level - one for a content area (math, social studies, science, and language arts) and one for a specific standard for the arts (visual, dramatic, musical, dance, etc.). Your lesson will include an instructional exploration of academic topic(s) and art that fosters learning in both areas. Working Drafts due 4/12 and Teaching of Lessons on 4/26 and 5/3. Final plan is due 5/5.

Apart from counting as a course requirement/assignment, the *Art Integration Lesson Plan* will be submitted to LiveText and scored, separately, for that platform.

**Course Reflection: Reflecting on Pedagogical and Subject Area Learning (20 points):** The course reflection will consist of three parts and is due May 10..

- Part A is a general course reflection of about 500 words on your experiences, what you've learned about art integration (must cite at least two course resources) and how **your thoughts on art across the curriculum have changed** over the course.
- Part B is a 300 word description about the challenges and successes of planning an arts integration lesson.
- Part C consists of three to five artifacts you've selected to exemplify your most meaningful experience throughout the course. Each artifact needs to be accompanied by a descriptive paragraph. Artifacts can include artwork, formal notes, informal thoughts, discussion posts, and anything else that captures your learning experiences.

### **Summary of Requirements:**

- Class participation (15 points)
- Threaded Discussions (20 Points)
- Leading Visual Thinking Strategy (15 points)
- Art Integration Lesson Plan (30 points)
- Course Reflection (20 points)

### **Schedule of Sessions**

- 1/25 (ZOOM): Introductions and overview of course
  - Art materials hunt, creativity brainstorm
  - Homework for 2/1
    - CHOOSE TWO
      - Read: [Kennedy Center: What is Arts Integration?](#)
      - Watch: [Arts Integration: A Comprehensive Overview](#)
      - Read: Silverstein & Layne "What is Arts Integration?"
      - Read: "How Integrating Arts into Other Subjects Makes Learning Come Alive"
- 2/1 (ZOOM): Creativity and Art Standards
  - Arts integration reworked, subject & arts standards, lesson planning
  - Clouds - Science Lesson Example
  - Homework for 2/8
    - CHOOSE TWO

- Read: "We Teach Who We Are..." pp. 16-26 [Stop at - Integrating These Three Themes]
  - Read: "Talking about Art"
  - Read: "Asking Questions that Encourage Thinking"
  - Read: "Art Discussions in Classroom.docx"
  - Watch: [Link](#)
- 2/8: Student-centered Instruction, Conversing with Students
  - Lesson planning, questioning as a teaching & learning opportunity,
  - Play with Place Value - Math Lesson example
  - Homework for 2/15
    - CHOOSE TWO
      - Read: *Using VTS Across the Subjects (slideshow)*
      - Read: "VTS: Teachers' Reflections"
      - Read: "5 Tips for Meaningful Classroom Art Discussion"
      - Read: "VTS: Understanding the Basics"
- 2/15 (ZOOM): Visual Thinking Strategies; Drawing / Lines (science and/or social studies)
  - VTS example
  - Picasso
  - doodling
  - illustrations
- 2/22: Exploring Color and Shape (science, social studies, social emotional learning)
  - What's Outside Your Window?
  - Portraits
  - people\_united\_
- 3/1 (ZOOM): Music & Movement (social studies, science, and/or math)
  - Cultural expression
  - Musical Fractions
  - Music of the Civil Rights Movement
  - Due: VTS Member 1
- 3/8: Fiber Arts (language arts and social studies)
  - Fashion on the Stage
  - Quilting history
  - Navaho weavers
- 3/15: Spring Break
- 3/22 (ZOOM)::Sculpture & Architecture (STEM, language arts)
  - Shapes
  - Bridges
  - Origami
  - Due: VTS Member 2
- 3/29: Theatre (language arts)
  - Historic Speeches
  - Performance / Demonstration

- Langston Hughes (Harlem Renaissance Poet) Trial
- 4/5 (ZOOM): Photography & Video Recordings (math, social studies & science)
  - Self expression
  - PSA
  - Social Media
  - *Due: VTS Member 3*
- 4/12: Lesson Development Each group will be assigned a ZOOM time\*
  - *Due: Subject & art content & grade level for Arts Integration Lesson Plan*
  - \*Working on lesson plans with teacher support
- 4/19 (ZOOM): Lesson Development
  - *Due: VTS Member 4*
  - Develop lesson plans to near completion
  - Share lesson plans for peer feedback
- 4/26 (ZOOM): Lesson Plan Presentations
  - *Due: VTS Member 5*
- 5/3 (ZOOM): Lesson Plan Presentations & Course Wrap Up

**Additional due dates:**

- VTS Reflection due **two days after presenting**
- Livetext version of Lesson Plan due TBD