

Art Across the Curriculum

05:300:304:02

Online [ZOOM link](#)

Summer 2021 1:30 - 4:25 pm

Synchronous: 6/1, 6/2, 6/7, 6/9, 6/14, 6/21, 6/22, 6/23, 6/24

Asynchronous: 6/3, 6/8, 6/10, 6/15, 6/16, 6/17

3 Credits

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Office Hours via Zoom or Facetime : by arrangement	Prerequisites or other limitations: Admission to the program

Mode of Instruction:

Lecture

Seminar

Hybrid

Online

Other

Permission required:

No

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>.

The Student Success Committee has created a website that provides information on resources and programs from across campus:

success.rutgers.edu

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

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 students, how to talk about these activities with students, 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.

1. 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.

1. 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.

1. **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/October2015UCS_C.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 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. 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. Check out: [Arts Integration: Kennedy Center for the Arts Integration](#)

Course Requirements:

Class participation/Classwork (30 Points - 2 points per session). Class participation is crucial to your understanding and application of course content. Come to online sessions **prepared to discuss assigned readings** and to **participate in class activities**. During off-line sessions, the quality of the submitted classwork will determine the points earned.

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.

Art Integration Lesson Plan (30 points): In groups of 4-6 students, you will create an integrated lesson plan that will be shared during the final days 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 by 6/18 and Sharing of Lessons on 6/23 and 6/24. Final plan is due 6/28.

Course Reflection: Reflecting on Pedagogical and Subject Area Learning (20 points): The course reflection will consist of three parts and is due by 6/28.

- 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 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.

Assignment Points:

- Class participation (30 points)
- Threaded Discussions (20 Points)
- Art Integration Lesson Plan (30 points)
- Course Reflection (20 points)

Schedule of Sessions and Assignments

6/1 (ZOOM): Getting Started

- Introductions
- Art Forms
- Lesson Planning Intro
- Creativity

Homework for 6/2

THREADED DISCUSSION ONE

Choose Two Readings:

- Read: [*Kennedy Center: What is Arts Integration?*](#)
- Watch: [*Arts Integration: A Comprehensive Overview*](#)
- Read: *Silverstein & Layne "What is Arts Integration?"*

6/2 (ZOOM): Art Integration and Art Standards

- Arts integration reworked
- Lesson planning cont'd - subject & arts standards

Homework for 6/3

Choose Two Readings:

- Read: *"Talking about Art"*
- Read: *"Asking Questions that Encourage Thinking"*
- Read: *ArtDiscussionsClassroom*.

6/3 (OFF-LINE) Doing & Discussing = Instruction

- Questioning as a teaching & learning opportunity,
- Creating Clouds - Science Lesson example

Homework for 6/7

THREADED DISCUSSION TWO

Choose Two Readings:

- Read: *Using VTS Across the Subjects (slideshow)*
- Read: *"5 Tips for Meaningful Classroom Art Discussion"*
- Read: *"VTS Understanding the Basics"*

6/7 (ZOOM): Visual Thinking Strategies; Drawing / Lines

- VTS example
- Picasso
- Playing With Place Value

Homework for 6/8

THREADED DISCUSSION THREE

Choose One Reading:

- Read: *"VTS: Teachers' Reflections on Closely Reading Complex Visual Texts Within the Disciplines"*
- Read: [*Why Teachers Are So Excited About the Power of Sketchnoting*](#)

6/8: (OFF-LINE) Color and Shape (social studies, social emotional learning)

- What's Outside Your Window?
- Portraits
- people_united_

Homework for 6/9

THREADED DISCUSSION FOUR

Read *"Integrating Art and Music into Social Studies Instruction"*

6/9 (ZOOM): Music & Movement (social studies, science, and/or math)

- Lesson Planning cont'd mutual improvements
- Cultural expression
- Music of the Civil Rights Movement

Homework for 6/10

THREADED DISCUSSION FIVE

6/10: (OFF-LINE) Fiber Arts (language arts, math, or social studies)

- Quilting history
- Navaho weavers
- Fashion footwear

Homework for 6/14

Review: *Arts Integration & STEAM Toolkit* for lesson plan activities & assessment inspiration!

6/14: (ZOOM): Sculpture & Architecture (STEM, language arts)

- Lesson Planning cont'd activities & assessments
- Shapes
- Architecture

Homework for 6/15

Choose ONE:

- Read: [*From Dress-up Corner to the Stage*](#)
- Read: [*12 Fascinating Ways to Use Drama in the Curriculum*](#)

THREADED DISCUSSION SIX

6/15 (OFF-LINE): Theatre (language arts)

- Historic Speeches
- Performance

Homework for 6/16

6/16 (OFF-LINE): Photography, Film, & Digital Recordings (math, social studies & science)

- Documentaries & Social Justice
- PSA creation

Homework for 6/17

THREADED DISCUSSION EIGHT

Read: [*Feedback and Assessment Overview*](#)

6/17 (OFF-LINE): LESSON PLAN DRAFT Due 6/18

- LESSON PLAN DRAFT Due 6/18- as complete as possible

Homework for 6/21

THREADED DISCUSSION NINE

6/21 (ZOOM): LESSON PLAN teacher conferences

- Refine and complete lesson plans

Homework for 6/22

THREADED DISCUSSION TEN

LESSON PLAN SHARING PLANS

6/22 (OFF-LINE): LESSON PLAN shares

- Refine and complete lesson plans
- Outline highlights for whole class sharing

6/23 (ZOOM): Lesson Plan Shares Groups A, B, & C

6/24 (ZOOM): Lesson Plan Shares Groups D, E, & F

Homework for 6/25

FINAL LESSON PLAN

COURSE REFLECTION