Music 314: Comprehensive Arts Education for the Elementary Teacher
Course Syllabus

Course Instructor: Dr. Robyn Swanson
Dr. Swanson: FAC 364, Phone 745-5925
3 semester hours of credit
Prerequisites: ART 310, MUS 311
www:robyn.swanson@wku.edu

Course description:

Required course for the elementary education major. Appropriate concepts, methods, and materials for weaving the arts (dance, drama, music, visual art) through the elementary school curriculum. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Objectives:

The course objectives for Music 314 illustrate how students develop and demonstrate a knowledge base in:

1. developmentally appropriate dance elements and skills for elementary children grades P-5.
2. developmentally appropriate creative dramatics elements and skills for elementary children grades P-5.
3. developmentally appropriate production/performance elements and skills for elementary grade children P-5.
4. child learning theory as it relates to the use of the arts in developing the domains of learning: cognitive, social, emotional, psychomotor, and how the arts become a means of human expression.
5. a comprehensive approach to interpreting the commonalities and differences among the elements and terminology used to define each art form, dance, drama, music, and visual art, appropriate for the instruction of elementary children grades P-5.
6. appropriate instructional materials, methods and techniques, that afford children (grades P-5) opportunities to perform, and/or create works of art, analyze their own work and works of others, individually or in group settings.
7. design of comprehensive arts lesson plans and units which include arts elements,
terminology, historical periods, and various cultures common to the arts forms of dance, drama, music and visual art, appropriate for skill development in the arts (performing, analyzing and creating) with learners in grades P-5.

8. developing individual/group assessment instruments and scoring guides for each art form and comprehensive arts lessons and units appropriate for elementary children grades P-5.

9. the use of technology in arts productions, appropriate for elementary children grades P-5.

10. observing and evaluating the performance roles in an arts production, appropriate for or performed by elementary P-5 children.

Required Materials: MUS 314 Course Pack (Published in 2007-2008)

Units of Study:

1. Why teach the arts?
   Multiple Intelligences
   Brain Research

2. KERA Overview
   History of how the arts were included as core content disciplines.
   KERA Task Organizer
   KERA Academic Expectations
   KERA Curriculum Framework Demonstrators
   Kentucky Core Content Test for the Arts (Dance, Drama/Theatre, Music, Visual Art)
   Dance, Drama/Theatre, Music, Visual Art Terminology

3. Drama Content and Lesson Plans
   a. Developmentally appropriate creative dramatics elements and skills for elementary children grades P-5. Developmentally appropriate production/performance elements and skills for elementary children grades P-5. Dance Content and Lesson
   b. Developmentally appropriate production/performance elements and skills for elementary children grades P-5.

4. Dance Content and Lesson Plans
   a. Developmentally appropriate dance elements and skills for elementary children grades P-5. (Included in Music 311 content and additional consultation from grades P-5.

5. Kentucky Elementary Learning Profile (KELP) Document and Assessment Practices

6. Comprehensive Arts Education Curriculum Structure
7. Curriculum Integration Models (arts integration and interdisciplinary integration)
8. Comprehensive Arts Lesson Plan and Unit Design
   a. Developmentally appropriate instructional materials, methods and techniques
   b. Assessment instruments and scoring guides
   c. Group planning and arts production
   d. Use of Technology in arts production

9. CATS Assessment

Student expectations and requirements:

1. One article review from arts education journals
   a. Place article source at the top of your review.
   b. A short review of the article contents.
   c. Your reaction to the article.

2. Drama production script with assigned performance roles and Lesson Plan

3. Dance lesson Plan
   **All lesson plans are to be written in the required format. This format is currently used for student teaching and KTIP.**

4. Comprehensive arts unit plans:
   
   Unit specifications are:
   • one group designed content web
   • one individual concept web
   • one description of the unit
   • four lesson plans following the required format
   • one open response assessment question with scoring guide.

   The units are to be typed. All materials needed to teach the unit should be submitted ie, cassette tapes, copies of songs, samples of visual art activities, etc.

5. Each group will present the units to the class.

5. One observation reports of children P-5 involved in arts education productions or a review of a theatrical performance suitable for children.

7. Three examinations (Exam 2 and Final Exam will be short-answer and essay)
   Two unit exams
   a. Exam 1: Take home drama production script with lesson plan
   b. Exam 2: In class written exam: Units 1-5
   Final Exam: Units 6-10 and some content from Units 1-5

Grading:
Exam 1: 20%
Exam 2: 20%
Unit and Presentation: 25%
Final Exam: 25%
Daily Assignments, one article review, pop quizzes 10%

Attendance: Since this is a participatory course, regular attendance is required. More than three unexcused absences will result in lowering the grade by one letter.

The letter grade will be dropped one letter for late work.

*Student Disability Services*

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Plagiarism Policy:**
Refer to the University policies for plagiarism.

**Resources: Available in the library:**

**Drama Text Books:**


**Music Text Book:**

**Visual Art Text Book:**

**Essential Library Materials**
Books:


Kentucky Education Reform Act Documents:

Kentucky Department of Education. (1997). *Core Content for Arts and Humanities Assessment*. Frankfort: Kentucky Department of Education.


Journal Articles:


Elementary Education Journals and Arts Education Journals (dance, drama, music, visual art) that have current articles about integrating the arts across the elementary
school curriculum.

**Music Textbook Series:**

Music textbook series contain numerous materials for the integration of the arts (dance, drama and visual art) in music instruction.


**Supplemental Books:**


* indicates textbooks that have arts integrated units of study

Additional Brain Research Sources:
Web Sites: www.thebrainstore.com
            www.learningbrain.com