

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

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3 semester hours of credit  
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### **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.

### **Course Objectives:**

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

1. developmentally appropriate dance, drama/theatre, music, visual arts elements and skills for elementary children grades P-5 in relationship to the 2014 National Core Arts Standards (NCAS), Kentucky 2013 Content Standards and Kentucky 1990 Academic Expectations.
2. Universal Design for Learning (UDL), Understanding by Design (UbD), Differentiated Instruction (DI), Brain-based Learning for all P-12 students using the arts as connections to other academic disciplines (i.e. language arts, math, science, social studies) as inherent within the 2014 National Core Arts Standards (NCAS).
3. 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.
4. 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.
5. 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 (creating; performing/producing/presenting; responding) with learners in grades P-5 with connections to other academic disciplines (i.e. language arts, math, science, social studies).
6. Developing self/group assessment instruments and scoring guides for each art form and comprehensive arts lessons and units appropriate for elementary children grades P-5.
7. the use of technology in arts productions, appropriate for elementary children grades P-5.

**Required Materials: (2)**

1. MUS 314 Course Pack (2016-2017)
2. Rapp, Whitney (2014). *Universal Sign for Learning in Action: 100 Ways to Teach All Learners*. Baltimore: Paul H. Brookes Publishing Co. ISBN: 13:978-1-59857-390-9; ISBN: 10: 1-59857-390-X

**Required Websites:**

[www.nationalartsstandards.org](http://www.nationalartsstandards.org)

[www.education.ky.gov](http://www.education.ky.gov)

**Quaver Music Curriculum with Connections to Other Art Form**

Web contact information for WKU students to sign up for access to Quaver Music Curriculum.

email to: [otto@quavermusic.com](mailto:otto@quavermusic.com)

First Last Name

WKU email

Personal email (if different)

Please identify that they are a student at WKU

**The MUS 314 Course Pack is Organized by Units of Study:****Unit 1:**

- Why teach the arts?
- Arts Activities
- Introduction to the National Core Arts Standards (NCAS)
- <http://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%202007-21-16.pdf>
- *Child Development and Arts Education: A review of current research and best practices (2012)*
- <http://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Child%20Development%20Report.pdf>

**Unit 2:**

- Overview of how Kentucky has developed Curriculum-Instruction-Assessment in the Arts (Dance, Drama/Theatre, Music, Visual Art) Kentucky Education Reform Act (KERA) of 1990-to present
- History of how the arts were included as core content disciplines.
- Kentucky Task Organizer for the 6 Learning Goals and specific Academic Standards
- Kentucky Core Academic Standards (KCAS) for the Arts (Dance, Drama/Theatre, Music, Visual Art)
- Dance, Drama/Theatre, Music, Visual Art Terminology
- Kentucky Development of Arts (Dance, Drama/Theatre, Music, Visual Art) Assessments: Multiple Types of Arts Assessments: Performance Checklists. Multiple-Choice, Open Response, etc.
- Historical Developments: KIRIS, CATS, Program Review

- Arts and Humanities Program Review is currently required by All Kentucky schools to demonstrate how arts are taught and assessed (Type of school accountability)
- National Core Arts Standards with Model Cornerstone Assessments.
- National Core Arts Standards Scavenger Hunt
- Review of the Revised Bloom's Taxonomy (go to: <https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf>)
- Analyze the components of MCA's Grades 2 and 5 for each art form.

### Unit 3:

Rapp text: Universal Design for Learning (UDL), Understanding by Design (UbD), Differentiated Instruction (DI), Brain-based Learning for all P-12 students using the arts as connections to other academic disciplines (i.e. language arts, math, science, social studies).

### Unit 4: Arts (drama, dance, music, visual arts) lesson plans

**\*\* Compile an arts integration resources portfolio**

- Drama/Theatre Content and Lesson Plans: Developmentally appropriate creative dramatics elements and skills for elementary children grades P-5. Developmentally appropriate performance elements and skills for elementary children grades P-5.
- Dance Content and Lesson: Developmentally appropriate performance elements and skills for elementary children grades P-5.
- Music Content and Lesson: Developmentally appropriate performance elements and skills for elementary children grades P-5.
- Visual Arts Content and Lesson: Developmentally appropriate presenting elements and skills for elementary children grades P-5.

### Unit 5: Comprehensive Arts Education Curriculum Structure

- Curriculum Integration Models (arts integration and interdisciplinary integration)

### Unit 6: Unit Design: Dance, Drama/Theatre, Music, Visual Art Lesson Plans

Unified by a web and unit description

- a. Developmentally appropriate instructional materials, methods and techniques
- b. Assessment instruments and scoring guides
- c. Use of Technology in arts production

### **Student expectations, requirements and grading:**

Mid Term Exam:	20%
Arts Integration Resources Portfolio	20%
Unit:	20%
Final Exam:	20%
Daily Assignments	20%

**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.