

Music 314: Comprehensive Arts Education for the Elementary Teacher  
2017-2018 Course Syllabus

Course Instructors: Dr. Robyn Swanson, Darryl Dockery, Lisa Hussung, Leslie Lloyd, Jeanie Orr

Credit Hours: 3 semester hours

Contact Information: Each instructor will supply the appropriate information.

**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 (2017-2018)

2. Rapp, Whitney (2014). *Universal Design 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:**

**National Core Arts Standards:**

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

**Kentucky Arts Academic Standards-Same as the National Core Arts Standards**

**[http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards Final-9%2011%2015.pdf](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards%20Final-9%2011%2015.pdf)**

**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)
  - **Worksheet: Kentucky Content Standards Scavenger Hunt-Review the Kentucky Core Academic (Content) Standards for each art form (Dance, Drama/Theatre, Music, Visual Art), in course pack (Unit 2)**
- Complete the following questions pertaining to the **Kentucky Content) Standards?**
- What the four art forms in the Kentucky Content Standards?**
  - What are the big ideas for each art form?**
  - Define the contents of each big idea?**

- MUS 314 Lesson Plan Template
- Dance, Drama/Theatre, Music, Visual Art Terminology
- Kentucky Historical Development of Arts (Dance, Drama/Theatre, Music, Visual Art) Assessments: KIRIS and CATS-  
Multiple Types of Arts Assessments:
  - Performance Checklists
  - Multiple-Choice,
  - Open Response, etc.
- Review of the Revised Bloom's Taxonomy (go to:  
<https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf>)
- Worksheet: MUSIC Model Cornerstone Assessment Worksheet-Go to the National Association for Music Education (NAfME) Model Cornerstone Assessment website. Select either a grade 2 or grade 5 MCA to analyze. <http://www.nafme.org/my-classroom/standards/mcas-information-on-taking-part-in-the-field-testing>
- Rapp textbook Assignments
- Read Overview in Rapp text: Universal Design for Learning (UDL)pp. 2-9. The purpose of the Rapp textbook is to provide a grounding about how to differentiate learning to accommodate ALL students in a class. When designing your lesson plans for the arts unit (section 4) there is a section on the plan titled assessment accommodations and activity adaptations. This text offers ideas for accommodations. The National Core Arts Standards (NCAS) were written in alignment with the principles of Understanding by Design and Differentiated Instruction.
- Written Assignment aligned to Rapp Text pp. 2-9
- Define Understanding by Design (UbD)
- Define Differentiated Instruction (DI)
- What are the purposes for integrating UbD and DI in teaching and learning?
- Why is knowing about brain-based research important for reaching all learners?
- Name three types of assessments within the Rapp text and how you can adapt them to use in an arts lesson plan. You can have 1 type of an assessment for dance; one for music; one for visual art, etc.

### Unit 3: Arts (drama, dance, music, visual arts) lesson plan models

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

- Drama/Theatre Content and Lesson Plan: 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 4: Comprehensive Arts Education Curriculum Structure and Unit Model

- Curriculum Integration Models (arts integration and interdisciplinary integration)
- Unit Design: Dance, Drama/Theatre, Music, Visual Art Lesson Plans-Unified by a

- web and unit description
- Four lesson plan models using:
  - Developmentally appropriate instructional materials, methods and techniques
  - Assessment instruments and scoring guides
  - 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% |

**Grading Policy:** All course requirements are to be completed by the assigned date provided by the instructor. Failure to meet the assignment deadlines will result in the lowering of the course grade by one letter.

**Academic Dishonesty Policy:** Please refer to the Western Kentucky University policies in regards to cheating, plagiarism etc. at <https://www.wku.edu/handbook/academic-dishonesty.php/>

**Student Disability Services Policy:** ADA Accommodation Statement

*In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.*

**Title IX Misconduct/Assault Statement:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.