

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

**Please use this course syllabus versus the one in the course pack or originally online.**

Course Instructor: Dr. Catherine Wilson  
Credit Hours: 3 semester hours  
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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 (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)

**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%2007-21-16.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) completed unit/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 Directions for Unit

- 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 **uncompleted** 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:**

Daily Assignments/Quizzes	20%
Arts Integration Resources Portfolio	20%
Mid Term Exam:	20%
Unit Plan:	20%
Final Notebook/Final Exam:	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.

### **Attendance Policy (Including Tardies and Leaving Early)**

Attendance, preparation, and participation are expected and required. In-class activities, presentations and discussions require energetic participation. Since prompt class attendance and participation are vital to your understanding of course content, your final grade will be lowered a grade level for **each absence after two absences**. For example, if you have a B average and 2 absences, you have earned a C in the class. However, if you have a B average and 4 absences, you will earn a D in the class. Save absences for illness and/or emergencies. Unusual and extenuating circumstances will be dealt with on an individual basis. Punctuality is a professional courtesy and allows for the smooth start of each class session. Three tardies equal one absence. This tardy policy also applies to leaving early. Three leaving early incidences equal one absence. Tardies and incidences of leaving early will be combined. Therefore, **three tardies and/or leaving early equal one absence**.

**All cell phones, tablets, Bluetooth headsets, and other electronic communication devices of any kind must be used with permission of the instructor while in the classroom. Violation of this policy may result in student dismissal from class.**

### **Additional Class Policies:**

- You are expected to read all class assignments and participate actively in all discussions and activities. Points will be deducted from your final grade for lack of active and informed participation in class discussions and activities.
- Written work is to be word-processed. Any work turned in otherwise will be returned to you without a grade.
- Habits of neatness, organization, correct grammar, spelling, and punctuation are important for a teacher. Neglect to write properly and neatly will be reflected in reduced credit on assignments.
- All assignments are due in class or on Blackboard on the specified date. Work will only be accepted after the due date for serious reasons with appropriate documentation.
- Please do not bring guests or children without prior approval.
- Please save files to Blackboard in the following format: Wilson.8.16.17.Wk.1 (Last name.Date.Assignment).

**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.