



## Course Syllabus

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|-----------------------------------|-------------------|----------------------|
| ECED 5830 Sec. 01                 | Lori Diefenbacher | diefenlo@webster.edu |
| COURSE NUMBER AND SECTION         | INSTRUCTOR        | E-MAIL ADDRESS       |
|                                   | Spring 2005       | 3                    |
| COURSE TITLE                      | TERM              | CREDIT HOURS         |
| Art & Music across the Curriculum |                   |                      |
| SITE                              |                   |                      |

### I. Course Description:

Participants (educators K-12) will learn techniques that are designed to teach core curriculum using music & art and students will be exposed to theories and methods that demonstrate how the arts provide a vehicle for differentiated instruction. The material discussed will explore music & art as vehicles for encouraging literacy, promoting creativity and problem solving skills, improving group dynamics, increasing student achievement, appreciating ethnic groups and other cultures, and generating a myriad of extension activities. Instruction will be through demonstrations, lectures, readings, discussions, listening activities, in-class group projects and various assignments.

II. Learning Outcomes (MOSTEP Standards that will be fulfilled are listed after each outcome): Participants will learn arts discipline and discover a variety of methods for integration of arts (standards 1, 3, 4, 8); respond to music and art experiences through in-class activities and discussion as well as reflections of their own classroom experiences (standard 9); understand why using the arts is a valuable tool for teaching core curriculum and promotes complex reasoning (standards 4, 5, 9); develop and share arts-related curriculum with colleagues (standards 4, 5, 10); see how arts-related curriculum can nurture group cooperation and student responsibility (standards 6, 8); and address ethnic and multicultural education needs (standards 3, 7). There will be several in-class activities/assignments in addition to the individual assignments listed below.

III. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

**Week #1 Introductions and Foundations for Music.** Introduce rationale for using music for teaching core curriculum. Discuss theories supporting the practice of music-related education. Introduce a basic music vocabulary. Discuss our musical journey. In-class project: creating music. Introduce ideas for the role of

music in education and the selecting of music.

**Assignment (Standard 1):** Choose a musician and song/piece to research and be prepared to present to class for Session #2.

**Week #2: Song Techniques.** Musician presentations due. Will explore the connection between literacy and music. Present and experience techniques for integrating song and language arts objectives. Focus on listening. **Assignment (Standard 4):** Read “The Power of Music.” Select a song and develop a language arts curriculum using at least two different techniques. (Due week 4).

**Week #3: Classical Music.** Guest artist. Experience the music connections with creative writing. Music history and appreciation will be introduced, and students will begin music appreciation group projects in class. Classical music applications to the curriculum will be reviewed. **Assignment:** Continue working on lesson plan.

**Week #4: Music and Literature.** Song Lessons due. Literature and music will be our focus. Will explore how to do songwriting with a group. Will discuss the value of group singing. In-class project. We will look at music appreciation projects. We will examine the way that music bridges diversity, and makes cultural connections. **Assignment (Standard 1, 4, 11):** Make songbook or movie.

**Week #5: Introductions and Foundations for Visual Arts.** Introductions. Review assignments. Discussions of theories and foundations for art with children. Discussion of design elements. Graphic development. Art/crafts continuum. We will examine types of drawing and the cognitive connection. We will connect the science curriculum with drawing activities. Discussion on the best language for assessing art (Standard 8). Contour drawing; oil pastel. DESIGN ELEMENTS: Line, Value. **ASSIGNMENTS (Standard 1, 5):** Read article, “Teaching Children to Value Art” (**Standards 1, 3, 7):** Multi/Intercultural Assignment (due session 8)

**Week #6: Art Appreciation & Collage.** We will discuss multiple intelligences and their application for the arts. Artists to be studied: Matisse, Nevelson, and Hunter. We will look at postcard art forms. DESIGN ELEMENTS: Space, Color. **ASSIGNMENTS (Standards 9):** Write a 2-3 page paper on three aspects of your art curriculum that you feel are going to change and why, and use citations from various articles to support your reasoning (1-2 pages) Due Session 8.

**Week #7: Multicultural Art and Printmaking.** Begin Multi/Intercultural art presentations. Printmaking. DESIGN ELEMENT: Patterns, line.

**Week #8: Dioramas and History in Art.** Final presentations and in-class projects.

Select handouts, recordings as they relate to the demonstrations and lectures, student presentations.

### 3. Resources:

- Johnson, Mia, “Teaching Children to Value Art and Artists,” Phi Delta Kappan, 1997. Students will read and respond in class discussion the following session.
- Sautter, Craig, “An Arts Education School Reform Strategy,” Phi Delta Kappan, 1994. Response paper.
- Diefenbacher, “The Power of Music,” Montessori Life, 1999.

- Audio-visual/other: Various recordings, National Art Museum CD/Rom and select artwork.

4. Evaluation: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Class presentation(s)
- b) Curriculum projects
- c) Class Participation (both discussion and projects)
- d) Art Response Paper

5. Final Project: Final projects/papers will be returned to students in the following manner: SASE

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.