



Course Syllabus

COURSE NUMBER: EDUC 3540.01	COURSE TITLE: Art and Music Methods	TERM: FA 2005
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: Lori Diefenbacher 961-2660 #8054 diefenlo@webster.edu	CREDIT HOURS: 3

1. **COURSE DESCRIPTION:** This course explores the basic information about music and art, and methods for integrating the arts into other elementary disciplines. Emphasis is on learning to design lessons that will incorporate art and music into academic units, always maintaining the integrity of the arts in terms of production, interpretation, and cultural understanding

2. **LEARNING OUTCOMES:**

Course Outcomes	Program Outcomes (Goals described at end of syllabus)	SOE Goals, SOE Dispositions, and Standards Addressed
Participants will learn to design art/music activities that enhance the basic curricula, encourage communication, and promote critical thinking skills and creativity.	Goals: 1, 2, 3, 4, 5	SOE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1 MoSTEP Standards 1, 2, 4, 5, 6, 9, 10, 11 Dispositions: 1, 2, 3
Participants will learn techniques and methods for providing meaningful arts experiences, and understand the value of art and music historically as a bridge between different cultures and ethnic groups.	Goals: 1, 2, 3, 4, 5	SOE 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.1 MoSTEP Standards 1, 3, 4, 7, 8, 9 Dispositions: 1, 2, 3

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

WEEK 1: THE BASICS: MUSIC Introductions and expectations. Initial discussion will be about why teachers would want to use arts for basic curricula. A second discussion will cover the cultural importance of music. Student groups will determine the class' prior knowledge of music. Basic arts vocabulary will be introduced. Professional artist will visit the classroom to perform and to discuss importance of music across disciplines. **Assignment: Read: *Integrating Music (Diefenbacher), What Do We Want Our Schools to Do (Sautter)*** (MoSTEP Standards 1, 4, 9) (SOE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1)

WEEK 2: CLASSICAL MUSIC Introduction to orchestral instruments and classical music. Lecture on historic periods of music combined with listening samples. Students will have the opportunity to apply basic knowledge of music for the purpose of analyzing pieces of classical music. Students will look at Bloom's Taxonomy as a way to build their own music and arts learning. **Quiz next week: Music Elements (5%)** (MoSTEP Standards 1, 4, 5) (SOE 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.1)

WEEK 3: LESSON PLANS Take quiz. Students will build on new knowledge of classical music to construct an academic learning experience for a discipline other than music or art. **In-class group projects (Classical Music Lesson Plans 5%)** **Assignment: Read: *Power of Music (Diefenbacher)*** (MoSTEP Standards 1, 4, 5) (SOE 1, 2, 3.1)

WEEK 4: SONG TECHNIQUES Students will learn some techniques for adapting children and popular songs for teaching language arts and social studies. As a class we will revisit the SOE Goals and discuss the ways in which we have met the goals. (MoSTEP Standards 1, 3, 4, 8, 9) (SOE 1, 2, 3.1)

WEEK 5: SONG TECHNIQUES Students will learn some techniques for adapting children and popular songs for teaching science. Songwriting will be explored. (MoSTEP Standards 1, 3, 4, 8, 9) (SOE 1, 2, 3.1)

WEEK 6: LESSON PLANS Each student will choose a song to teach, introduce, and/or reinforce an academic topic, AND explore basic musical concepts. **Assignment: Lesson plans are due at the beginning of Week 8 (20%).** (MoSTEP Standards 1, 4, 5) (SOE 1, 2, 3.1)

WEEK 7: ETHNIC MUSIC Students will learn folk dances from other countries and develop their own dance based on movement principles. Homemade and found instruments will be demonstrated. **In-class group projects Ethnic Dance 5%** (MoSTEP Standards 1, 3) (SOE 1.1, 3.1)

WEEK 8: THE SOE GOALS Students will share reflections on the lesson plans they have developed. **Lesson plans due.** Students visit the SOE Goals as a class and individually to determine ways in which we have met the goals. (MoSTEP 4, 5, 9) (SOE 1.1, 3.1)

BREAK WEEK

WEEK 9: THE BASICS: VISUAL ART We will begin by discussing reasons to integrate art into other disciplines and discovering our understanding of visual art vocabulary. We will discuss and review graphic development. The studio project will involve materials and techniques for drawing (line). **Assignment: Read: *Art for Everyday*** (MoSTEP Standards 1, 2, 3, 7) (SOE 1.1, 1.2, 1.4, 3.1)

WEEK 10: ART VS. CRAFTS We will reinforce understanding of art vocabulary and discuss the continuum of art—craft, or cookie-cutter art. The studio project will involve materials and techniques for crayon/pastel (color). **Quiz Art Elements and Graphic Development (5%)**. (MoSTEP Standards 1, 2, 3, 7) (SOE 1.1, 1.2, 1.4, 3.1)

WEEK 11: COLLABORATION Students will receive description of classic art work and create collage art to illustrate their interpretation. (shapes). **Assignment: Words/Art (5%)**. (MoSTEP Standards 1, 2, 3, 7) (SOE 1.1, 1.2, 1.4, 3.1)

WEEK 12: LANGUAGE FOR ART ASSESSMENT Lecture and exploration of ways in which teachers can effectively respond to students' artwork. As a class we will revisit the SOE Goals and discuss the ways in which we have met the goals. **Assignment: Find a piece of child artwork and respond to it in writing with five different statements (10%)**. **Due Week 13** (MoSTEP Standards 1, 2, 3, 7, 8) (SOE 1.1, 1.2, 1.4, 3.1)

WEEK 13: LESSON PLANS We will how each student will choose an art technique and/or material AND work of art to teach, introduce, and/or reinforce an academic topic, AND to explore specific visual art concepts. **Assignment: Lesson plans are due at the beginning of Week 8 (20%)**. (MoSTEP Standards 1, 4, 5) (SOE 1, 2, 3.1)

WEEK 14: CONSTRUCTION ART We will discuss the different benefits of using three-dimensional and two-dimensional art. Studio project will be sculpture with wood. (MoSTEP Standards 1, 4, 5) (SOE 1, 2)

WEEK 15: LANGUAGE ARTS We will look at a variety of illustrations in children's literature and discuss the techniques used. **Assignment: Each student will choose an art technique and design a piece of artwork to compliment a poem or narrative (5%)**. (MoSTEP Standards 1, 4, 5) (SOE 1, 2)

WEEK 16: Final exam. SOE GOALS revisited **(10%)**

4. RESOURCES:

Integrating Music, Diefenbacher; *What We Want Our Schools to Do*, Sautter, others TBA

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

Class participation: Active participation is expected by all students with attention to the School of Education Dispositions. IF YOU MISS A SESSION, PLEASE CONTACT A CLASS MEMBER TO MAKE UP THE WORK. Tardiness of more than 10 minutes affects your grade. According to the Webster University catalog, 2 sessions of class may be missed before your grade is affected by absences.

Assessments	Links to Course Outcomes	Percentage of Grade
Participation & Attendance		10%
Quiz Music Elements		5%
In-class group projects (Classical Music Plan, Ethnic Dance, Studio Work)		15%
Music Lesson Plan		20%
Quiz Visual Arts		5%
Language Response Paper		10%
Art Lesson Plan		20%
Words/ Art Piece		5%
Final		10%

6. GRADING SCALE : 90-100 A; 80-89 B; 70-79 C; 60-69 D less than 60 F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

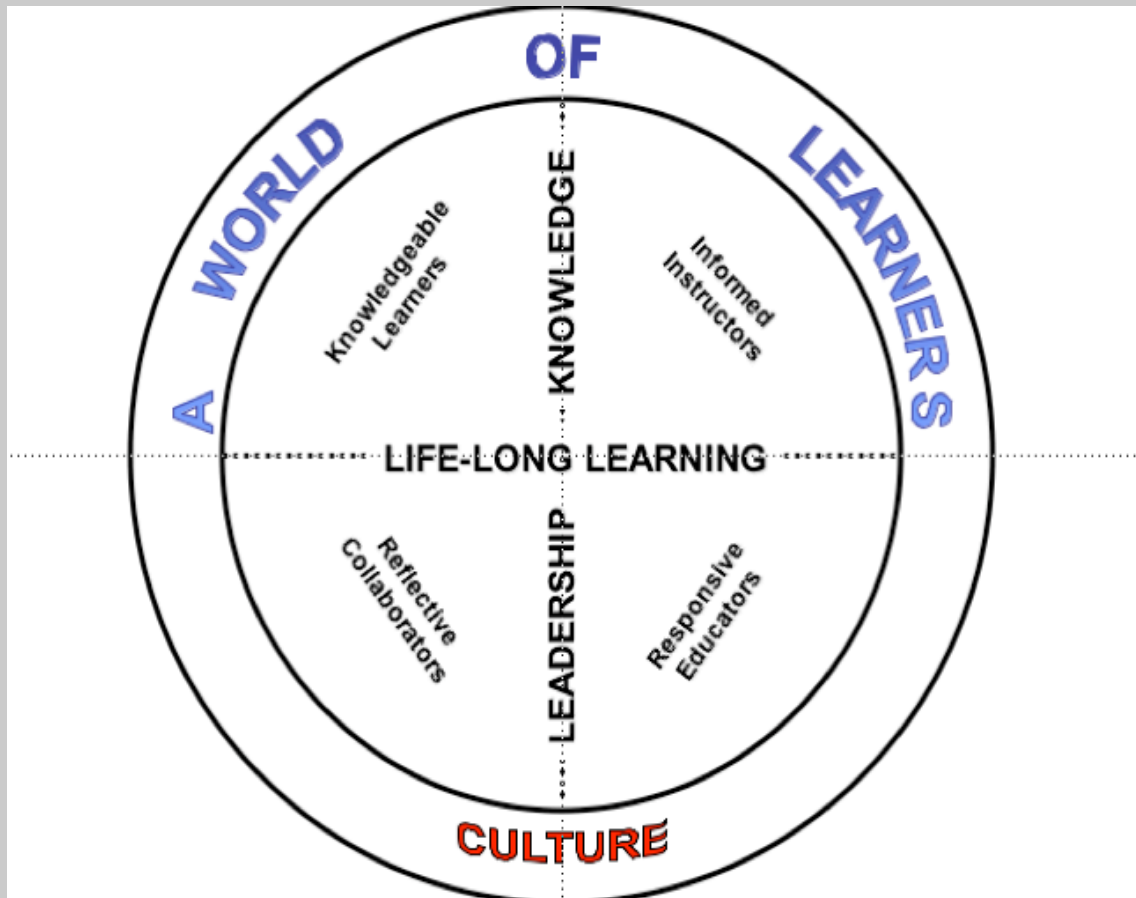


SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence



Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>

MoSTEP Standards	Performance Indicators
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

Program Goals for UG Elementary Education

<p>Goal #1: Development, learning and motivation— Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>	
<p>Goal #2: Central concepts, tools of inquiry, and structures of content --- Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.</p>	
2.1	<p>English Language arts---Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
2.2	<p>Science --- Candidates know, understand, and use fundamental concepts in the subject matter of science --- including physical, life, and earth and space sciences --- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists uses in discovery of new knowledge to build a base for scientific and technological literacy.</p>
2.3	<p>Mathematics --- Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>
2.4	<p>Social Studies --- Candidates know, understand, and use the major concepts and modes of inquiry from the social studies --- the integrated study of history, geography, the social sciences, and other related areas --- to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>
2.5	<p>The arts --- Candidates know, understand, and use --- as appropriate to their own knowledge and skills --- the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.</p>
2.6	<p>Health education --- Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>
2.7	<p>Physical education --- Candidates know, understand, and use --- as appropriate to their own understanding and skills---human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>
2.8	<p>Connections across the curriculum---Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.</p>
<p>Goal #3: Instruction</p>	
3.1	<p>Integrating and applying knowledge for instruction --- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>
3.2	<p>Adaptation to diverse students --- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</p>
3.3	<p>Development of critical thinking, problem solving, and performance skills --- Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</p>
3.4	<p>Active engagement in learning --- Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>
3.5	<p>Communication to foster learning --- Candidates use their knowledge and understanding of effective verbal,</p>

	nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
Goal #4: Assessment for instruction --- Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
Goal #5: Professionalism	
5.1	Practices and behaviors of developing career teachers --- Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.
5.2	Reflection and evaluation --- Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.3	Collaboration with families --- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.
5.4	Collaboration with colleagues and the community --- Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.