

Art and Music Methods SU 2003 EDUC 3540
Lori Diefenbacher 966-4829 (home) 968-7091 (office)

Course Description: This course explores methods of integrating art and music into the general curricula. Emphasis is on activities and materials, demonstration of methods, study of resources and acquisition.

Learning Outcomes: Participants will learn to design art/music activities that enhance the basic curricula (MOSTEP Standards 1, 4), encourage communication (MOSTEP Standards 3,7,9), critical thinking skills (MOSTEP Standards 5,6), and creativity by using the arts (MOSTEP Standards 1,4), learn techniques and methods for providing meaningful art/music experiences (MOSTEP Standards 1, 3,4), and understand the value of art/music as a bridge between different cultures and ethnic groups (MOSTEP Standards 3,7,10).

Session 1: Introductions. Discussion of assignments. Why arts for basic curriculum? Cultural expectations for music and art. Discussion of participants' past experiences with art and music. Musical vocabulary. Orchestrating literature. Homemade instruments. Exploration of rhythm and development of activities using rhythm for basic curricula.
Assignment for next week: Begin lesson plan #1 (25 points).

Session 2: Discussion of orchestral families. Timbre. Introduction to children's music, past and present. Introduction of paraphrasing and clozure activities, integrating song into the language arts curricula. Selecting appropriate songs for an academic topic.
Assignment for next week: Complete lesson #1.

Session 3: Selecting and responding to classical music. Integrating language arts by using songbooks, songsheets, and songcharts. Activity using songact. Using songstrips.
Assignment for next week: Begin lesson #2 (25 points). Find a song that helps to teach an academic concept. Write down the words to the song. Choose and adapt a song technique to explore the lyrics and other music components. What are the musical objectives? What are the academic objectives? Describe the activity.

Session 4: Methods for using movement and dance in the academic curricula. US folk dances. Enhancing writing skills by practicing songwriting. Ethnic music and dances. The importance of using music as part of country studies. Presentation of lesson plans.
Assignment for next week: Complete lesson #2.

Session 5: Discussion of graphic development. Why drawing is important to children and ways to teach the techniques. Introduction to the design elements in an art program. Crayon project involving texture. **Assignment for next week: 1)** Read "Nurturing the Expressive Arts."

Session 6: Discussion of art vs cookie-cutter projects. Introduction to the art of collage, papercutting, and papertearing. Inclusion of folk arts of Central America and classic art. Molas, Matisse and the abstraction of shapes. Using postcards and posters for art

appreciation. Activities to connect classical art to the basic curriculum. **Assignment for next week:** Choose an academic topic and a postcard art that would go with it. Do a shape drawing and make a list of five guiding questions that would help students learn about the painting and the academic topic. **(15 points)**

Session 7: Language for assessing the art of students. An introduction to construction arts. Studio project. **Assignment for next week: 1)** Find a piece of children's art and respond to it with five different statements/questions. Include the artwork or a B & W copy. **(15 points)**

2) Using the same academic topic that you chose for the postcard art, develop a studio art project. Include the grade level, the materials needed, the activity's procedure, and the artistic and academic objectives for the lesson. **(20 points)**

Session 8: Turn in final project (**with SASE if you want it back**). Studio art projects and final review of course.

Attendance: Because this is an intensive format for a 16-week course, plan to attend all sessions. Missed class time and late arrivals could result in lower grades.