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| COURSE NUMBER COMM 5640 | COURSE TITLE Communication through the Arts | SEMESTER & YEAR SU 08 |
| Lori Diefenbacher | CREDIT HOURS 3 | |

COURSE DESCRIPTION: This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of Visual Arts, Music, Creative Drama, and Movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities

1. LEARNING OUTCOMES:

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| Learning Outcomes | SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed |
| Participants will: <ul style="list-style-type: none"> Learn and be able to apply principles of physical education, music, movement, and visual arts in classrooms. | SOE Goals: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 SOE Dispositions: 1, 2, 3 MoSTEP 1.1 Health & PE Competencies: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 MoSTEP 1.1 Fine Arts Competencies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 MoSTEP Standards: 2.1, 2.2, 2.3, 2.4. 3.1, 3.2, 3.4, 4.1, 4.2, 4.3,5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 9.1, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.5, 11.6 |
| <ul style="list-style-type: none"> Gain confidence as creators of art, music and physical activities | |
| <ul style="list-style-type: none"> Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media. | |
| <ul style="list-style-type: none"> Increase awareness of the art world | |
| <ul style="list-style-type: none"> Reflect on current practice and future applications of teaching using the arts | |

2. THE SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS WILL BE PROVIDED BY THE INSTRUCTOR DURING THE FIRST DAY OF CLASS.

Session 1: FITNESS, MUSIC & SONGS

Assignment: Find current events newspaper or journal article about art, music, fitness, safety or health (should relate to elementary age children) and summarize in one page, typed. Be prepared to lead a short discussion about your issue. (Half the class will do Art/Music and half will do Health/PE Due Session 2.

Session 2: NUTRITION/ CLASSIC ART

Assignment: Current events (see session one). Due: Session 3.

Session 3: VISUAL ARTS/MENTAL HEALTH

Assignment: Bring in draft of lesson plan. Bring music that you will use and biography of artist that will be explored. Due: Session 4.

Session 4: BALANCE IN ART, MUSIC, HEALTH and PHYSICAL EDUCATION

Assignment: Lesson plans due: Session 6.

Session 5: SAFETY ISSUES

Assignment: Write a 2-3 page, type-written paper on a safety issue that concerns students 1-6. Continue working on lesson plans.

Session 6: COMMUNITY AND THE ARTS

Assignment: Begin final project.

Session 7: DIVERSITY ISSUES FOR ARTS/ HEALTH

Assignment: Communicate with group members throughout the week to coordinate project details.

Session 8: SYNTHESIS. Final project, conclusions.

3. RESOURCES:

Check to see if your class has a text at: www.webster.bkstr.com

4. EVALUATION:

| Assessments | Links to Course Outcomes | |
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| Response papers | <ul style="list-style-type: none"> Gain confidence as creators of art, music and physical activities | 10% |
| Lesson plans | <ul style="list-style-type: none"> Learn and be able to apply health, physical | 25% |

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| | <p>education, music, movement, and visual arts in classrooms</p> <ul style="list-style-type: none"> • Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media. • Gain confidence as creators of art and physical activities | |
| Paper: Safety | <ul style="list-style-type: none"> • Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media. | 10% |
| Final Synthesis Project | <ul style="list-style-type: none"> • Reflect on current practice and future applications of teaching using the arts • Increase awareness of the local art world | 25% |
| Participation (discussions and class activities) | <ul style="list-style-type: none"> • Reflect on current practice and future applications of teaching using the arts • Gain confidence as creators of art and physical activities | 30% |

5. GRADING SCALE:

The instructor will provide the specific assessment and scoring guide during the first day of class.

Note: All papers/projects may be returned via a self-addressed, stamped envelope. Papers are not available for pick-up in the School of Ed. Office.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty. Please carefully review this policy at www.webster.edu, and under Quick Links choose Graduate Catalog, Academic Policies and then Academic Honesty.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability please visit www.webster.edu and under Quick Links choose Academic Recourses and then Academic Resource Center.

8. ATTENDANCE:

Please visit www.webster.edu and under Quick Links choose Graduate Catalog choose Academic Policies and then Attendance Policy.

9. OTHER:

Instructors may list policies about late work, resubmitting assignments, and classroom procedures.

This syllabus is subject to change at the discretion of the instructor.