

**COURSE TITLE: INTEGRATING VISUAL & PERFORMING ARTS**

**NO. OF CREDITS: 5 QUARTER CREDITS**  
**[Semester Cr Equivalent: 3.33]**

**WA CLOCK HRS: 50**  
**OREGON PDUs: 50**  
**CEUs: 5.0\*\***

**INSTRUCTOR: WENDI FEIN, M.A.**  
**253/503-6033**  
**wendinisb@yahoo.com**

### **ASSIGNMENT CHECKLIST:**

The assignment checklist will help you plan your work. Check off assignments as you complete them.

### **CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS**

#### **A. Information Acquisition:**

- \_\_\_ # 1: Research 4 articles on Right Brain, on Gardiner's Multiple Intelligences, on Arts in Education.
- \_\_\_ # 2: Write a 2-3 page summary of the research and its implications for your classroom.
- \_\_\_ # 3: Read *Drawing on the Right Side of the Brain*. Do at least 6 of the drawing assignments.
- \_\_\_ # 4: Keep a journal of your observations, anxiety and growth from *Drawing on Right Side of Brain*.
- \_\_\_ # 5: Compile a list of at least 10 programs/personnel in the arts that you can use as resources.
- \_\_\_ # 6: Interview 5 local art-music-dance-drama specialists to support using arts in the curriculum.
- \_\_\_ # 7: Create an off and on-line list of at least 10 resources. Summarize each.

**NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #7 is your final assignment.**

### **400 & 500 LEVEL ASSIGNMENTS**

#### **B. Learning Application:**

- \_\_\_ # 8: Try new art form: i.e. go to a folk dance evening, art workshop, poetry reading, pottery workshop
- \_\_\_ # 9: Write a 1-page journal of your experience.
- \_\_\_ #10: Create a short-term set of 2-3 lessons that integrate the arts into your curriculum.
- \_\_\_ #11: Teach the lesson to your class. Have students evaluate the lesson.
- \_\_\_ #12: Write a 1-2 page critique of the lessons.
- \_\_\_ #13: Create a set of 6-8 lessons that incorporates at least three different forms of the arts.
- \_\_\_ #14: Teach 2-3 of the lessons and have students evaluate the lesson.
- \_\_\_ #15: Write a 1-2 page critique of the lessons.
- \_\_\_ #16: Share your lessons and journals with an administrator or colleague.

### **500 LEVEL ASSIGNMENT**

- \_\_\_ #17: In addition to the 400 level assignments, complete the following assignment.  
Interview 2-3 teachers and students. Synthesize your findings in a 2-3 page paper.

### **400 & 500 LEVEL ASSIGNMENT**

#### **C. Integration Paper:**

- \_\_\_ #18: Complete the Integration Paper by responding to the questions listed in the syllabus.

### **NOTES:**

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

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**wendinisb@yahoo.com**  
**253/851-6142 - evening**  
**253/851-6131 - day**

**COURSE DESCRIPTION:**

This course is a wonderful opportunity to integrate the arts into your elementary and secondary language arts, social studies, and science or math curricula. You will begin by researching articles on the right brain and Howard Gardiner's *Multiple Intelligences*. Using *Drawing on the Right Side of the Brain*, on and off-line resources as well as community resources, you will develop a resource guide, short and long- term lesson plans in core academic curricula that bring in the arts and the right brain.

Students will become more engaged in their learning and you will reach students with various learning styles. You may be able to stretch your own teaching and learning as well. Come participate in this new and innovative learning experience. This course is appropriate for all elementary and secondary educators.

Obtain a copy of *Drawing on the Right Side of the Brain*. There are no additional fees to be paid to the instructor after registration.

**LEARNING OUTCOMES:**

As a result of taking this course, participants will:

1. Understand correlation of right brain, multiple intelligence, and arts in education research with curricula.
2. Develop and reflect on your own skills and right brain attributes through reading *Drawing on the Right Side of the Brain* and by participating in a new art form.
3. Integrate the arts into various core academic curricula
4. Have a resource list of people and curriculum ideas that will support the integration of the arts.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:\*\***

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 50 Washington State Clock Hours, 50 Oregon PDUs or 5 CEUs (Continuing Education Units, which translates to 50 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 5 (five) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- |  |     |
|--|-----|
| 1. Complete <i>Section A: Information Acquisition</i> assignments                          | 30% |
| 2. Complete <i>Section B: Learning Application</i> assignments appropriate for your levels | 40% |
| 3. Complete <i>Section C: Integration Paper</i> assignment                                 | 30% |

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

### REQUIRED TEXT:

- Edwards, Betty. *Drawing on the Right Side of the Brain* is about \$12 (paperback), ordered on amazon.com.
- Articles of choice on Howard Gardiner's Multiple Intelligence and Right Brain research.

### MATERIALS FEE:

- There is no additional fee to be paid to the instructor for course materials.

### HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

### SENDING ASSIGNMENTS:

Please send your assignments to me upon completion by cutting and pasting them into an email message to ensure readability. You can also send several assignments one at a time via US mail.

## **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1:**

Research 4 articles on the right brain, on Howard Gardiner's Multiple Intelligences, and/or on Arts in Education using the Internet and educational journals. Include at least 2 articles from the website at:

[http://www.newhorizons.org/strategies/arts/front\\_arts.htm](http://www.newhorizons.org/strategies/arts/front_arts.htm)

See annotated bibliography for a list of recommended articles.

#### **Assignment #2:**

By incorporating the 4 articles, write a 2-3 page summary of the research and its implications for your classroom. Use specific examples of curriculum you are using and how this information will help you.

#### **Assignment #3:**

Read *Drawing on the Right Side of the Brain*. Do at least 6 of the drawing assignments. Begin with the easier assignments and work up to a challenging one.

#### **Assignment #4:**

Keep a journal of your observations, anxiety and growth from *Drawing on Right Side of Brain*. You can also discuss your past success or anxiety about art.

#### **Assignment #5:**

Compile a list of at least ten community programs/personnel in the arts that you can use as resources. Type the list with name, contact number, emails, description of program and other pertinent info.

#### **Assignment #6:**

Interview at least 5 art, music, dance, or drama specialist in your school district who can support your integration of the arts into the curriculum. Type the list with name, contact number, email, description of program and other information.

#### **Assignment #7:**

Create an off-line and an on-line list of at least ten helpful resources. You can collaborate with arts personnel in your building and/or district, and you can also use some of the resources in the bibliography. Summarize in 3-4 sentences each site or resource and its value in your classroom. Include other links in appropriate.

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

***Continue to the next section for additional assignments required for University Quarter Credit.***

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

#### **Assignment #8: (Required for 400 and 500 Level)**

Try a new art form. I.E., go to a folk/ethnic dance workshop, an art workshop, a poetry reading, a pottery group, or learn to make a small quilt.

#### **Assignment #9: (Required for 400 and 500 Level)**

Write a 1-page journal of your experience. Include place, date and how you felt before, during and after the experience. Discuss whether you would continue to pursue this art form or want to try another.

**Assignment #10: (Required for 400 and 500 Level)**

Create a short-term set of 2-3 lessons that integrates the arts into your curriculum. You can use on-line and off-line resources.

For example:

**Romeo and Juliet — High School Literature**

- Students design/draw costumes from the Elizabethan era
- Act out scenes from the play
- Simulate the party scene, make the masks, learn a dance

**Lewis and Clark — Middle School Social Studies**

- Create a mural of a part of the expedition
- Break into small groups to depict a scene from a challenging time; add costumes and sets.
- Have a student create a rap song with homemade instruments about the journey

**Learning Multiplication Tables—3<sup>rd</sup> & 4<sup>th</sup> Grades**

- Create a multiplication rap song
- Add Instruments, videotape, and share with other classes
- Create a multiplication mural or use chalk on the playground to draw a concept of multiplying.

**Assignment #11: (Required for 400 and 500 Level)**

Teach the lesson to your class. Have students evaluate the lesson. Write out 5-6 questions, a rating scale and comments.

**Assignment #12: (Required for 400 and 500 Level)**

Based on student evaluation and your own insight write a 1-2 page critique of the lessons.

What worked best?

What would you change?

How did class management go?

**Assignment #13: (Required for 400 and 500 Level)**

Create a long-term set of 6-8 lessons that incorporates at least 3 different forms of the arts. Look at the examples for the short term and expand it to a theme or longer unite. Do not be afraid to step out of the box and use community and other teaching resources. Part of your lesson plans can be bringing in experts!!!

**Assignment #14: (Required for 400 and 500 Level)**

Teach 2-3 of the lessons and have students evaluate the lessons with clear criteria, rating scale and comments.

**Assignment #15: (Required for 400 and 500 Level)**

Write a 1-2 page critique of the lessons.

What worked best?

What would you change?

How did class management go?

**Assignment #16: (Required for 400 and 500 Level)**

Share your lessons and journals with an administrator or colleague

**SUMMER OPTION ASSIGNMENT**

Alternate assignments are available for #11, 12, 14 and 15. This will require approximately 10-15 hours of research/project and/or lesson plans, decided cooperatively between the instructor and participant.

## 500 LEVEL ASSIGNMENT

**Assignment #17: (500 Level only)** In addition to the 400 level assignments, complete the following:

Find 3-4 alternative schools, Montessori or other magnet types of schools for the arts in your area/region. Interview 2-3 of the teachers and students.

Synthesize your finds in a 2-3 page paper that addresses the following:

How are these schools similar and different from your school?

Keep in mind: student demographics, teachers, curriculum, location, resources, funding sources.

What makes them unique?

What are their challenges and successes?

Share 2-3 case scenarios.

## 400 & 500 LEVEL ASSIGNMENT

### C. INTEGRATION PAPER

**Assignment #18: (Required for 400 and 500 Level Credit)**

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

### INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments. If you submit hard copies of your work and would like feedback from the instructor, please include a self-addressed, stamped envelope.

### QUALIFICATIONS FOR TEACHING THE COURSE:

**Wendi Fein, M.A.** brings 15 years of creative and varied teaching experiences to the development and implementation of this course. She has been an energetic instructor with The Heritage Institute for 18 years, teaching courses in *Real Life Math*, *Preparing Language Arts for the WASL*, and *Let's Get Along: Cooperative Fun, Learning Activities*. In addition, she has taught math, English, dance, social studies, PE and special education at the elementary, middle and secondary levels. In addition, Wendi has taught math anxiety workshops to secondary and community college students, SAT preparation students and parents. She excites students by getting them 'out of their boxes' by incorporating the arts and hands-on projects into her core curriculum. Her social studies/English classroom was filled with murals, masks, a life size African hut and a compilation of student art and poetry. Wendi holds a B.A. from University of California, Santa Barbara and an M.A. in Special Education.

## INTEGRATING VISUAL & PERFORMING ARTS BIBLIOGRAPHY

Edwards, Betty. *Drawing on the Right Side of the Brain*. AND *Drawing on the Artist Within*. Available at local bookstores, libraries, and on-line. Great introduction especially for the artistically challenged

### **WEBSITES**

[http://www.newhorizons.org/strategies/arts/front\\_arts.htm](http://www.newhorizons.org/strategies/arts/front_arts.htm) A great link for many wonderful articles for Information Acquisition: Assignment #1, including the following:

- *Learning through the Arts*. Dee Dickinson — A synthesis of research on the contribution of arts education to learning. Tells about Seattle schools and others that successfully incorporate the arts.
- *Every Child Needs the Arts*. Charles Fowler — “If human beings are to survive, we need all the symbolic forms at our command. They permit us not only to preserve and pass along our accumulated wisdom but also give voice to the invention of new visions.”
- *A Case for the Arts in Education*. Christine Goodheart — Ms Goodheart is the director for the K-12 Initiatives for Education at the University of Washington.
- *Confessions of a Professional Volunteer*. Mary Anne Dorward — An inspiring story of a mother who volunteers at her daughter’s class and brings forth transformation.

<http://www.artseducationlink.net> Your NW link to success in arts education partnerships. This is a registry of almost 200 artists, teachers, arts organizations, and schools serving the Seattle and King County area. Arts Education Link; 700 Fifth Ave Suite #1766; Seattle WA, 98104; 206/733-9576.

<http://www.accelerated-learning.net/multiple.htm> This website explores Howard Gardiner’s multiple intelligence. Clear information and good links. Products available to incorporate learning into the classroom.

<http://www.gigglepotz.com/mi8.htm> This website has a chart of 8 types of intelligences. Easy to read.

<http://www3.sympatico.ca/thetrainingoasis/cater.htm> It’s in the mix: learning styles, a key ingredient in ‘making’ accelerated learning work Visual/Auditory/Kinesethic