

COURSE TITLE: LIVELY CLASSROOM: K-8 Art Integration

NO OF CREDITS: 3 QUARTER CREDITS
[Semester Cr Equivalent: 2.00]

WA CLOCK HRS: 30
OREGON PDUs: 30
CEUs: 3.0

INSTRUCTOR: Michele McRae, M. Ed.
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COMPLETION DATE: 6 months from your registration date

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

Engage your students by integrating creative arts-based instruction in core subjects. Build stimulating lessons that incorporate music, movement, theatre, poetry and visual arts while addressing state standards.

This class offers you, the educator, an opportunity to increase student participation, meet state academic standards and promote higher level thinking skills. Creative arts provide the educator with virtually unlimited opportunities to engage students while creating opportunities for team building, improved student behavior and academic success.

Required text is approximately \$10.00 - \$20.00, available from Amazon.com.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Have a more complete awareness of the role the arts play in the development of critical thinking skills by helping children understand and express abstract concepts, stimulating higher-level thinking, community building and developing collaborative work skills;
2. Have a greater understanding of the role the arts play in creating a brain-based and multiple intelligences rich curriculum for core subjects;
3. Have realistic strategies for integrating the arts to teach reading, writing, social studies, science and mathematics, and
4. Have a more complete understanding of planning and implementing arts-integrated lessons that address academic standards in core subjects.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. 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 participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units), which translates to 30 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 3 (three) 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 five (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

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper 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.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOK:

Lively Learning: Using the Arts to Teach the K-8 Curriculum by Linda Crawford, 2004.
Available through Amazon.com, new \$22.00, used \$10.35, ISBN 1892989115

GETTING STARTED:

Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.

The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the responses box.

When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.

The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course as having been completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.

- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

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

A. INFORMATION ACQUISITION

Assignment #1:

- Read the article “*A Fresh Look at Brain-Based Education*” at http://www.pdkintl.org/kappan/k_v89/k0802jen.htm. Mr. Jensen states that schools have countless opportunities to affect students’ brains. He lists ten powerful connections for educators to make. After reading the entire article, reflect on the role the arts – visual arts, music, movement, theatre, and poetry – have in shaping the brain of our students.
- Write two (2) paragraphs summarizing the article. Post your response in the online response box.

Assignment #2:

- Start reading the text at the Introduction and continue to page 26.
- Answer this question: How does integration of the arts into the daily curriculum support student learning? Respond to this question by completing one of these options: create a mind map, devise an advertisement, draw a cartoon or create a jingle.
- Upload your project or post your response in the online response box.

Assignment #3:

- Read Chapter 3, *Getting Comfortable with Drawing*. This chapter offers several examples of opportunities to use drawing in daily classroom activities.
- Select one (1) of the activities from this chapter to use in your classroom.
- Report the grade level you teach, the activity you selected and response you and your class had to the activity (1-2 paragraphs), include photographs of the activity if possible. Upload your project or post in the online response box.

Assignment #4:

- Read Chapter 4, *Getting Comfortable with Music*.
- Select at least one (1) of the activities suggested in this chapter and try it in your classroom.
- Complete one (1) of the following:
 - Survey your class and ask students what they enjoyed, found challenging, and what they learned. Write a 1-page paper summarizing your survey results. Be sure to identify the activity.
 - Make a video recording of the activity and write a one (1) paragraph summary.
 - Write a rap, draw a cartoon, or adapt the lyrics of a contemporary song (include title of the melody) to describe the experience.
- Upload your project or post in the online response box.

Assignment #5:

- Read Chapter 5, *Getting Comfortable with Movement*.
- Select at least one (1) activity from this chapter to use with your class.
- Share the success/student response to the activity by selecting one (1) of these options:
 - Create a short video of the activity
 - Send a photo of student artwork representing the experience. (Obtain parent permission)
 - Write a class poem
 - Make PowerPoint presentation of 5-10 slides.
- Include a paragraph in your assignment that states the activity and subject area of the activity. Upload your project or post in the online response box.

Assignment #6:

- Read Chapter 6 *Getting Comfortable with Theatre*.
- Select one (1) of the activities from both theatre games and storytelling to implement in your classroom.
- Complete one (1) of the following options:
 - Make a video recording of a student storyteller (Obtain parent permission)
 - Create a PowerPoint of 5-10 slides
 - Write a personal reflection in one-two pages
 - Survey students to determine the effectiveness of the activity. Write a summary of survey results, include your key questions.
- Upload your project or post in the online response box.

Assignment #7:

- Read Chapter 7, *Getting Comfortable with Poetry*.
- Select one of the lessons from the chapter and teach it to a group of students.
- In the online response box, include one poem that your students produced. Do not use the student's real name and ask his/her permission to "share" the poem. Upload your project or post it in the online response box.

Assignment #8:

- Read Chapters 8, 9, 10, 11, 12, 13.
- Write a lesson plan for one (1) of the core subject areas in the reading. Use the format of the template shared on page 143. Include the state/national standard(s) for your grade level that you are addressing in the goal portion of the arts-integrated lesson plan format. If you do not know what these are for your location, you may go to this address and use the standards for the State of Washington: http://www.k12.wa.us/curriculum/instruct/EALR_GLE.aspx
- Upload your project or post in the online response box.

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

Assignment #9:

(Required for 400 and 500 Level)

Complete one (1) of the following options:

Option A)

- Create a unit of three (3) classroom lessons using one or more art/creative projects.
 - The lessons could focus on any aspect of this course that you feel would fit well in your teaching situation and benefit students.
 - Lessons can be incorporated with math, English, science, health or history curriculum, and can include slide shows, videos, guest speakers and hands-on activities.
- Implement your lessons.
- Post your lessons and a summary of the implementation results in the online response box.

OR

Option B)

Make a list of five (5) or more resources for creative arts integration lessons that are not in the bibliography for this class. These resources may be printed or web-based materials and should utilize and reference the

content standards from your state or district. Write a paragraph summary stating the strengths of each of these resources. Your project should be one-two-pages in length. Upload your project or post in the online response box.

Assignment #10:

For 400 Level – Complete Part A only

For 500 Level – Complete Part A and Part B

Part A: (400 & 500 Level)

Choose ONE of the following:

(1) Linda Crawford challenges us to view education through the lens of creative arts integration. She completes her book with *Imaginative Understanding: Learning as a Creative Act*. After reading this selection, which composes Chapter 14, reflect on the role of integration of creative arts in promoting imaginative understanding. Write a two (2) page paper. Upload your project or post in the online response box.

OR

(2) Make a bulletin board featuring the creative art integration lessons your class has been doing. Upload a picture of this bulletin board and write a one (1) page paper reflecting on the positive experiences, challenges and the “ah-ha” moments you and your students experienced during the creative arts integration lessons. Upload your project or post in the online response box.

OR

(3) You are talking to your administrative supervisor and he/she questions your integration of creative arts in your lessons stressing that he/she is under great pressure to get the school’s test scores up and feels that your students are having too much fun to be learning much. He/she wants you to justify your creative arts integration curriculum. Write a one to two (1-2) page letter which explains the educational benefits of creative arts integration in the curriculum. Cite your sources. Upload your project or post in the online response box.

Part B: (500 Level only)

Choose ONE of the following:

(1) Compile a list of five or more resources for funding creative arts projects for your school. The resources could be local, state or national resources. Please include the organization, the creative arts genre they support, contact information, application deadline dates and the amount the organization funds in the form of grants or donations. Upload your project or post in the online response box.

OR

(2) Research the resources in your community that may support art integration activities. Make a list of local storytellers, poet, puppeteers, visual artists, musicians, dance companies/teachers, local theatre groups that promote theater arts for children, local art galleries available for field trips etc. Arrange a guest “visit” for your class/school by one of these resources or a fieldtrip to their site. Write a one-two (1-2) page paper sharing this experience. In your paper list four or five resources you considered for the “visit” or fieldtrip, state the resource you selected, their art form, description of their presentation and student reaction. Upload your project or post in the online response box.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont’d)

C. INTEGRATION PAPER

Assignment #11: Integration Paper

(Required for 400 and 500 Level Credit)

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:

Date:

Course Name:

Course Number:

of Credits:

Level: (400 or 500)

Advisor Name:

Respond to each of the 5 questions below. (First list the question and then write your answer)

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:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Michele McRae, M. Ed. earned a B.A. from Eastern Washington University in education and was a member of the EWU performing dance troupe. She earned a Masters Degree in education with an emphasis on creative arts integration in the curriculum from Lesley University. Mrs. McRae has over 20 years of classroom experience. She has taught a variety of special education programs, primary and intermediate grades in Title 1 public schools and worked as a K-5 media specialist. Mrs. McRae is a State of Washington STARS approved trainer and is licensed to train professionals in childcare facilities and early childhood centers in the core areas of child growth, development and learning, child guidance, communication and family systems.

Mrs. McRae is an experienced workshop presenter and developed several teacher-education workshops on creative arts integration at the ESD 112 in Vancouver, Washington. She has successfully taught the program *Redirecting Children’s Behavior* to educators and childcare professionals. Mrs. McRae has also completed the Envoy, Peer Coaching, and NLP Education Trainer Program by Michael Grinder and implemented this model in her classroom. In addition to this she has worked as a behavior consultant for the Washington State School for the Deaf in Vancouver, Washington. Mrs. McRae has served at a volunteer in the City of Vancouver Community Mediation Services where she received training in neighborhood dispute mediation, conflict resolution and victim offender mediation. She was also a member of their speaker’s bureau, a facilitator at the post 9-1-1 tragedy event, *Community Conversations*, and served as a trainer for the Habitat for Humanity and Americore Conflict Resolution Workshop Mrs. McRae currently lives in Vancouver, Washington and teaches in the Evergreen School District.

LIVELY CLASSROOM: K-8 Art Integration BIBLIOGRAPHY

Required for Credit:

Crawford, Linda. 2004. *Lively Learning: Using the Arts to Teach the K-8 Curriculum*. Available through Amazon.com, new \$22.00, used \$10.35, ISBN-978-8922989-11-6

Lively Learning is a text that explains the importance of integrating of the arts in the daily curriculum. In addition to this, the text is a guide for the reader to integrate drawing, music, movement, theater, and poetry into the core subjects of reading, writing, social studies, science and math.

Optional Reading:

Armstrong, Thomas. 2000. *Multiple Intelligences in the Classroom*. Alexandria, Virginia. Association for Supervision and Curriculum Development. 153 pages.

The work of Dr. Howard Gardner and the multiple intelligences theory is the key to this excellent resource. Mr. Armstrong explains the foundations of the theory of multiple intelligences, offers guidelines for developing curriculum, classroom management, teaching strategies and tools for empowering intelligences in areas of difficulty to support multiple intelligences compatible instruction. This book is a treasure.

Brooks, Mona. 1996. *Drawing with Children*. New York, N.Y. Penguin Putnam Inc. 272 pages.

This book gives step-by-step directions to the reader to learn the Monart method of drawing. The text is complete with a guide to instruct you on how to use this book. In addition, there is detailed instruction on setting the mental and physical stage for teaching art with children. The lessons include learning the basics, drawing from graphics and drawing from still life, volume drawing, widening your horizons, and reaching special education and at risk students. Multiple intelligence theory and integrated learning principles are clearly addressed in this book.

Buzzeo, Toni. 2006. *Read! Perform! Learn! 10 Reader's Theater Programs for Literacy Enhancement*. Fort Atkinson, Wisconsin. UpstartBooks. 127.

Read! Perform! Learn! 10 Reader's Theater Programs for Literacy Enhancement is a resource that offers reproducible scripts for ten high interest picture books, an interview with their authors, standards-based activities and a guide for educators wishing to implement reader's theater into their curriculum.

Connell, Diane. 2005. *Brain-Based Strategies to Reach Every Learner*. U.S.A. Scholastic Inc. 160 pages.

If you are interested in brain-based strategies to reach the students in your class, this book is a jewel. The book contains surveys, questionnaires, and checklist that you can reproduce and use with your students. These tools will assist teachers in determining if they are left-brained, right-brained or middle-brain teachers, analyzing their learning styles, discovering their own multiple intelligences, identifying their student's learning styles and multiple intelligences. These brain-based lessons are designed to meet the needs of your students. This book also offers suggestions to assist teachers when adjusting their instruction to meet the needs of students with a variety of multiple intelligences.

Frohardt, Daracie. 1999. *Teaching Art with Books Kids Love: Art Elements, Appreciation, and Design with Award-winning Books*. Golden, Colorado. Fulcrum Resources. 166 pages.

Ms. Frohardt skillfully explains the elements of art while incorporating examples of fine art and children's literature in each conceptual lesson. The principles of design and artistic styles are also carefully crafted in this

book and there are exercises in exploration in each chapter. The format of this book engages the reader and the artistic components are clearly explained with strong visuals to support text.

George, Kristine. 2005. *Fold Me a Poem*. Orlando, Florida. Harcourt, Inc. 45 pages.

Fold Me a Poem is a book which integrates poetry and the art form of origami. The illustrations by Lauren Stringer invite the reader to attempt origami and participate in the beauty of the book. There is a teacher's guide for *Fold Me a Poem* available at www.kristinegeorge.com. This resource is an excellent example of art integration across the curriculum.

Prince, Eileen. 2008. *Art Is Fundamental: Teaching the Elements and Principles of Art in Elementary School*. Arizona. Zephyr Press. 190 pages.

This is a comprehensive art integration text written by Ms. Prince, who has been an art teacher in the Indianapolis-area schools since 1970. It is filled with classroom-tested lessons that demonstrate effective lessons to teach visual arts through a logical progression of skills. The author's interdisciplinary approach makes this an exceptional resource for integration of the arts into the core subject areas of literacy, mathematics, science and social studies. Although this book is primarily addressed to elementary school educators, it can easily be a resource for secondary instructors as well.