

Syllabus for
ELE 343—Fine Arts Methods (Arts, Music, Drama)
3.0 Credit Hours
Fall 2003

The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

This course covers ways to nurture informed awareness of works of art and a more discriminating appreciation of theater, music, and visual arts. Uses a workshop approach with teacher demonstration, student presentation, and class activities.

Prerequisites: None

II. COURSE GOALS

The purpose of this course is to prepare prospective classroom teachers with a working knowledge of the fundamentals of the fine arts, basic skills, and concepts in music, art and drama, and current teaching methods and materials as means of enabling them to teach the fine arts as part of their classroom activities.

III. COURSE OBJECTIVES

A. Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

1. respond satisfactorily to written test items and class discussion about assessment for the elementary classroom (General Competency No. 8) (IS 14).
2. write about or give oral presentations concerning problem solving/critical thinking/positive student evaluation of the group (aesthetic education) (General Competencies No. 4 and No. 8) (IS 13).
3. design lessons that do the following:
 - a. develop a listening response to music.
 - b. develop a visual response to works of art.
 - c. incorporate poems, short essays, and rhymes into a drama presentation.
 - d. develop a bodily response to music.
 - e. (Subject Competencies No. 6, No. 11, and No. 12) (IS 16)
4. provide a written lesson plan, present the lesson, and make use of appropriate materials/resources (Subject Competency No. 6) (IS 6).
5. demonstrate acceptable proficiency in teaching fine art activities appropriate for the various elementary grade levels, in a mainstream (Subject Competencies No. 4, No. 5, and No. 6) (IS 9).
6. describe how creative dramatics provide a way of introducing children to the art of theater (Subject Competencies No. 5, No. 11, and No. 12) (IS 6).
7. discuss music and art history including various styles, periods, and cultures (Subject Competencies No. 5, No. 6, No. 10, and No. 11) (IS 6).
8. describe how music and fine arts experience enhance students' life experience and can promote music and the other arts in the community as well as within the

- school (Subject Competencies No. 4, 5 and No. 11, 13) (IS 5).
9. describe standards of excellence in elementary classroom (General Competency No. 8) (IS 14).
10. promote self-evaluations among the teacher candidates through discussion and video taping peer teaching assignments (General Competency No. 6) (IS 13, 14).
11. promote positive student evaluation of the group through self-evaluation and peer evaluations of a lesson (General Competency No. 8) (IS 16).
12. discuss teaching strategies for critical thinking, problem solving, and performance skills (General Competency No. 4) (IS 13).
13. integrate fine arts into the other curriculum areas (General Competency No. 4).
14. develop interdisciplinary units (Subject Competency No. 11) (IS 6).
15. develop a community resource list to include: local and state art agencies, higher education opportunities, local performing groups, art museums, and multicultural groups, student activities, and teacher workshops. (Subject Competency No. 10) (IS 10).
16. assess and choose materials and content for Fine Arts Lessons (Subject Competency No. 6) (IS 5).
17. draw relationships among various art forms through understanding characteristics they share (Subject Competency No. 11).
18. integrate the Priority Academic Student Skills (PASS) for grades one through eight into lesson plans (Subject Competency No. 4).
19. demonstrate in concrete ways the development of a professional disposition toward teaching fine arts, as indicated by thoroughness and punctuality in completing assignments, attendance at all classes, and observation appointments and overall effort to develop necessary skills (Subject Competency No. 4) (IS 1).

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1, 4, and 8; and Subject Competencies (SC) 4, 5, 6, 10, 11, 12, 13, 14.

1. General Competencies
 - GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology.
 - GC 5: The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.
2. Subject Competencies—Elementary Education
 - SC 4: Understands the role of the teaching profession in curriculum change and school improvement.
 - SC 5: Understands the link between child development, curriculum, and instruction.

- SC 6: Understands and uses a variety of strategies to do the following:
- (a) select methods of assessment appropriate to each of the subject matter areas and to the age, development, and characteristics of students.
 - (b) interpret and communicate assessment results accurately and ethically.
 - (c) integrate information gained from assessments into instructional plans.
- SC 10: Understands the selection and use of materials, resources, and technology appropriate to individual differences.
- SC 11: Creates an environment that facilitates learning experiences which make subject matter meaningful to students.
- SC 12: Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas.
- SC 13: Facilitates learning groups as appropriate to the needs and/or interests of students and the goals of the lesson.
- SC 14: Understands interdisciplinary teaching and collaboration.

3. Institutional Standards

- IS 1: The candidate is a reflective transformed educator who continually evaluates the effects of his/her decisions, dispositions, practices, and actions on others (students, parents, and other professionals) in the learning community from a Christian worldview.
- IS 5: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curricular goals gained through participation in multiple and varied clinical experiences.
- IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- IS 9: The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, spiritual, and personal development.
- IS 10: The candidate demonstrates the dispositions needed to foster relationships with school students, colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- IS 13: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- IS 14: The candidate understands and develops an assessment system that aggregates data collected from multiple formal and informal assessment instruments to evaluate student learning and instructional practices and informs program improvement.
- IS 16: The candidate 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.

IV. TEXTBOOKS

Cornett, Claudia E. (2003). *Creating meaning through literature and the arts*. Upper Saddle River, NJ: Merrill Prentice Hall

Piazza, Cardin L. Multiple Forms of Literacy: Teaching Literacy and the Arts, Upper Saddle River, NJ: Prentice Hall 1999

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Final grades are determined by the following percentages:

15%	in class participation
20%	Assignments
20%	Quizes
45%	Final exam

- b. The grading scale for all assignments is as follows:

90-100	A
80-89	B
70-79	C
60-69	D

2. Portfolio Requirements

- a. the written report or a record of the oral presentations and possible information from report and presentations by other members of the class (General Competency No. 8).
- b. a generic list of resources that could be helpful in the school community (Subject Competency No. 10).
- c. lesson plan and resource materials (Subject Competency No. 5).
- d. list of resources—software, filmstrips, catalogues, videos, etc. (Subject Competency No. 10).
- e. sample lessons showing teaching proficiency in the following:
 - (1) listening response to music.
 - (2) visual response to works of art (aesthetic understanding the nature of art).

- (3) incorporating of poems, short essays, rhymes, etc. into a drama presentation arts collaboration.
 - (4) developing a creative response to fine arts (Subject Competency No. 11).
- f. provide a list of resources in arts, contact names, and fine arts companies (Subject Competency No. 10).
- g. provide a written lesson plan, present the lesson, and make use of appropriate materials/resources (Subject Competency No. 6).
- h. demonstrate acceptable proficiency in teaching fine art activities appropriate for the various elementary grade levels, in a mainstream (Subject Competencies No. 4, No. 5, and No. 6).
- i. demonstrate in concrete ways the development of a professional toward teaching fine arts (Subject Competency No. 4).
- j. understand how creative dramatics provide a way of introducing children to the art of theater (Subject Competencies No. 5, No. 11, and No. 12).
- k. demonstrate a broad knowledge and understanding of music and art history including various styles, periods, and cultures (Subject Competencies No. 5, No. 6, No. 10, and No. 11).
- l. understand how music and fine arts experience enhance students' life experience and can promote music and the other arts in the community as well as within the school (Subject Competencies No. 4 and No. 11).

VII. COURSE CALENDAR

Week	Topic
1	Intro to Teaching With, About, In, and Through the Arts Read Cornett, pp. 1-34, Piazza pp. 1-9
2	Integrating the Arts Throughout the Curriculum Read Cornett, pp. 37-74
3	Fine Arts as “Multiple Literacies” Piazza pp. 11-60
4	Integrating Visual Art Throughout the Curriculum Read Cornett, pp. 153-196
5	Art Seed Strategies Read Cornett, pp. 200-223
6	Quiz I
7	Music Literacy Read Piazza, pp. 61-77
8	Integrating Music Throughout the Curriculum Read Cornett, pp. 333-371
9	Music Seed Strategies Read Cornett, pp. 375-388
10	Performing Literacies Read Piazza, pp. 145-184
11	Integrating Drama Throughout the Curriculum Read Cornett, pp. 226-256
12	Drama Seed Strategies Read Cornett, pp. 259-284
13	Quiz II
14	Integrating the Arts with the Arts: Strategy Seed Ideas Read Cornett, pp. 390-403
15	Assessment and other Frequently asked Questions Read Cornett, pp. 405-412 Practicum Video Due
16	Final Exam

VII. ASSESSMENT SUMMARY

D. Gaskill

Name of Instructor

ELE 343

Course No.

Fine Arts Methods

Title of Course

Education

Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Demonstrate an understanding of fine arts in the elementary school curriculum.

Demonstrate current teaching methods in fine arts.

Demonstrate an understanding of a variety of fine arts resources and materials for the elementary classroom.

COURSE GOALS

The student will be able to do the following:

Demonstrate an understanding of elements of music.

Demonstrate an understanding of drama.

Demonstrate an understanding of elements and principles of design.

Demonstrate an understanding of fine arts integration into other curriculum areas.

Demonstrate an understanding of child development, curriculum, and instruction.

ASSESSMENT OF COURSE GOALS

STIMULI:

Class involvement and participation

Mini-lesson presentations

Written assignments

Quizzes

Final Exam

Final Project: fine arts portfolio

CRITERIA:

Presentations	30%
Quizzes	15%
Final Exam	25%
Final Project	30%