

MUED 391-010/-080 Aesthetics in Education:
Arts Integration
Room 205 WHL
Wednesdays, 5pm-8pm

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Note: This course counts as a university breadth requirement in Creative Arts and the Humanities. It also counts for the following: a fine arts requirement for ETE majors; a service-delivery course for Disabilities Studies minor; and a development of students course in the Educational Studies minor.

Course Objective: Students will learn about aesthetics and the arts (visual arts, literary arts, music, dance and theater) by *observing* visiting artists, visiting local art museums, attending musical, dance, and/or theatrical performances, and examining artifacts in person and online. In addition, students will learn how to *create* works of art in the various genres after visiting artists/teachers demonstrate their art forms to the class. A third goal is for students to learn how to *integrate* the art forms into teaching core curriculum areas in grades K-12. In order to do so, students will become familiar with the educational standards in the core content areas of Art, English, Math, Science and Social Studies. All students will engage in a service-learning project involving at least four visits to a local school where they will observe, help out and teach arts-integrated lessons. ***Those taking the course for honors credit (-080)*** will also teach and videotape their arts-integrated lesson in a local school, and will present excerpts of the videotaped lesson to the class for critique. They will then write a reflection about the lesson.

What you Need to do Before the Field Placement: In order to receive the field placement, students taking this course need to have a TB test dated January 2011 or later on file at Student Health Services in Laurel Hall by the first day of classes (February 09, 2015). Information about completing the TB test is available online at www.ocs.udel.edu/information-for-placements/ppd-mantoux-tuberculine-test/. In addition, a federal criminal background check with fingerprinting from Delaware State Police offices at Troop 2 or Troop 3 must be on file at the Office of Clinical Studies by the first day of classes (February 10, 2014) in order to receive the field placement for this course. Please note that the federal criminal background check takes 6-8 weeks to process and must be completed in Delaware, so it must be completed by December 12 before leaving campus. Students who completed a criminal background check with fingerprinting in

Delaware dated April 2014 or later do NOT have to complete another background check for this course. Information about securing a federal background check in Delaware is available online at www.ocs.udel.edu/student-field-placement-information/. Please contact the Office of Clinical Studies with questions at clinicalstudies@udel.edu.

Course Description: Through directed readings, projects, and *active* participation, students will learn the philosophical basis for the integration of the arts as one of the tools used in effective and innovative classroom teaching. Students will learn how to use the arts to engage and motivate *diverse* learners, including those with socio-economic, learning, and/or language differences.

During the three-hour class, you will actively engage in creating art during and after watching demonstrations of visiting artists. Ample time will be provided in class for small groups to work together on planning how to integrate the art form into a lesson that teaches about the art as well as a core academic area of science, social studies, English or math.

One of the first things you will learn in this class is that art is individual, sometimes spontaneous, and always creative. Teachers likewise have to be creative and take risks when teaching effectively. Therefore, a first step in this class will be to overcome any shyness or feelings of inadequacy when trying your hand (or voice) at performing in the various art domains. It will be worth it when you use your chosen art forms to motivate, engage and instruct your eager pre-K-12 learners!

Course Requirements and Grading: Success in the course will be measured as follows:

1. **Class participation**—this includes attending class regularly; reading assignments *before* class; submitting thoughtful **reading reflections** (under Assignments in Sakai) on time each week; and actively engaging in class activities and discussions. **25%**
2. **Mid-term Project**—described in detail later; includes two parts: a small group written **lesson plan** (10%) and an in-class small **group microteaching lesson** (5%) that integrates one of the arts with a content area. **15%**
3. **Creative Journal**—This includes recording at least twice weekly aesthetic and/or artistic experiences, "aha" moments, imagination "triggers," etc. We will collect your journals periodically, so *bring them to every class and every field visit!* You will use them both in class and the field. **10%**
4. **Final Project**—This project involves teaching an individual lesson integrating at least one of the arts with a core curriculum course topic. You will turn in **field reflections** written in your Creative Journals on the **four service-learning visits** to the schools (5% each for a total of 20%), two individual **lesson plans** (15%), as well as one of the following: for **-010** students, a **poster** showing how you integrated the arts in your lesson, along with reflections on what went well and what would need to be modified; for **-080** students an **oral/video presentation** on your arts-integrated lesson (see note below; 15%) with **Final Reflections** on the lesson. **50%**

Service Learning Experience

1. Observe 1 lesson, assist the teacher for 1 lesson, teach at least 2 lessons (Art Lesson and arts integrated lesson). Plan to go to the school for a period of at least 3 weeks and spend at least 10 hours.
2. Maintain a journal of service learning experiences
 - 2.1 Heading – Type of class
 - 2.2 Sequence of events – Description of procedures
 - 2.3 Elaboration of one or two significant episodes – What interesting event occurred? Was there a discipline problem? Did you reach a child through drama, who was difficult to reach in more traditional ways?
 - 2.4 Analysis – What did you learn from this experience? What will you do to follow-up? What will you do differently next time?
3. Prepare a poster presentation that includes the following:
 - 3.1 Background information about the service learning activity
 - 3.2 Highlights/descriptions/summary of experiences
 - 3.3 Pictures of clients /students (with permission)

Honors requirement: Students taking the course for **honors credit (-080)** will videotape their individual arts-integrated lesson taught in a local school. They will then present a 15-minute video/discussion to the class for feedback on what went well and what would need to be modified if the lesson were to be taught again. Honors students will turn in a final **Reflection** on Sakai under Assignments during Finals Week based in part on the feedback from the class and from the instructors.

Other requirements/courtesies:

1. **Please be on time.** Class begins promptly at 5:00 pm with a review/discussion of the materials due for that day. For many classes, a guest artist will demonstrate his or her art form and give tips on how you can participate with this medium, and even tips on how to integrate it into teaching. It would be inappropriate to walk in on the artists as they are performing or demonstrating; plus, you will struggle to catch up with what you have missed. Habitual latecomers can expect to have their class participation grade lowered.
2. **If you are unavoidably absent from class one day, extra credit is available.** You may attend a university museum, or musical, dance, or theatrical performance on campus; bring ticket stubs and/or a program AND a 2-page reaction paper recording your reactions to the performance & WHY you reacted as you did. **Note:** this option is available to everyone at any time, but can be used only *one* time. In the event that something unavoidable comes up or that you become ill, save this option in the event that it is absolutely necessary to use!

Required Texts:

- L. Donovan & L. Pascale (2012). *Integrating the Arts across the Content Areas*. Huntington Beach, CA: Shell Education. ISBN 978-1-4258-0845-7.
- *A Creative Journal* (spiral bound sketch pad) is required; both are available at the UD Bookstore in the textbook area.

Weekly Readings: Readings from the textbook and supplemental materials (articles/video clips on Sakai) are given at least one week in advance of class discussion; they are to be read or viewed *BEFORE* the class for which they are assigned. ***Keep up with assignments so that we can have active class involvement!***

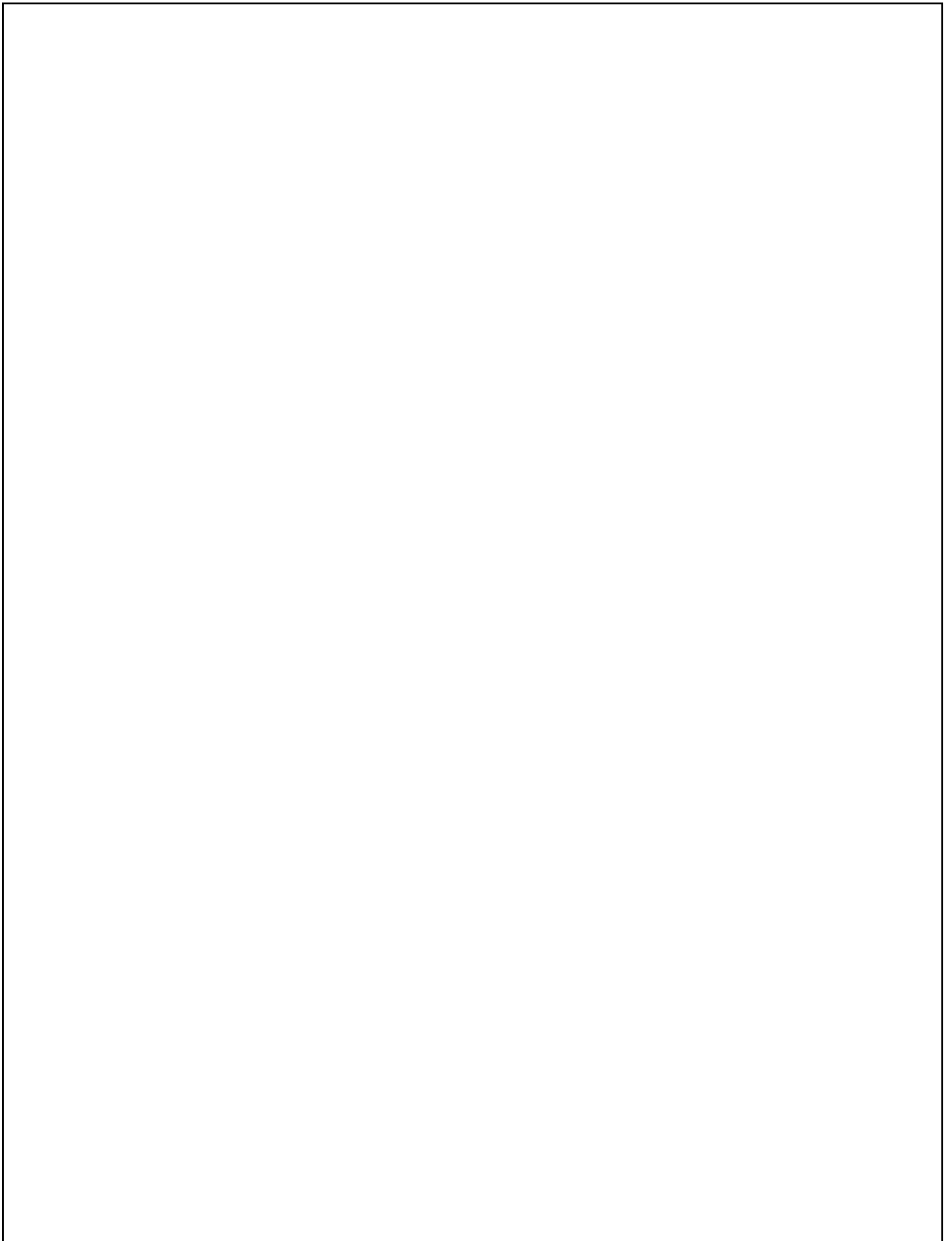
It would be a good idea to ***bring your laptop or tablet*** to every class; there are many online resources available that will help you as you brainstorm about how YOU can integrate the arts in your teaching.

Faculty Statement on Disclosures of Instances of Sexual Misconduct:

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX office, at which point they will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I can promise to protect your *privacy* (meaning, I will not disclose the incident to other people in my department or across the university), but I cannot promise *confidentiality* (meaning, I am required to report the incident to the university's Title IX Coordinator).

In the event that you, or someone you know, has experienced sexual misconduct that you would like to discuss with a trained individual in a *confidential* setting, please go to the website of the University's Office of Equity and Inclusion. Here, you will find resources to help you. You are not alone, and this is not your fault. There are members of the University community that you can speak to *confidentially*, including licensed counselors and members of the clergy. These individuals can be found at the Center for Counseling & Student Development, as well as certain licensed counselors in Student Wellness & Promotion and within pastoral care.

1. UD provides 24 hour *crisis assistance and victim advocacy and counseling*. For information on the various places you can turn for help: <http://www.udel.edu/gbv/Printer-friendly%20Resource%20List%20for%20GBV.pdf>
2. For more information on *gender-based violence*: <http://www.udel.edu/gbv/index.html>
3. For more information on the *university's policies on sexual misconduct* and your possible courses of action, see: <http://www.udel.edu/oei/knowledge-awareness/IXIncidentForm.pdf>



Course Schedule: Dates, Topics, and Assignments

Week 1 (Feb. 11): Course Overview

What do we mean by the terms “**aesthetics**” and “**art**”? What do teachers mean by the phrase “**arts integration**”? How is this different from “**arts as enhancement**”? Why should we be interested in appreciating, creating and integrating the arts? How can we best integrate the arts so that *all* students can meet academic standards in both art and core content areas? What is the role of the Common Core State Standards?

- “Choreography of Names” Activity: Dr. Overby and Ms. Yael Haislip
- First Creative Arts Journal Entry in class: Dr. Pemberton
- Clip of Dr. Dennis Creedon, Assistant Superintendent, School District of Philadelphia: <http://www.edweek.org/ew/articles/2014/03/05/23ltlf-creedon.h33.html>
- ArtsBridge Scholar, Ms. Lucy Font, will discuss her research on arts integration
- Ms. Yael Haislip will distribute pre-course survey

Due for Week 1:

- **Textbook**, Introduction, pp. 13-26.
- <http://blogs.kqed.org/mindshift/2015/01/how-integrating-arts-into-other-subjects-makes-learning-come-alive/>

Week 2 (Feb. 18): Music

NOTE: Bring an object to class that is not a musical instrument, but that can be used to make a musical sound.

- Ms. Yael Haislip (high school music teacher and past ArtsBridge Scholar) will demonstrate and explain how music can be used in arts integration.
- Mr. Santantasio, music teacher from Gateway Charter School in Wilmington, Delaware will talk about his experiences integrating music at an Arts Integration School.

Due for Week 2:

- **Textbook**, Chapter 2.
- <https://www.teachingchannel.org/videos/teaching-music-through-clapping>
- <http://www.youtube.com/watch?v=3ILouRsc9IE>
- **Reading Reflection 2 (Question 1 on page 82 of textbook;** Reflections are due on **Sakai/Assignments** *before* the start of class).
- **Creative Journal entry** (bring your creative journal with you with at least two new creative entries to each class; sketches, ideas, ponderings...be creative!)

Week 3 (Feb. 25): Dance

- Dr. Lynnette Overby, Professor of Theatre and Dance, will demonstrate how dance can be used in arts integrated lessons at the K-5th grade level. Students will be up and moving after learning about some basics of dance, so wear comfortable clothes

and shoes. Groups will then think about ways to integrate dance into the curriculum.

Due for Week 3:

- **Textbook**, Chapter 6
- <https://www.teachingchannel.org/videos/elementary-school-dance-curriculum>
- <https://www.teachingchannel.org/videos/teaching-symmetry-with-dance>
- <https://www.youtube.com/watch?v=CX6tKPte33A>
- **Reading Reflection 3 (Questions 1, 2, and 3 on page 178 of textbook)** (on Sakai under Assignments)
- **Creative Journal entry**

Week 4 (March 4): Diversity and arts integration

NOTE: *Class meets at the UD Lab Preschool/College School art studio on Wyoming Rd*

- Ms. Diane Crossan, art teacher at The College School (TCS) and the UD Lab Preschool will demonstrate how the arts can be integrated in early childhood and elementary inclusion classes. The College School is a school for students with disabilities from the grades K-8.

Due for Week 11:

- http://www.edweek.org/ew/articles/2014/05/21/32arts_ep.h33.html?cmp=ENL-EU-NEWS1
- <https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty>
- **Reading Reflection 4**
- **Creativity Journal entry**

Week 5 (March 11): Visual Arts

- Ms. Karen Yarnell, Newark High School art teacher, will introduce you to some core visual arts techniques and will talk about integrating the visual arts into teaching other core content areas.

Due for Week 5:

- **Textbook**, Chapter 5
- **Supplemental Materials:** (Wilson & Wilson) Learning to draw: nurturing the natural.
- <http://www.edweek.org/tm/articles/2014/02/10/ctq-losch.html?cmp=ENL-TU-NEWS1> “Bringing the Arts into Core Instruction”
- **Reading Reflection 5**
- **Creative Journal entry**

Week 6 (March 18): Preparing for teaching arts-integrated lessons to the class

Students will learn about the importance of designing *developmentally appropriate* integrated arts lessons. Small groups will brainstorm about creating lessons using any of the art forms that have been presented so far. Common Core State Standards and new standards for the arts will be introduced.

- Dr. Pemberton talks about the importance of developmentally appropriate lessons
- Yael Haislip talks about Common Core State Standards
- Dr. Overby talks about National Core Arts Standards

Due for Week 6:

- **Supplemental Materials on Common Core State Standards and the Arts:**
 - <http://www.aep-arts.org/resources-2/common-core-and-the-arts/> (shows how the arts fit in with the Common Core State Standards)
 - www.educationcloset.com (resources on integrated arts lesson plans)
 - <http://www.edutopia.org/stw-arts-integration-resources-lesson-plans#graph1> (more arts integration lesson plan ideas)
 - https://www.teachingchannel.org/videos?page=1&categories=subjects_the-arts,grades_pre-k-2,grades_3-5&load=1 (list of video clips showing how the arts can be integrated across grades and disciplines)
 - <http://www.corestandards.org/>
 - <http://www.nationalartsstandards.org/>
 - http://www.dieec.udel.edu/sites/dieec.udel.edu/files/pdfs/early_childhood_professionals/elfpreschool9-10.pdf
- **Supplemental Materials:** Riley, S. M. (2012). *Shake the sketch: An arts integration workbook*. Chapter 4: Arts integrated lesson planning.
- **No Reading Reflection or Creative Journal entries due this week**

Week 7 (March 25): Midterm Presentations. Small groups will teach their integrated arts lessons to the class for feedback. (No Reflection due; no Creative Journal entry due)

March 27--April 5: Spring Break! No classes!

Week 8 (April 8): Drama and Story-telling

- Dr. Ginger Angstadt, theater professor at Wilmington University, will present on drama and drama integration
- Between now and April 15th, you should complete your first observation of a classroom. Use prompts (provided in class) for your first **Field Reflection**

Due for Week 8:

- **Textbook:** Chapters 3 and 4
- **Reading Reflection 6**
- **Creative journal entry**

Week 9 (April 15): From STEM to STEAM 1: Integrating the Arts with Math, Engineering and Science

- Ms. Amanda Boccardi, Arts Bridge Scholar, will demonstrate how the arts can be integrated with math from 5:00-5:30
- Dr. Pemberton will help students learn how to closely observe nature through drawing; students will use their newly developing drawing skills to do a close observation of some aspect of nature in their environment. *There will be some outdoor time; dress accordingly.*

- Time at the end for brainstorming about individual arts-integrated lesson.
- You should complete your next field visit where you help out in the classroom by April 22nd. **Field Reflection #2** prompts will be provided in class.

Due for Week 9:

- **Supplemental Materials:** Leslie, C. W. (2010). *The Nature Connection: An Outdoor Workbook for Kids, Families, and Classrooms*. Chapter on April: The World Reawakens.
- <https://www.teachingchannel.org/videos/integrating-science-with-art-getty>
- <https://www.teachingchannel.org/videos/lenses-and-art-getty>
- <http://blogs.kqed.org/mindshift/2015/01/how-integrating-arts-into-other-subjects-makes-learning-come-alive/>
- **Reading Reflection 7**
- **Field Reflection 1 description/reflection of class observation**

Week 10 (April 22): From STEM to STEAM 2: Integrating the Arts using Technology

NOTE: *Please bring your charged cell phone with Instagram installed, and iPad or laptop*

- Using technology with music. Ms. Yael Haislip will demonstrate some of the ways in which technology can be implemented in arts-integrated lessons from 5:00-5:40.
- Using technology with visual arts. Mr. Jon Cox, UD Art professor, will talk about integrating photography with teaching other content areas from 5:45-7:30. Students will learn some basic photographing techniques using simple and available cameras (for example, cell phones), and will discuss how they could integrate this medium into teaching in core content areas.
- Time at the end for working on individual arts-integrated lesson. You should complete your 3rd field visit where you help teach an art activity to the class or small group by April 29th. Prompts for **Field Reflection #3** will be provided in class.

Due for Week 10:

- Peppler, K. (July, 2013). Interest-driven arts learning in a digital age. Chapter 3, *The new digital arts: Forms, tools, and practices*, pp. 31-42. [Interest-Driven-Arts-Learning-in-a-Digital-Age.pdf](#)
- **Reading Reflection 8**
- **Field Reflection 2 description/reflection of helping out in class**

Week 11 (April 29): Poetry

- Dr. Pemberton will discuss a simple strategy for creating poems that can be used in classes integrating English Language Arts (ELA) with Poetry
- Dr. Overby will lead a workshop on integrating dance, poetry, and ELA through the use of Close Observation
- Final preparation at the end of class for your arts-integrated lesson in the field. By May 7th you should complete your final arts-integrated lesson in the field. Prompts for **Field Reflection #4** will be provided in class.

Due for Week 4:

- **Textbook**, Chapter 1
- http://blogs.edweek.org/edweek/bookmarks/2014/04/poetry_roundup_five_interactive_resources_for_the_classroom.html
- <http://www.edweek.org/ew/articles/2014/12/03/13zegers.h34.html?cmp=ENL-TU-NEWS1>
- **Reading Reflection 9**
- **Field Reflection 3 in description/reflection of your art lesson**

Week 12 (May 7): Museums

NOTE: *Tonight's class will meet in Mechanical Hall for the first half*

- Mr. Ivan Henderson, Curator of Education, University Museums, will introduce you to the Jones Collection of African American Art and will demonstrate Visual Thinking Strategies (VTS) from 5:00-6:15
- For the last half of class, you will think about creative ways to accommodate the **diversity of learners** that you will have in your future classes. You will finish preparing your individual arts-integrated lesson for presenting to the class.

Due for Week 12:

- <http://www.vtshome.org/what-is-vts>
- <http://www.motherofalltrips.com/2011/06/family-travel-tips-how-to-take-kids-to-an-art-museum.html>
- <http://www.udel.edu/museums/>
- **Reading Reflection 10**
- **Field Reflection 4 in description/reflection of your arts-integrated lesson**

Week 13 (May 13): Lessons Presented to the Class (Gallery Walk)

- **All -010 students** will present a **poster** of the lesson(s) that they conducted in the field. The rest of the class will give their constructive feedback on rubrics provided in class.
- **Each -080 honors student** will present a **15-minute video presentation** of the integrated art lesson that he or she carried out in a local school (video equipment will be provided if necessary). The rest of the class will give their constructive feedback on rubrics provided in class. (Details on what to include in the video presentation/poster will be provided in class)
- Ms. Yael Haislip will distribute the **post-course survey**

Due for Week 13:

- **-080 students: 15-minute presentation with video clips** of lesson taught in the schools for constructive feedback by other class members.
- **-010 students** will present a **poster session** of their lesson to the rest of the class for constructive feedback by other class members.

Due during Exam Week (date will be announced in class):

- **All students: Individual lesson plans and reflections** are due (on Sakai/Assignments).
- **-080 (Honors) students: Final Reflections** of lesson presented to class are due (on Sakai/Assignments)