EDN 414

Integrating the Arts in the Elementary Classroom

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**Course Dates/Times:** EDN-414-001: Tuesday: 1:00 – 3:45 Room: EB232

**Required Materials:**

Access to Blackboard Learn

Taskstream

North Carolina Essential Standards – Department of Instruction

 <http://www.ncpublicschools.org/acre/standards/new-standards/>

Arts Wiki Page: <http://ances.ncdpi.wikispaces.net/home>

Pacing Guide for New Hanover County Schools

Encore Magazine:

 <http://www.encorepub.com/>

ArtsEdge Website:

 <http://artsedge.kennedy-center.org>

edutopia Website:

 <http://www.edutopia.org/core-concepts>

Annenberg Learner Website:

 <http://www.learner.org/resources/series165.html>

**Class Policies:**

* Please, no electronic devices
* All written assignments should be submitted on time! Failure to respond to the deadlines will result in 0 points for that assignment. Late assignments will not be accepted without prior approval from instructor.

**Professional Conduct and Special Considerations**:

* Watson College of Education Mission Statement:

<http://uncw.edu/ed/mission.html>

* Adhere to the Watson College of Education Standards for Professional Conduct:

[http://www.uncw.edu/ed/advising/documents/Standardsof PC.pdf](http://www.uncw.edu/ed/advising/documents/Standardsof%20PC.pdf).

* The UNCW Statement on Diversity in the University Community: As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. <http://www.uncw.edu/diversity/src.html>

 <http://uncw.edu/ed/diversity/mission.html>

* Violence prevention information and resources available at <http://uncw.edu/studentaffairs/staff_care.html>
* Special Needs: If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, please notify Disability Services (Westside Hall, Ext. 7555), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Please identify yourself to me so that I can implement these accommodations.

<http://uncw.edu/disability/students/index.html>

Seahawk Respect Compact [http://www.uncw.edu/diversity/src.html](https://mail.uncw.edu/owa/redir.aspx?C=95d1f999ea6247a1adbb120fafa2650d&URL=http%3a%2f%2fwww.uncw.edu%2fdiversity%2fsrc.html)

* University Learning Center: The University Learning Center (ULC) mission is to help students become independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students!

<http://uncw.edu/ulc/>

**Course Description:** Designed to provide experiences with visual art, music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary children. Attention will be given to understanding the arts in culture, the needs of young children in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis will be on integrating arts instruction in other areas of the curriculum.

**Conceptual Framework:** The Watson School of Education strives to develop highly competent professionals to serve in educational leadership roles. EDN 414, Integrating the Arts in the Elementary Curriculum, supports this framework through discussion, class activities, field experience, projects, and reflection. These experiences afford students the opportunity to develop the following competencies:

Conceptual Framework:  [http://uncw.edu/ed/pdfs/cf.pdf](https://mail.uncw.edu/owa/redir.aspx?C=sYp6xdkq-EWRg3z0Csyz2zKyKl0rbtBIcNFgeMowGBjAnPppIKgQgNI6EkFUqVxKqFJ2RWCbSKg.&URL=http%3a%2f%2funcw.edu%2fed%2fpdfs%2fcf.pdf)

* informed data driven decision making
* reflective practice
* commitment to ethical and professional standards
* knowledge in academic content and pedagogy
* technology integration
* ability to meet the needs of diverse learners
* knowledge and use of appropriate communication strategies

**North Carolina Essential Teaching Standards for Elementary Teachers**

*Standard 6: The 21st Century teacher candidate integrates the arts through the curriculum.*

21st Century teacher candidates create meaningful learning experiences which are relevant, rigorous, and enhance the content by providing alternate ways to think critically and communicate ideas. Teacher candidates are knowledgeable in and are able to design and implement learning tasks that demonstrate:

* a general knowledge of the fundamentals of music, dance, theatre, and/or visual arts.
* ability to create interdisciplinary lessons/units that integrate the content areas with the arts to enhance classroom instruction and student learning.

**Course Objectives:** By the end of this course, it is expected the learner will:

 *Knowledge*

1. Understand that visual art, music, drama, and dance communicate meaning nonverbally as well as verbally.
2. Understand that the arts are a part of all cultures, both past and present, and they are shaped by social and geographic context.
3. Understand the cognitive, social-emotional, physical, and cultural needs of young learners as they relate to the arts.
4. Understand that integrating the arts into the academic core is an effective pedagogy for diverse learners, including young children, second language learners, at-risk students, and children identified as gifted and talented.
5. Understand the major concepts, skills, standards, and forms of each of the four arts disciplines: visual art, music, drama, and dance.
6. Understand that some skills and concepts found in the arts are common to other disciplines.

 *Skills*

1. Select and organize appropriate material and resources for arts integrated instruction.
2. Apply knowledge of the cognitive, social-emotional, physical, and cultural needs of diverse learners to instruction in the arts.
3. Lead small group and whole class activities in the arts.
4. Scaffold student learning through the creative arts.
5. Assess student learning through the creative arts.
6. Plan for integrating the arts in the general classroom curriculum.
7. Reflect on teaching practice and identify areas of strengths and areas for growth.

*Dispositions*

1. Appreciate the role of the arts in culture.
2. Appreciate the diverse gifts, abilities, and cultures of learners
3. Value integration of the arts in the general elementary curriculum.
4. Take initiative to plan for quality arts integrated instruction.

**Course Requirements:**

1. **Attendance :**

"It is Block 1 policy that any unexcused absences exceeding one will result in a deduction of 10% from the final course grade. Circumstances requiring more than one absence will be addressed case by case with your course professor. In the event of an absence, it is the student's responsibility to contact the course professor via email before class and make up any assigned work in conjunction with the professor."

If you have to miss a class session you are expected to email your professor **before** class. In the event of an absence during your Field Experience (a Monday or during your two week Mini-Internship), you must contact your teacher as soon as possible and make sure that all lessons/materials are made available and then contact your lead professor. Any missed time in the classroom must be made up.  You will be responsible for making arrangements with your teacher.  Three late arrivals to class will count as one absence.  Please be sure to discuss any special circumstances with me directly.

Program policy:  Students are expected to attend every class.  Absences may lower your final grade.  Professional notification of absence should be documented and discussed with course instructor.

**Religious Observance Policy**

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to both me and the Registrar*.*

**Participation:**  **25 Points**

 Your promptness and active participation is expected at every class. Many of the activities we will complete this semester are participatory and require your interaction in the class setting. Depending on your personal comfort level with different activities, this may require some risk-taking on your part.

**Teach an Integrated Lesson using yourself as the Content: 10 Points**

 **“Me and the North Carolina Essential Standards”**

**Cultural Experience:** Due December 3, 2013 **25 Points**

**Teaching Two Integrated Lessons/Assignments 25 Points Each/ Total 50 Points**

Using your field experience grade level, you will have the opportunity to teach three integrated lessons/assignments. Start investigating the North Carolina Essential Standards: <http://www.ncpublicschools.org/acre/standards/new-standards/>

**Quick Writes/Posts/Assignment/Quizzes – 10 pts. each** **50 Points**

**Web Site Presentations: Due October 29, 2013 60 Points** Using the blackboard link, you will post 6 websites, as a team, and present your findings to the class on October 29, 2013. The links should be thoughtful, creative ideas to help you during your mini-internship. You will be expected to be very specific with each link and write one objective including the Common Core Standard for your curriculum area and/or the NC Essential for your Art area. Please see example on blackboard!

[**https://docs.google.com/document/d/1NOwfH7y85wvdEqdHOENpHxT6oLt0uTR7TDe797mijMc/edit?usp=sharing**](https://docs.google.com/document/d/1NOwfH7y85wvdEqdHOENpHxT6oLt0uTR7TDe797mijMc/edit?usp=sharing)

 **Mid-term – Visual Journal Check** **100** **Points**

 **Monday Lesson During Field Experience:** **30 Points**

 **Reflection of Monday Lesson: 20 Points**

 **Performance of Children’s Literature: 30 Points**

You will have the opportunity to use at least one of the four arts to perform a children’s book. You may choose any piece of children’s literature. These will be performed in class on December 3, 2013.

**Total Points: 400 Points**

Literacy Live will provide extra credit opportunities. I will send out the schedule when it is posted.

In regards to final grades, please note that points are NOT given. The grade you earn is the grade you receive. No extra credit is given, as that is not fair to students who have worked hard all semester. Grading scale based on the NC Dept. of Public Instruction.

**Grading Scale**

376 – 400 = A

360 – 375 = A-

348 – 359 = B+

336 – 347 = B
320 – 335 = B-

308 – 319 = C+

296 – 307 = C
280 – 295 = C-

240 – 279 = D

Less than 240 points = F