George Mason University
Graduate School of Education
Integrating Fine Arts/Movement/Health in Elementary Education
EDCI 558.002
Spring 2004

Class Dates: Spring 2004
Days/Times: T 9:00-10:40
Location: Robinson A412

INSTRUCTOR:
Mrs. Shana R. Barr
MSN 4B3
Graduate School of Education
Phone Number: (703) 455-8089
Email: shanabarr@yahoo.com
Office Hours: by appointment

REQUIRED TEXT:
Course Packet: Supplemental reading material found on Blackboard under Course Documents.

COURSE DESCRIPTION
This course examines children’s creative expression and physical development through movement, art, drama, and music. Topics include theories, stages and types of movement; health and safety issues; developmental stages of art; listening and interpreting music; and creative drama experiences as an integral part of the total curriculum.

NATURE OF COURSE DELIVERY
This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/large group discussion, hands-on, interactive work, students presentations and cooperative learning, linked to specific field experience assignments and national standards.

STUDENT OUTCOMES
As a result of this course:
• Students will describe the psychomotor development of children.
• Students will explain and apply theoretical bases of movement, art, music, and drama in elementary classroom.
• Students will explain how to provide a safe and healthful school environment.
• Students will discuss various health conditions affecting today’s children.
• Students will describe the value and importance of physical education for children that emphasize health and physical benefits.
• Students will address the needs of individual students with particular emphasis on working with exceptional learners and children from diverse backgrounds.
INTASC (Interstate New Teacher Assessment and Support Consortium) Standards

This course addresses these principles:
1. The teacher understands the central concepts, tools 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.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving and performance skills.
5. The teacher 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.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and the curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

National Educational Technology Standards

This course addresses these standards:
1. Technology Operations and Concepts
2. Planning and Designing Learning Environments and Experiences
3. Teaching, Learning, and the Curriculum
4. Assessment and Evaluation
5. Productivity and Professional Practice
6. Social, Ethical, Legal, and Human Issues

National Content Standards in Physical Education

This course addresses these standards:
1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical activity settings.
5. Demonstrates understanding and respect for differences among people in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
National Content Standards in Music

This course addresses these standards:
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Listening to, analyzing, and describing music.
5. Understanding relationships between music, the other arts, and disciplines outside the arts.
6. Understanding music in relation to history and culture.

National Content Standards in Theater

This course addresses these standards:
1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisation.
3. Designing by visualizing and arranging environments for classroom dramatizations.
4. Directing by planning classroom dramatizations.
5. Researching by finding information to support classroom dramatizations.
6. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life.

National Content Standards in Visual Arts

This course addresses these standards:
1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols, and ideas.
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

GENERAL REQUIREMENTS:

1. Class attendance is both important and required. Prior approval of the professor is mandatory for an excused absence. An unexcused absence will result in loss of course credit, which may result in a drop in letter grade. If due to an emergency you will not be in class, you must call or email the instructor and leave a message. Students with two or more absences may drop a letter grade, lose course credit, or be required to do additional assignments. Students are expected to be in class on time. Emergency situations are understandable, but excessive tardiness will result in a loss of participation credit.
2. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor prior to the assignment’s due date to see if an extension is warranted.
3. The completion of all readings assigned for the course is assumed. Because the class is structured around discussion and small group activities, it is critical for you to keep up with the readings and to participate in class. Be prepared to discuss the content of the text and its relation to your teaching experiences as well as to ask questions for clarification, exploration, or to promote discussion. Participation in class discussions contributes to 15% of the overall course grade.
4. All beepers and cell phones must be turned off or put on vibrating mode.
GUIDELINES FOR WRITTEN ASSIGNMENTS:

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style will be followed for all written work. Unless otherwise noted, all work must be completed on a word processor and should be proofread carefully. When in doubt, check the APA manual. Portions of the APA manual appear at the style manual link on the GMU library web guide at http://library.gmu.edu.

EXPECTATIONS:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, examples, etc. to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar. The University Writing Center (Robinson A114) (703) 993-1200 is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the On-Line Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composition are available at http://writingcenter.gmu.edu

COURSE REQUIREMENTS:

A. Arts Integration Public Service Announcement

Using the information you have learned in class and from Chapters One and Two, prepare an Arts Integration Public Service Commercial. It may be helpful to use the “Creative Brief” handout in organizing and guiding your creative process. Please keep a creative journal to document your brainstorming ideas. Your commercial will be graded in both EDCI 558 and 557. The commercial’s process and final product will be graded in EDCI 557 and the commercial’s content will be graded in EDCI 558. The goal of your PSA is to influence public policy about the education reform movement-Arts Integration. The audience for your commercial is to be determined by you (for example, teachers, voters, parents, policy makers). Details related to the making of the commercial will be taught and discussed in EDCI 557. Please keep your brainstorming ideas to show me your creative process.

B. Interview

Interview a specialist of choice in one of the following areas: art, music, drama, dance, health/pe/movement. Your written paper should not be a transcript of the interview. I am interested in knowing what YOU learned from the interview. You may want to read the arts chapter related to the specialist's field for interview question ideas. Topics might include what the specialist is currently doing at the grade level of the field experience. Ideas for integrating this material into the regular classroom discipline should be explored as a possibility for development into your lesson plan or planned integrated unit. Please support your thoughts with references to class texts/articles and personal experience. The interview should be at least 3 pages (no longer than 4 pages, please.) following the written expectations outlined in the course syllabus and rubric.
C. Arts Integrated Lesson Plan

The lesson plan should be a two-pronged focus: one prong being in a core-curriculum subject, and the second prong being fine arts related. The lesson plan should contain enough information that a substitute could easily understand. The plan format should follow the lesson plan template distributed in class.

D. Student Directed Workshop

You will participate in one of four student-directed fine arts workshops (music, drama, dance/movement and visual arts). From the textbook, choose one or more activities from the content related “seed strategies” chapter and prepare a 15-minute workshop to be done in class with your classmates (About 10-12 minutes of activity and 3 minutes of Q & A). Your workshop should include a handout explaining the workshop and various examples of how the activity(s) can be integrated into the elementary classroom (include ideas integrated into core-curriculum subject areas). If additional materials need to be brought by your classmates (crayons, white paper, picture book, etc.), please provide ample time for students to come prepared. Email to all EDCI 558 students can be sent through Blackboard.

E. Class Participation/ Blackboard

Participation points will be received for in class or out of class responses to articles, student-directed workshops or other activities. Participation points will also be given for participation during in class activities. Written reflections of course readings may also be assigned for participation credit.

The following is a list of instructions on how to use Blackboard. If you are already a Blackboard user, log on as usual.

1. In your web browser address line type:  http://blackboard.gmu.edu
2. Click on Login
3. Username: your GMU account name- usually your first initial followed by your last name.
4. Password: If you don’t remember your password, I can reset it for you.
5. My courses: click on our class.

Blackboard may be used to correspond with class members, post relative documents, receive class information/materials, and link to external websites pertaining to class topics.

F. Plans for an Arts Integrated Unit

- See handout/rubric of assignment description
- A description of the entire unit (explaining how you plan for your students to learn math, social studies, science, and language arts, with, about, in and or through visual arts, music, drama, literature, dance/movement and health.)
- A graphic organizer of the entire unit
- A day-by-day view of the unit.
- Any appropriate classroom handouts.

Class presentations will take place the last two class meetings. Each presentation of approximately 8 minutes should include a visual and possible activities that were part of the unit. Your presentation should demonstrate how you taught (or plan to teach) core curriculum subject material with, about, in and/or through the arts/movement/health.
**GRADING SCALE:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>Below 70</td>
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<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>A. PSA</td>
<td>15%</td>
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<tr>
<td>A. Interview with Specialist</td>
<td>15%</td>
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<tr>
<td>B. Class Participation</td>
<td>15%</td>
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<tr>
<td>C. Student-Directed Workshop and Handout</td>
<td>15%</td>
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<td>D. Two-pronged Lesson Plan</td>
<td>15%</td>
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<tr>
<td>E. Integrated Unit/ Presentation</td>
<td>25%</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>DATE</td>
<td>CLASS TOPIC</td>
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<tr>
<td>January 20</td>
<td>• An Introduction to Teaching With, About, In, and Through the Arts&lt;br&gt;• Creativity and the Young Child&lt;br&gt;• Integrating the Arts Throughout the Curriculum&lt;br&gt;• Explanation of Blackboard&lt;br&gt;• Kennedy Center/Arts Edge Information</td>
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<td>January 22</td>
<td>• Integrating Literature&lt;br&gt;• How to use portfolios?&lt;br&gt;• Play and the Young Child&lt;br&gt;• Health Corner: Self Esteem/IALAC ;Tune in to Breakfast</td>
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<td>January 26</td>
<td>• Integrating Music Throughout the Curriculum&lt;br&gt;• Health Corner: Health Related Songs;&lt;br&gt;• Awesome Ones and Tanya Siwik, Presentation&lt;br&gt;• Music Seed Strategies/Student Workshop</td>
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<td>February 3</td>
<td>• Integrating Movement Workshop/Student Workshop&lt;br&gt;• Health Corner: Juggling for Success&lt;br&gt;• PSA Presentations</td>
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<td>February 10</td>
<td>• Integrating Drama Throughout the Curriculum</td>
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May 4
- Class Presentations and Discussion

May 11
- School Cancellation Make-up Day
- Individual Conferences if requested

* Course Packet Documents located on Blackboard/Course Documents

HONOR CODE:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at http://www.gmu.edu.

ADA CODE:
This syllabus is subject to change based on the needs of the class and/or weather interruptions. The American with Disabilities act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703) 993-2474.
The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity

Setting 2: Schools

Schools are identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. Most children spend a large portion of time in school. Schools provide many opportunities to engage children in healthy eating and physical activity and to reinforce healthy diet and physical activity messages. Public health approaches in schools should extend beyond health and physical education to include school policy, the school physical and social environment, and links between schools and families and communities. Schools and communities that are interested in reducing overweight among the young people they serve can consider options listed below. Decisions about which options to select should be made at the local level.

Communication

- Build awareness among teachers, food service staff, coaches, nurses, and other school staff about the contribution of proper nutrition and physical activity to the maintenance of lifelong healthy weight.
- Educate teachers, staff, and parents about the importance of school physical activity and nutrition programs and policies.
- Educate parents, teachers, coaches, staff, and other adults in the community about the importance they hold as role models for children, and teach them how to be models for healthy eating and regular physical activity.
- Educate students, teachers, staff, and parents about the importance of body size acceptance and the dangers of unhealthy weight control practices.
- Develop sensitivity of staff to the problems encountered by the overweight child.

Action

- Provide age-appropriate and culturally sensitive instruction in health education that helps students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle.
- Ensure that meals offered through the school breakfast and lunch programs meet nutrition standards.
- Adopt policies ensuring that all foods and beverages available on school campuses and at school events contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans.
- Provide food options that are low in fat, calories, and added sugars, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods.
- Ensure that healthy snacks and foods are provided in vending machines, school stores, and other venues within the school’s control.
- Prohibit student access to vending machines, school stores, and other venues that compete with healthy school meals in elementary schools and restrict access in middle, junior, and high schools.
- Provide an adequate amount of time for students to eat school meals, and schedule lunch periods at reasonable hours around midday.
- Provide all children, from prekindergarten through grade 12, with quality daily physical education that helps develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.
- Provide daily recess periods for elementary school students, featuring time for unstructured but supervised play.
- Provide extracurricular physical activity programs, especially inclusive intramural programs and physical activity clubs.
- Encourage the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.
Research and Evaluation

- Conduct research on the relationship of healthy eating and physical activity to student health, learning, attendance, classroom behavior, violence, and other social outcomes.
- Evaluate school-based behavioral health interventions for the prevention of overweight in children.
- Develop an ongoing, systematic process to assess the school physical activity and nutrition environment, and plan, implement, and monitor improvements.
- Conduct research to study the effect of school policies such as food services and physical activity curricula on overweight in children and adolescents.
- Evaluate the financial and health impact of school contracts with vendors of high-calorie foods and beverages with minimal nutritional value.

http://www.surgeongeneral.gov/topics/obesity/calltoaction/2_2_2.htm