



ED223 - Music, Art, and Physical Education
Spring 2018
3 Credits
Online

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Office Hours: Tuesday, 4:00-6:00p
Office Location: Brogan Hall, 115

Required Texts:

There are no required texts for you to purchase. I will provide articles each week in PDF format on the course Canvas page.

Course Catalog Description:

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included.

Essential Questions / Course Overview:

- What is the role of art, music, and physical education in the elementary classroom?
- How do teachers incorporate art, music, and physical education into their curriculum?
- How do we use art, music, and physical education to teach for social justice?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):

1	Students will explore, discuss, and experience strategies that allow for basic artistic, creative, and innovative skills to be used in the classroom in the forms of music, art, and movement.
2	Students will be able to develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
3	Students will be able to demonstrate strategies to support literacy development across the content areas with art, music, and movement, in order to provide an academic equilibrium that is inclusive of all cultures, peoples, and places.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Essential Questions	1	2	3
Marianist Values	2	2	2, 4
WASC Core Competencies	1, 2	1, 2	1, 2, 4
Program Learning Outcomes	2, 7	2, 7	2, 6, 8

Course Requirements:

Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

Class Entry Tickets	90 Points
Homework Assignments	180 Points
UNICEF Kid Power Assignments	50 Points
Physical Education Lesson	50 Points
Art, Music, Drama Reflection I & II	100 Points
Service Learning Reflection	100 Points
Lesson Concept	<u>80 Points</u>
Total:	650 Points

Letter grades are defined as follows:

A (650-585 points)	B (584-520 points)	C (519-455 points)	F (454-0 points)
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Note: Education majors need to earn a grade of "B" or better.

Class Entry Tickets

You will participate in class discussions every week. These discussions are the central component of the course and participation is required. To prepare for these discussions, you will complete entry ticket assignments before class. The purpose is not to prove that

you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our gateway to a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers.

The responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found on Canvas.

IMPORTANT NOTE ON LATE ENTRY TICKETS:

The success of the course rests on the quality of our class discussions. Without time to read and contemplate these readings, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late entry tickets will receive at most 50% credit. Entry tickets that are more than one week late will receive no credit.*

Homework Assignments

Weeks that do not have entry tickets will have a required homework assignment to be completed after class. Details for these weekly assignments will be announced in class and posted on Canvas.

IMPORTANT NOTE ON LATE HOMEWORK ASSIGNMENTS:

Students must keep up with these assignments or the learning opportunity is lost. *As a result, late homework assignments will receive at most 50% credit. Homework assignments that are more than one week late will receive no credit.*

UNICEF Kid Power Assignments

These assignments will be posted on the course Canvas page.

Physical Education Lesson

You will work in a group of three to develop a three physical education lesson activities (two outside and one inside). Please see the list of PE Equipment Available for Activity Days and Indoor PE Activities to assist in brainstorming ideas for your lessons. Your group is responsible for acquiring any additional materials and/or equipment required for this assignment (\$30 maximum budget, please see me if you need assistance in acquiring materials). You will have 45 minutes to lead the class in a demonstration of your activity. After the lesson you will write a 150-word reflection outlining what worked well and what you would change in the future.

Art, Music, Drama Reflections I & II

Option 1:

Visit the Honolulu Museum of Art and take a self-guided tour or sit in on a youth class. After your visit, write a 300-word reflection on your experience that includes descriptions/details relating to art, and drawing on our course readings and discussions.

Option 2:

Visit one music or movement-based performance such as the symphony, children's theater, music festival, or modern/traditional/cultural dance concert. After your visit, write a 300-word reflection on your experience that includes descriptions/details relating to music

and/or movement, and drawing on our course readings and discussions.

Note: Since you are taking this course to learn how to provide enriching music, art, and movement experiences for children in elementary school, select your pieces and performances appropriate to this age group.

Service Learning Reflection

All students who take part in this ED 223 course are required to complete a service-learning project that spans the 15-week term. Research has shown that an effective way to increase engagement with learning is through experiential and active learning strategies that take place in the community (Whitley & Walsh, 2014). To keep this assignment simple yet meaningful, you will be asked to spend 5-10 hours in the community providing service to others in relation to the arts or physical education. Please see Canvas for additional details about this assignment.

Lesson Concept Project

For this assignment, you will develop a lesson concept that explicitly demonstrates your engagement with the ideas, discussions, readings, and other texts we have discussed in this course. A lesson concept is a “work-in-progress version” of a complete lesson. Although the lesson concept is only in skeletal form, the ideas, strategies, and resources are no different from a lesson implemented in a classroom. Your work could be a variant of existing products or it could be a new unit that you have designed from scratch. The unit concepts should be suitable for an elementary-level classroom, but you are free to focus on the grade of your choice.

Your paper should be approximately 4 pages long, double-spaced, with 12-point font, and 1-inch margins. It should be divided into three sections, guided by the following questions:

Concept: What grade level and student population are you aiming to teach in this lesson? (e.g. 4th grade / ELL / Lower-SES) What are the enduring understandings related to the concept? In other words, what do you want students to take away from this project? How does this connect to the social justice themes we've discussed in this class? This section should be written in narrative form (1 page, double spaced).

Rationale: How does teaching this concept address the hidden and/or null curriculum in students' current education? (i.e. What is missing from the traditional curriculum and how does this lesson address that gap?) What sparked your interest in pursuing this subject/theme? Why is this an important concept for students to learn? This section should be written in narrative form (1 page, double spaced).

Articulation of Concept: This is where you will describe the lesson itself. What instructional strategies will you use to teach this concept? What resources would you employ? How might you assess students' understanding, skill attainment, or change of disposition? This section can be in outline/bullet form (1-2 pages, double spaced).

Course Policies:

You will participate in online discussions each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment

and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act

(ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule
(Readings for each week posted on Canvas)

Week	Assigned Readings
1	Tuesday: Course Overview Thursday: Poetry in the Elementary Classroom
2	Tuesday: Creativity in the Classroom Thursday: Social Justice Education
3	Tuesday: Physical Education as a Social Justice Issue Thursday: Physical Education in the Kindergarten Classroom
4	Tuesday: Service Learning Thursday: Indoor-Outdoor PE Lesson (Group 1)
5	Tuesday: Hidden Curriculum Thursday: Indoor-Outdoor PE Lesson (Group 2)
6	Tuesday: Re-Visioning Art in Popular Culture Thursday: Indoor-Outdoor PE Lesson (Group 3)
7	Tuesday: "Reading" Works of Art Thursday: UNICEF Kid Power
8	Tuesday: Music & Active Listening Thursday: UNICEF Kid Power
9	Tuesday: Class Cancelled Thursday: UNICEF Kid Power

10	Tuesday: Thursday:	Incorporating Music in the Elementary Classroom UNICEF Kid Power
11	Tuesday: Thursday:	Portrait Poems (Part 1) UNICEF Kid Power
12	Tuesday: Thursday:	Portrait Poems (Part 2) UNICEF Kid Power
13	Tuesday: Thursday:	Portrait Poems (Part 3) UNICEF Kid Power
14	Tuesday: Thursday:	Class Cancelled - Catch Up Day UNICEF Kid Power
15	Tuesday: Thursday:	Course Reflection Looking to the Future