# Wayland Baptist University School of Education

**UNIVERSITY MISSION:** Wayland Baptist University exists to educate students in an academically challenging, learning- focused and distinctively Christian environment for professional success, and service to God and humankind.

**COURSE NUMBER & NAME:** FNAR5260- VC01 – Overview of the Arts

**TERM**: Spring 2021 Virtual Campus

# INSTRUCTORS CONTACT INFORMATION:

Dr. LINDA KENNEDY

# [linda.kennedy@ttu.edu](mailto:marti.runnels@wayland.wbu.edu)

# OFFICE HOURS, BUILDING AND LOCATION:

**CLASS MEETING TIME & LOCATION**: Online

**CATALOG DESCRIPTION**: Fine Arts curriculum for EC-6 school and methods and techniques of instruction. Essential knowledge and skills EC-6 in the areas of art, music and theatre. Lecture and Lab

**PREREQUISITES:** None

# REQUIRED TEXTBOOKS & RESOURCE MATERIAL:

ART TEXT:

<https://www.curriculumonline.ie/getmedia/0e0ccff3-97c4-45c8-b813-e7c119a650c3/PSEC04A_Visual_Arts_Curriculum.pdf> (**free** online text)

MUSIC TEXT: <https://milnepublishing.geneseo.edu/music-and-the-child> (**free** online text)

THEATRE TEXT: <http://ufdc.ufl.edu/AA00021870/00001>(**free** online txt)

**OPTIONAL MATERIALS**: none

# COURSE OUTCOME COMPETENCIES:

Students will demonstrate an understanding and working knowledge of how to incorporate the study of music, theatre, and art into the daily EC-6 classroom using the newly revised Fine Arts TEKS.

Students will demonstrate an understanding and working knowledge on how to develop aesthetic and cultural awareness through exploration of fine arts concepts connected to the music, theatre, and art TEKS.

Students will demonstrate an understanding and working knowledge on how to nurture and implement creative instruction into the elementary classroom setting through the use of art, music, and theatre TEKS standards.

Students will demonstrate and understanding and working knowledge of the four strands connected to the Fine Arts TEKS. These strands include: foundations (literacy, inquiry and understanding, observation and perception) creative expression, historical and cultural relevance, and critical evaluation and response.

# ATTENDANCE REQUIREMENTS:

Class attendance is mandatory. Every week, students will send the written assignments/responses, to reading and viewed assignments, by email. Read the appropriate materials from the textbook and create and create written assignments *under Course Content*.

# PLAGIARISM AND ACADEMIC DISHONESTY:

**Academic Honesty**:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

# Plagiarism

“Plagiarism – The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. visual arts, music, or media), as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student. When a student submits oral ow written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.”

<http://catalog.wbu.edu/content.php?catoid=3&navoid=2010>

# DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# COURSE REQUIREMENTS & GRADING CRITERIA:

**Participation**: (200 points)

Because the focus of this course is not only what can be talked about, but also what can be demonstrated in writing and submissions.

Class Participation means incorporating the material that you have experienced and read

into your written assignment submissions and questions.

**Live or Virtual Events**: (300 points)

During the semester you will attend three fine arts event. After seeing the performance, exhibition, demonstration, or concert write and submit to email, a critique the event in a two-page format. Feel free to construct the first page in any way that you see fit, dealing with your reactions, questions, comments, etc., relative to what you have learned in class. In the second page connect what you saw with what you have learned in this course. Submit your critique with an image of the program and/or ticket stub. Photograph and scan these and submit them attached to an email to me.

**Full Lesson Plan:** (100 points)

This project will involve submitting a 30-60 minute lesson aimed a grade level of your choosing using activities learned in class appropriate for that age group. The Fine Art area chosen may be used as its own discipline or as a resource tool to teach another subject. You must incorporate your live or virtual visit to one of the art events above into the lesson as if students attended it with you OR you were preparing them for the visit. Include the four Essential Knowledge Skills.

**Final Exams**: (400 points)

Covering all material of the semester, the exam may include matching, short answer, multiple choice, fill in the blank, listing, and essay questions about art, music, theatre activities and/or viewed events.

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| TOTAL POINTS | 1000 POINTS |
| A | 1000 – 900 |
| B | 899 – 800 |
| C | 799 – 700 |
| D | 699 – 600 |
| F | below 600 |

***Grade Appeals:*** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# COURSE SCHEDULE:

**WEEK 1**

**Arts Overview: History, Pedagogy/Creative Learning, Formal Structures and Improvisations**

“Why Man Creates”

Learning and Bridging Dynamics

Semester Schedule/ Assignments/Grading **Assignments:**

View – Why Man Creates Youtube Video

Written response submitted

**WEEK 2 –**

**Four Strands to be included in Essential Knowledge and Skills in the Arts:**

1. **Perception**
2. **Creative Expression/Performance**
3. **Historical/cultural Heritage**
4. **Response/Evaluation**

Ideas: Perception, Creative Expression/Performance, Historical/cultural Heritage, Response/Evaluation

From your readings, experiences, creative works, interests, and background, write a summary of one activity /experience that would provide instruction in each of the four strands, included with instruction, with and in each of the arts. (Art, Music, Theater

**WEEK 3 –**

**Theatre and Creative Dramatics: Performance vs Play** Dramatic Structure – working with stories

# Spectacle: Lighting, Sound, Costume, Make-up, Properties, Improvisation

# Assignments:

Playing Artifact

View – YoutubeVideo

Written Reflection Reading

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# WEEK 4

# Art and Art History: Caves to Classrooms

Line, form, and texture

Drawing a 2D world – color theory, observation, and perspective

# Assignments:

Playing Artifact

Youtube Video

Written Reflection

Reading

**WEEK 5**

**Music: Sounds of Expression**

Eurhythmics

# Assignments:

Playing Artifact

View – YoutubeVideo Written Reflection Reading/Listening

# WEEK 6

# Voice and Instruments

**Assignments:**

Playing Artifact

View – YoutubeVideo Written Reflection Reading

# WEEK 7

# Printmaking

Printmaking- monotype, relief, and intaglio

3D – Utility and Aesthetics – coil, additive and subtractive processes

# Assignments:

Playing Artifact

View – YoutubeVideo Written comments

Reading

# WEEK 8

# Reports, Lesson Plans, Activities

**Assignments:**

View – YoutubeVideo

EXAM

**Required Attendance of 3 arts events** (Art, Theatre, and Music)

Free art events happen everywhere, but if cost becomes a major issue for you one of these can a grade school event. Typically, a museum will have art exhibits, but they can also be found at universities at no cost, or even at the public library at times. Free music concerts are found at most universities and theatre productions for students are often discounted. My advice is go attend at least one “superior” fine arts event, like a Broadway touring musical or an exhibit of a renowned artist. It may be you have never done so, and likewise your exposure to the arts is very limited by that.

**Sample resources in the Lubbock/Plainview area** <https://lubbockcommunitytheatre.org/> <http://www.lubbockmoonlightmusicals.org/Upcoming-Shows/>

**Sample resources in San Antonio** <https://www.classictheatre.org/> <http://www.majesticempire.com/>[https://www.tobincenter.org](https://www.tobincenter.org/) [https://www.samuseum.org](https://www.samuseum.org/)

This syllabus is only a plan; instructor modifications to the plan during the course are inevitable. The requirements of the course may be altered from those appearing in this syllabus. Further, the plan contains criteria by which the student’s progress and performance in the course will be measured; these criteria are also subject to change.

**The Fine Arts incorporate the study of dance/movement, music, theatre, and the visual arts to offer unique experiences and empower students to explore cognitive functioning and increase student academic achievement, high-order thinking, communication, and collaboration skills, realities, relationships, and ideas. This makes the fine arts applicable to college readiness, career opportunities, workplace These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the fine arts nurtures and develops the whole child.**

**Four basic strands**—Foundations: **observation and perception**, **creative expression/performance**, **historical and cultural relevance heritage**, and **critical evaluation and response**—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on their personal observations and perceptions of the environment, which are developed through increasing visual literacy awareness and sensitivity to: surroundings, communities, memorizes, imaginings imagination, and life experiences as a sources for thinking about, planning, and creating original artworks. Students communicate they express their thoughts and ideas with innovation and creativity. creatively, Through the arts, students challenge their imaginations, foster critical reflective thinking, collaborate with others, build reflective skills, and develop disciplined effort while exercising meaningful problem-solving skills as each student develops the lifelong ability to make informed judgments.