

**Integrating Art Curriculum in K-6 Urban Classrooms**

**EDU 5300**

**Spring 2015**

**Urban Institute For Teacher Education**

**EDU 5300**

**Integrating Art Curriculum in K-6 Urban Classrooms**

**Spring Semester 2014: Mondays 4:35 pm – 7:05 pm SAEC Rm. 3155**

**Instructor:** Kelby McIntyre-Martinez

**Assistant Instructor:** Angela Heinemann

**Office:** SAEC 1244

**Office Hours:** By Appointment

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**Course Description:** This course will integrate the arts into academic learning, which research has shown helps improve a student's academic success and assists in creating an inclusive school community. The course draws on research from several disciplines to inform students' understanding of integrating the arts in diverse educational settings. We will be exploring the arts as an interdisciplinary approach to teaching and learning. One goal of the course is to consider how integrating the arts in culturally and linguistically diverse elementary classrooms creates inclusive curriculum that reflects a variety of world-views and perspectives. The course also addresses best practices within arts integration and how to shape the new Common Core curriculum that is meaningful and engaging for elementary students. Several field experiences will be required during the course of the semester. For example, one field experience will take place at the UNP Hartland Youth Center and in urban Beverley Taylor Sorenson Arts Learning Program Schools.

**Course Objectives:**

1. Explore the integration of fine arts: music, dance, visual arts, theatre and physical education in K-6 classroom settings.
2. Develop and create arts integrated curricula that are culturally relevant to all students.
3. Understand how arts integration directly ties to the new English Language Arts Common Core.
4. Gain confidence in developing integrated lesson plans across the fine arts.
5. Gain awareness of arts education resources that are available both regionally and nationally.

In this course, students will be prepared to:

1. Create integrated K-6 lessons that meet core standards in both areas of instruction.
2. Implement arts integrated lessons with urban learners in traditional and non-traditional educational settings.
3. Differentiate curriculum utilizing the arts as a tool to engage and reach more learners in the classroom.
4. Effectively integrate the basic elements of the arts and physical education into academic learning.

**Teaching and Learning Methods**

This is an interactive, hands-on course, which focuses on collaborative teaching practices both in the classroom and in the community. Lecture, guided practice, individual assignments, group work, reading and listening assignments, web research, field practice, CANVAS activities, and student-directed activities. Students are expected to bring completed reading and group work assignments with them to class each week. Journal questions are to be submitted via CANVAS prior to the start of the following class.

**Evaluation Methods:**

Class discussion and participation, homework, student teaching demonstrations, quizzes, tests, written assignments, and individual portfolio projects. It is your responsibility to access course materials through CANVAS.

**Student and Faculty Responsibilities**

Throughout the course, we will be creating a safe and nurturing community that is built on the foundation of open and honest discussion, reflection, and experiential learning. All students are expected to come to class prepared and ready to contribute effectively to the process. You will be implementing what you learn in class with the community as you build and teach integrated lesson plans.

Attendance & Punctuality: Please be on time. If you are late join the group quietly and quickly. If you are more than 20 minutes late, you will be marked absent. If you miss four classes, your grade will be lowered by one letter grade. If you miss more than six classes, you will be given a failing grade.

Food & Drink: Feel free to bring drinks and light snacks to class.

Cell Phones & Computers: Please have cell phones turned off and put away during class. Computers and iPads are welcome when it comes time to collaboratively write scripts, collaborate on original pieces, write journal reflections when time permits, and take notes during lecture portions of the class.

CANVAS: Our class has its own CANVAS page where all assignments, journal reflections, class readings, resources, and rubrics will be housed. Assignments are to be turned in via our class CANVAS page.

As the instructor of this course, I will adhere to these policies and commit to being punctual, prepared, respectful, and collaborative. It is my priority to create and maintain a safe and courteous environment that is conducive to thinking, learning and to the creative process.

**Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**Veterans Center**

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

**LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located

in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### **Assignments**

1. **Class Participation and In-Class Activities.** (43% of your grade). Class participation is an integral part of this course. This course will include three group projects where you design an integrated lesson that you will teach to the class and to urban students out in the community. The group projects are required to focus on arts integration that is culturally inclusive and relevant. The third project will be your culminating final for the semester. Thus, if you are not in class, you will be unable to participate in your fellow peers' curriculum design and provide them with feedback. Therefore, attendance is crucial.
  - a. **Readings.** Part of your grade, which will take place outside of class, are the completion of the required readings. I expect that you will have thought about the meaning of the readings, how they integrate with one another, and how they apply to the material from your other courses before you come to class. That will enable you to make a meaningful contribution to class discussions. You will be graded on the quality of your contributions. Keep in mind that there is no one "right" answer, thus everyone's ideas are vital to an effective class discussion.
  - b. **Field Experiences:** We will be engaging in two field experiences this semester. These will count as part of your class participation and class activities. We will be going to the UNP Hartland Youth Center as well as an urban BTS ALP School. In turn, you will be writing reflection papers/journal entries about these experiences. Guiding questions for the reflections will be provided.
2. **Curricula Group Design:** (30% of your grade) This course will include three group projects where you will design integrated lessons that your group will teach to the class and to urban youth in the community. The group projects are required to focus on arts integration curriculum design that is culturally inclusive and relevant.
3. **Reflection Papers & Educational Philosophy** (19%)– To encourage you to reflect on your experiences and how it connects to the course material, most weeks you will write a short reflection paper/journal entry at the end of class. Two of these reflections will relate to your two field experiences, which are described above under field experiences. These papers will be on a topic that I assign at the end of each class period. Please type them. Double-space, 12-point font, 1 inch margins.
4. **Exams** (1 = 6%). The exams will cover readings, lectures, discussions, films and guest speakers. Format will include multiple choice, short answer and essay questions.
5. **Midterm Lesson Plan Rough Draft** (2%) – Rough draft of the first group lesson plan design

Grading:

The following is a description of how each assignment will be weighted in your final grade:

Participation /In Class Activities	43%
Curricula Group Design	30%
Reflection Papers & Journal Entries	19%
Exams (1)	6%
Midterm Rough Draft	2%
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	100%

You can calculate your own grade by multiplying your average score for each category by the weight of the category = (Average of Exams x .20) + (Curricula Group Design x .40) + (Participation/In Class Activities x .30) + (Reflection Papers & Evaluation x .10) = Total Percentage In Class (where 1.0 = 100%)

An A grade will require 94% or more. A- = 90-93%, B+ = 88-89%, B=83-87, B- =80-82%, C+ = 78-79%, C = 73-77%, C- = 70-72%, D = 60-69%, E = < 60%.

**OVERALL GRADE SHEET  
EDU 5300**

Name: \_\_\_\_\_

1. Integrated Lesson Plan: Core Subject and PE or Theatre (20 points) \_\_\_\_\_  
Due: February 9, 2015
2. Midterm Rough Draft Integrated Lesson Plan (10 points) \_\_\_\_\_  
Due: February 23
3. Midterm Exam: (30 points) \_\_\_\_\_  
Due: March 2, 2015
4. Group Curricula Design #1 (30 points) \_\_\_\_\_  
Teaching Curricula Design #1 To Fellow Peers Due: March 9, 2015
5. Journal Reflections 1-5 (50 points/10 points a piece) \_\_\_\_\_  
Due: March 9, 2015
6. Group Curricula Design #2 (40 points) \_\_\_\_\_  
Teaching Curricula Design #2 To Hartland Youth Due: April 13, 2015
7. Journal Reflections 6-9 (40 points/10 points a piece) \_\_\_\_\_  
Due: April 27, 2015
8. Final Exam Group Curricula Design #3 (50 points) \_\_\_\_\_  
Due: April 27, 2015
9. Professionalism/Class Participation: (200 points) \_\_\_\_\_  
Weekly and On Going Throughout The Semester
10. ArtsLINK: Arts Integrated Student Conference – March 28, 2015 from 9:00-5:00 at the University of Utah 100 points extra credit

**Total Points: /470 points**

**Final Course Grade:**

**Course Text Books & Readings/References all located on CANVAS page**

Cartledge, Gwendolyn; Lo, Ya-yu (2006). *Teaching Urban Learners: Culturally Responsive Strategies for Developing Academic And Behavioral Competence*. Research Press.

[McIntyre, Ellen; Rosebery, Ann; Gonzalez, Norma \(2001\) Classroom Diversity Connecting Curriculum to Student's Lives. Heineman Publishers.](#)

Meinbach, Anita; Fredericks, Anthony; Rothlein, Liz (2000). *The Complete Guide to Thematic Units: Creating the Integrated Curriculum*. Christopher-Gordon Pub; 2 edition.

Other abbreviations include: 1st edition.

Reif, Nancy; Grant Leslie (2010). *Culturally Responsive Classrooms Through Art Integration*. University Libraries, University of Nevada, Las Vegas: Volume 5: Issue 1, Article 11.

<http://digitalcommons.library.unlv.edu/jpme/vol5/iss1/11>

Smith, Rick (2004). *Conscious Classroom Management: Unlocking The Secretes of Great Teaching*. Published by Conscious Teaching Publications, Fair Fax California.

**Class Overview**

Week	Date	Brief Topic
1	1/12	Intro, Syllabus & Assessment/Grading What is arts integration? How to build an integrated lesson plan and where to find the elementary educational standards.
-	1/19	NO CLASS MLK DAY
2	1/26	Theater Integration
3	2/2	Physical Education Integration
4	2/9	Dance and PE Integration
-	2/16	NO CLASS PRESIDENT'S DAY
5	2/23	Guest Music Art Educator – Brent Talbot
6	3/2	Take Midterm Written Exam
7	3/9	Teach Midterm Integrated Lesson Plans Journal Questions 1-5 Due
-	3/16	NO CLASS SPRING BREAK
8	3/23	Physical Education Integration
9	3/30	Visual Art and Planning For Hartland
10	4/6	Planning For Hartland
11	4/13	Teach Integrated Lessons at the Hartland Youth Center
12	4/20	Final Integrated Lesson Planning

13	4/27	Teach Final Integrated Lessons Journal Questions 6-9 Due
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### **Class Timeline and Assignment Breakdown; Guest Presenters Are Subject To Change**

#### **1. Week 1: Monday, January 12, 2015**

4:35-5:50

Introduction to the class, ice breakers (common denominator, group juggling, PE activity: fastest hands and hula hoops)

Word Wall: Arts, Arts Education, Arts Integration, Arts In Schools, Physical Education, Urban Learners, and Urban Populations

- Class discussion surrounding the word walls
- Arts Integration Examples

Break 5:50-6:00

6:00-7:05

Pass Out Syllabus and Go Over Major Assignments

CANVAS Page

Over-view of the books, getting familiar with the texts

Resource Packet

Where do you find the core standards? Utah Education Network (UEN) and Utah State Office of Education (USOE) website overview

Lesson Plan Over-View: Build one together as a class

- Look at page 99 in *The Complete Guide to Thematic Units*
- Journal Reflection #1

#### ○ Assignments Due Monday, January 26, 2015

- Journal Reflection #1
- Reading assignment: Reif, Nancy; Grant Leslie (2010). *Culturally Responsive Classrooms Through Art Integration*. University Libraries, University of Nevada, Las Vegas: Volume 5: Issue 1, Article 11. This can be found at: <http://digitalcommons.library.unlv.edu/jpme/vol5/iss1/11> and it has been put on our class CANVAS page.
- Reading assignment: Cartledge, Gwendolyn; Lo, Ya-yu (2006). *Teaching Urban Learners: Culturally Responsive Strategies for Developing Academic And Behavioral Competence*. Research Press. Chapters 1 & 2

### **Monday, January 19 MLK DAY – NO CLASS!!!**

#### **2. Week 2: Monday, January 26, 2015: Theatre**

4:35-5:50

Integrated “Attention Getter” Warm Up and Focus Activity: Leading and Following/ Tableaux Theatre and Literacy – Anansi and the Moss Covered Rock 2<sup>nd</sup> – 5<sup>th</sup> grade

- Spider Attack
- Tableaux: Levels, Planes Proximity Overview: levels planes proximity to effectively tell a story
- Act Story Out Repetition (English Language Learners, moving, playing with language)
- Build this lesson plan as a class: Look at State Core: What did we implement? How was it effective in the teaching of literacy and theatre skills?

- Look at the Utah State Theatre Core Standards. What did we implement? How was it effective in the teaching of literacy and theatre skills?
- Utilize culturally diverse stories to assess student knowledge
  - Look at page 33 in *Culturally Responsive Strategies for Developing Academic And Behavioral Competence*. Research Press.

Break 5:50-6:00

6:00-7:05

Cyclops – Create your own tableaux and vocal transitions for each picture

Journal Reflection #2

○ Assignments Due Monday, February 2, 2015

- Journal Reflection #2
- Reading assignment: Meinbach, Anita; Fredericks, Anthony; Rothlein, Liz (2000). *The Complete Guide to Thematic Units*: Chapters 1 and 2
- Physical Education Reading: Moving With The Brain In Mind

### 3. Week 3: Monday, February 2, 2015: Physical Education

4:35-6:20

Shared Integration Physical Education Model

Integrated class warm up – introducing the topic of the day through an integrated arts “attention focus and engagement activity” (Brain Gym, and Brain Breaks – PE Curriculum)

Comprehensive School Physical Activity Programs (CSPAP)

Break 6:20-6:30

6:30-7:05

Discuss Building a Cohesive Lesson Plan: Examples of PE Lesson Plans

Journal Reflection #3 PE Focus

Discuss Reading

- Look at Examples listed on the CANVAS Page, and pages 115-408 in *The Complete Guide to Thematic Units*
- Work on your Cohesive Integrated Lesson Plan that is due Monday, February 9
- Assignments due: Monday, February 9, 2015
  - Journal Reflection #3
  - Your Cohesive Integrated Lesson Plan utilizing Physical Education or Theatre. Identify core standards in both academic subject areas, include how long each activity will take, warm up and cool down/reflection. Due February 9.
  - Reading assignment: Cartledge, Gwendolyn; Lo, Ya-yu (2006). *Teaching Urban Learners: Culturally Responsive Strategies for Developing Academic And Behavioral Competence*. Research Press. Chapter 3

### 4. Week 4: Monday, February 9, 2015: Dance & PE Integration

4:35-5:50

Integrated class warm up – introducing the topic of the day through an integrated arts “attention focus and engagement activity” (Brain Gym, Brain Breaks, Brain Dance)

Overview of: BEST - Levels, Shapes, Locomotor Movements, Axial Movements, levels, planes, proximity

- *Where The Wild Things Are K-2 lesson plans*
- Look at the Utah State Dance Core. What did we implement? How was it effective in the teaching of literacy and dance skills?
- Build this lesson plan as a class on our template: Look at State Core: What did we implement? How was it effective in the teaching of literacy and dance skills?

Break 5:50-6:00

6:00-7:05



- Four Corners Energizer
- Scatter Square Dance and the PE Core
- Brain Gym Vs. Brain Dance
- Look at the Utah State Dance Core and National Physical Educational Core Standards. What did we implement?

#### Journal Reflection #4

#### Discuss Reading

How are drafts of your cohesive integrated units coming? Any questions, concerns?

Break into midterm teaching groups.

Start designing integrated lessons

- Select an Art Form (Theatre, Dance or PE)
- Select a grade level
- Select a core academic area to integrate (Literacy, Science, Math, Social Studies)
- Assignments due: Monday, February 23, 2015
  - Journal Reflection #4
  - Your Cohesive Integrated Lesson Plan utilizing Movement, Physical Education, or Theatre. Identify core standards in both academic subject areas, include how long each activity will take, warm up and cool down/reflection.  
Due February 23
  - Midterm Teaching Group Tasks (decided upon within your groups)
  - Reading assignment: McIntyre, Ellen; Rosebery, Ann; Gonzalex, Norma (2001) Classroom Diversity Connecting Curriculum To Student's Lives Chapters 1 & 2. Reading located on Class CANVAS page.

### **Monday, February 16 PRESIDENT'S DAY – NO CLASS!!!**

#### **5. Week 5: Monday, February 23, 2015: Music (class will be held in the School of Music) DGH 200 - Thompson Chamber Music Hall**

Guest Music Arts Educator – Brent Talbot

4:35-7:05

- Midterm Review – look at CANVAS (have hard copy for students)
- Hand in integrated lessons
- Assignments due: Monday, March 2, 2015
  - Journal Reflection #5
  - Rough Draft of your Midterm Cohesive Integrated Lesson Plan  
Due March 2 for review
  - Midterm Teaching Group Tasks (decided upon within your groups)
  - Study for Midterm Exam

#### **6. Week 6: Monday, March 2, 2015: Written Midterm Exam**

4:35-6:00

- Midterm Exam
- Break 6:00-6:05

6:05-7:05

- Kelby give back midterm teaching drafts with suggestions and comments
- Work in groups on midterm: review classroom management, review sequencing and pacing, review how to change from teacher to teacher
- Assignments due: Monday, March 9, 2015

- Journal Reflections 1-5 submitted via CANVAS by Monday, March 9 at 4:35 pm
- Be Ready to teach Cohesive Integrated Lesson Plans – Midterm

**7. Week 7: Monday, March 9, 2015**

4:35-7:05

- Groups will teach their Cohesive Integrated Lesson Plans to the class

**Monday, March 16 SPRING BREAK – NO CLASS!!!**

**8. Week 9: Monday, March 23, 2015: Physical Education**

4:35-5:50

- Shared Integration Physical Education Model
- Look at the National Physical Education Standards. What did we implement? How was it effective?

Break 5:35-5:45

5:45-7:05

- Break into teaching groups and work on integrated lesson for Hartland
  - Assignments due: Monday, March 30, 2015
  - Reading assignment: *Conscious Classroom Management* by Rick Smith Chapters 8 and 9
  - Reading assignment: Reading assignment: Cartledge, Gwendolyn; Lo, Ya-yu (2006). *Teaching Urban Learners: Culturally Responsive Strategies for Developing Academic And Behavioral Competence*. Research Press. Chapter 7
  - Come with integrated ideas for your integrated lesson you will teach at Hartland
  - 100 PTS EXTRA CREDIT! ArtsLINK Pre-Service Student Arts Integrated Conference. U of U BTS Arts & Ed Complex Saturday, March 28 from 9:00-5:00

**9. Week 9: Monday, March 30, 2015: Visual Art with Trish**

4:30-6:30

Trish Saccomano, Guest Presenter – Picturing Writing

- Visual Art and Literacy Integration: participate in a visual art integrated lesson; look at examples of other integrated lessons.
- Watch Video <http://donnapenceclassroom.weebly.com/1st-grade.html>

Break 6:30-6:40

6:40-7:05

Background on Hartland and Student Examples

Discuss Readings and why you will need this knowledge at Hartland.

Journal Reflection #6

Discuss Hartland and where it is located

- Assignments due: Monday, March 30, 2015
  - Journal Reflection #6

**10. Week 10: Monday, April 6, 2015**

4:35-5:45

Music Integration: Integrated warm up “attention focus and engagement activity”

Rhythm sticks: K-6

- Create rhythms across all grade levels
- Waddily Yatcha grades: K-3
- Waddily Yatcha with instruments passing

Watch STOMP grades: 4-6

- Warm Up: Parenthesis Poem
- Introduce Rounds
- Poems with a beat – Shakespeare Iambic Pentameter
- Look at the Utah Music Core Standards. What did we implement? How did we implement? How does this apply to Urban Learners?
- Watch movie clip from *Lean On Me*

Journal Reflection #7

Break 5:45-5:55

5:55-7:05

- Work in groups on Hartland Integrated Lesson
- Share lessons and teach a portion of it to the class – Angela and Kelby provide feedback
- Car Rides and review where Hartland is!
- Assignments due: Monday, April 13, 2015
  - Journal Reflection #7
  - Be prepared to teach Integrated Lesson at Hartland

#### **11. Week 11: Monday, April 13, 2015:**

**Site Visit to Hartland Youth Center: 1578 West 1700 South**

4:45-5:15

Youth perform for the students as a welcome

Group warm up that we teach them

5:15-6:00

Break into groups and teach integrated lessons to youth

6:00-7:05

Share lessons with the bigger group

Reflection cool down with youth

Treats

Journal Reflection #8

- Assignments due: Monday, April 20, 2015
  - Journal Reflection # 8

#### **12. Week 12: Monday, April 20, 2015**

4:35-5:30

Reflection on visit to Hartland

Review-Overview of all Art Forms and Urban Pedagogy Practices

Review concepts from each art form

Review word wall and best pedagogical practices implemented with Urban Learners

Break 5:30-5:40

5:40-7:05

Break into teaching groups for final lesson integrated lesson plan

- Decide on an art form
- Decide on an integrated academic subject
- Decide on a grade level
- Discuss Curriculum Adaptations for younger or older grade levels
- Lesson plans should be 30 minutes
- Assignments due: Monday, April 27, 2015
  - Journal Reflection # 9 Philosophy/Practicum
  - Journal Reflections 6- 9 submitted via CANVAS by Monday, April 27 at 4:35 pm

- Final Lesson Plans turned in and ready to teach – make sure your community engagement activity is included

**13. Week 13: Monday, April 27, 2015**

4:35-7:05

Journal Reflections 6-9 due to the class CANVAS page by 4:35 pm.

Integrated class warm up

Each group teach their final cohesive integrated lesson plans to the class and present their community engagement activities and extensions

**Happy Summer!!!!**