

ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

Class Hours: Wednesday, 3. 00-4. 50 p. m CPS 208
Lab hours: 2 hrs weekly (Gesell Institute & other 4K sites)
Taught by: Oluyomi A. Ogunnaike (Ph. D); Room 448 CPS Building
Office Hours: By appointment & Mondays (2-4)
Phone: 715 - 346 – 4742

Course Text & Materials

- ✚ Jackman, Hilda L. (2012). Early education curriculum: A child's connection to the world. (5th ed.). Belmont, CA: Wadsworth, Cengage Learning
- ✚ Supplementary Readings: E- Reserve: Select Articles & Texts

*Mayesky, M (2012). *Creative activities for young children.* (10th ed.). Belmont, CA: Wadsworth, Cengage Learning

*Kostelnik, M.J., Soderman, A. K., & Whiren, A. P. (2011). *Developmentally-appropriate curriculum: Best practices in early childhood education.*(5th ed.). Upper Saddle River: NJ: Pearson.

*Beloglovsky & Daly (2015): *Early Theories made visible.- PART 1*

*** Dr. Ogunnaike will share these texts with students**

ECE 368WE: COURSE DESCRIPTION:

Using the Understanding By Design (UbD), this course explores “hands – on” activities in Art, Music, Creative Movement, and Creative Dramatics in early childhood classrooms. Theoretical perspectives and implications of Piaget, Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach in EC classrooms are examined and discussed within the context of these curricula. Findings from brain research in early childhood classrooms, impact of technology, globalization, diversity, and instruction differentiation are also integrated in the course.

Enduring Understandings: Participants will understand that

1. Early childhood theorists provide a framework that enable us to make informed decisions in preparing our classrooms and learning experiences;
2. Findings from brain research enable us to be mindful about classroom practices;
3. The different strengths and skills of learners in our classroom must guide diversity practices.

Essential Qs:

- a. Why should we as EC educators pay attention to findings from brain research?
- b. How do EC theorists guide our understanding of children and how we organize their classroom and prepare learning experiences?
- c. Why should we pay attention to diversity and inclusion in our classrooms?

Learning Outcomes:

Knowledge: (KNOW)

- Participants will be able to describe findings from brain research
- Participants will be able to explain and critique ideas shared by EC theorists
- Participants will be able to explain the impact of diversity on their teaching practices

Skills: (ABLE TO DO)

- Participants will be able to design learning activities based on their knowledge of brain findings and specific theorist's perspective
- Participants will be able to evaluate the perspectives of EC theorists
- Participants will demonstrate how to integrate diversity practices

Disposition: (VALUE/APPRECIATE)

- Participants will appreciate different approaches to learning
- Participants will value planning meaningful activities for young children
- Participants will value the different learning styles and strengths that children have

COURSE CONTENT:

- ❖ Class Meetings: Discussion of topics
- ❖ Hands-on activities in Art, Music, Creative Movement, & Creative Dramatics
- ❖ Practicum : 2- hour Weekly Field Experience in Gesell, UWSP.

Dispositions

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. (Show Chart)

InTASC #10

10r. *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).*

10t. *The teacher embraces the challenge of continuous improvement and change (disposition).*

NOTE: Important SOE/UWSP policies for all students

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>

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ATTENDANCE,

- ✓ Each student is **required** to attend class regularly. Attendance will be taken during class. *A total of 30points can be earned for attendance.*
- ✓ Your participation in class discussions and design of hands-on activities count towards your overall grade. *A total of 40 points can be earned for participation.*
- ✓ Only 1 unexcused absence is acceptable in this course. The student is responsible for informing Dr. O about any other absence ahead of time.
- ✓ In case of absence, the student is responsible for obtaining course materials discussed in class from group members or colleagues.

PERSONAL CONDUCT

- ❖ Students are expected to dress professionally to class and practicum placements. Wear simple, neat, and professional looking clothing.

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- ❖ Turn off your cell phone in class. No texting in class. Listen to others. Respect your “self”, space, and “others” Be a Team Player. Do your share of work. Be dependable.

ASSIGNMENTS: Students are required to

- ❑ Type all class assignments in double space, with a Font size of at least 12.
- ❑ Refer to, consult, and Check Rubrics designed for specific course assignments. Doing this facilitates a successful completion of specific assignments. Check your Spelling, Tense, and Grammar before submitting your assignments.
- ❑ Submit class assignments and documents on due dates into D2L, in class, and others.
- ❑ Inform Dr. O about delayed assignments ahead of time
- ❑ *Late, Incomplete, or/and emailed assignments will not be accepted nor graded.

COURSE ASSIGNMENTS –

-General: The student is responsible for completing all assigned readings and for taking notes in class & from assigned readings.

-Detailed description of each assignment is provided in the ***Assignment Booklet***. Below are summaries of course assignments.

A. Group Review of weekly readings and facilitation of class discussions: A FORM is prepared for review readings. Each student will complete weekly class readings (*see Course Outline page*). Weekly, Curriculum Groups will facilitate class discussions as follows:

1st = Art,

2nd = Music,

3rd = Creative Movement,

4th = Creative Dramatics.

Check the *course outline page* for your group’s turn.

Group presentations in class result in points for participation. (*Worth up to 20 points out of 40 points for participation – 50% of Participation*)

B.(i) Curriculum Group Projects & Presentations (*Signature Assessment*-(Worth =20 points). Using the Professional Program (SOE) Lesson Plan, each group is responsible for preparing and presenting thematic – based activities in Art, Music, Creative Movement, & Creative Dramatics.

B (ii) Design of Dramatic Play Area in Gesell: As part of practicum experience in this course, each group will work with the Lead Teacher in Gesell to prepare/re-design & update the dramatic play area to complement the theme explored. (*Worth up to 10 points out of 40 for participation – 25% of Participation*)

C. *Preparation of Assignments Model : This involves a joint preparation of course assignments during specified class meetings. Examples of assignments include *lesson plans, parent letter, parental report*, and others as needed. Preparing these assignments in class helps to clarify content and

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expectations. Counts toward participation. – (*Worth up to 10 points out of 40 for participation – 25% of Participation*)

D. Practicum Assignments: Students will complete the following assignments as part of their practicum experience at **Gesell** & other 4K sites or preschool settings.

1. **Lesson Plan & Implementation** (*Signature Assessment*): Using the Professional Program (SOE) Lesson Plan, pairs of students will plan and present an activity in ART to children. This lesson plan must be approved by Dr. Ogunnaike and acceptable to the Lead Teacher at your placement before implementation. Samples of lesson plan will be prepared in class. (*Worth =40 points*)

2. **Letter to Parent**: (*Signature Assessment*): By the end of September/Mid-October students will prepare a letter asking for parents' permission to observe and document an assigned child's interactions & participation in Art, Music, Creative Movement, & Creative Dramatics. Students in this course will be assigned children enrolled in Gesell based on Parents' consent. Details will be worked out during the month of September. (*Worth = 10 points*)

3. **Weekly Journal**: In pairs, students will keep a weekly typed journal on a child's participation and involvement in Art, Music, Creative Movement, & Creative Dramatics from September - November. Typed Journal Entries will be reviewed during class meetings before a Final Polished Journal of at least 5 entries is submitted for grading. (*Worth =100 points*)
See *course outline page* for Journal Review dates.

4. **Parental Report**: (*Signature Assessment*): Based on journal entries, students will prepare a Developmental Summary of the child's interactions and participation in one or two of the following: **Art, Music, Creative Movement, & Creative Dramatics**. This summary is known as the Parental Report; drafts will be prepared during class meetings. Students are responsible for providing an approved copy of the Report to parents. (*Worth = 50 points*)

5. **Practicum Summary & Assessment**: (*Signature Assessment*). Using the Practicum Summary Form, each student will type a summary of her practicum experience. Details of the summary can be found on D2L under the title "*Practicum Document*". (*Worth = 50 points*)

E. Group Unit Plan & Presentation: (*Signature Assessment*). Using the Professional Program (SOE) Lesson Plan Format, groups will prepare an Extensive Unit Plan on the theme "**FRIENDSHIP**" in at least 5 curricula areas - Art, Music, Creative Movement, Creative Dramatics, & Literacy. This will be further discussed and practiced during class meetings. (*Worth = 40 points*)

NOTE: For the purpose of reviewing class projects and work samples, the following represents partner groups: **Art** group works with **Creative Dramatics** group; **Music** group works with **Creative Movement** group

ECE 368WE: Some Web Sites of Interest

<http://www.atozteacherstuff.com/>
<http://www.activitiesforkids.com/>
<http://www.scholastic.com/>
<http://www.lessonplanspage.com/> (ideas for curriculum)
<http://www.lessonstop.org/>
<http://www.learningpage.com/>
<http://www.abcteach.com>
<http://kizclub.com>
<http://www.askeric.org/Virtual/>(lesson plans, special projects, & resources)
<http://www.learningisfun.com> (wonderful resources to use & buy
www.reggioalliance.org - Reggio Emilia Community
www.reggiokids.com - Reggio Approach & More

www.songsforteaching.com/educationalmusiccurriculumsubjects.htm (Music)

Assignments, Points, Due Date: Note the following:

- ✚ Students' complete assignments must include **forms, rubrics, and paper** .
- ✚ Students will submit complete assignments on due dates into D2L or to Dr. Ogunnaike.
- ✚ Late or/and Incomplete Assignments will not be accepted nor graded.
- ✚ Assignments that are sent via email will not be accepted nor graded.
- ✚ PARTICIPATION is graded as follows: Reviews of class readings (20 points); Class Work: Model Lesson plans & assignment reviews (10 points) + Gesell Dramatic Play Area (10 points) = **40 points**

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Assignments, Points, Due Date

Assignment	DUE DATE	DUE TO	Points	INTASC Standards
Letter to Parents	OPEN (end of Sept- Mid Oct)	D2L	10	1, 2, 3, 4, 5
<i>*Group Review & Research on class topics</i>	<i>Ongoing</i>	Student's responsibility	<i>20 per group 50% of participation</i>	1, 2, 3, 4, 5, 6, 7, 8, 10
Curriculum Projects - Presentation	10/ 19 (Art) 11/ 2 (CD) 11/30/ (Music & CM)	Email Summary to Dr. O within a week of presentation	20	1, 2, 3, 4, 5, 6, 7, 8, 10
Lesson Plan on Art	Completed by October	Needs approval- Set up meeting w/ dr.O	20	1,2,3,6,9, 10
Complete Lesson Plan on Art & Evaluations	12/7	D2L	20	1,2,3,6,9, 10
Parental Report	11/23 to 11/30	D2L	50	1, 2, 3, 4, 5, 6, 9, 10
Polished Journal	12/16	D2L	100	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Practicum Summary & Evaluation	12/16	D2L	50	ALL
Final Project	12/16	D2L	40	ALL
<i>Class work</i>		Ongoing	<i>10</i>	
<i>Gesell Dramatic Play Center</i>			<i>10</i>	ALL
Attendance			30	

TOTAL = 400 points

GRADE OUTLINE

390 –400 = A 370 – 379 = B+ 350 – 359 = B- 330 – 339 = C >320 = D (failure)

380 – 389 = A- 360 – 369 = B 340 – 349 = C+ 320 – 329 = C-

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COURSE OUTLINE:

- ❑ This is a road map; Tentative & subject to slight changes/modifications
- ❑ Readings are from (i) Course Text – Jackman (2012); (ii) E-Reserve Readings - Kostelnik, et al. 2011, Mayesky (2012) select chapters, select articles; (iii) Handbook (TBD by Dr. O)

Date & Topic	Readings	Class Activities	Assignments
9/7 Introduction & Orientation Gesell Orientation**	NONE	Discuss Course Content Groups are formed Readings are identified *Conduct <i>Gesell</i> Orientation	<i>Clarify Readings for Next class</i>
9/14 Starting Out: Foundations: Socio - emotional Development; [<i>Art Group leads class</i>] Gesell Orientation**	<u>E- Reserve Readings</u> <i>i). 5 Skills Kids Need Before They Read by Tyre 2009</i> <i>ii) Making Peace: Why social----- (Cleaver 2010) -</i>	<u>ART group</u> leads class discussion: -Starting Out -Readings ** Continue Gesell Orientation (If necessary)	Provide Beloglovsky text to Music Group for Review
9/21 Models of Learning	Groups find & review articles on UBD – Understanding By Design	Guest Speaker – TBA Alternatively, practice models of assignment.	Provide Beloglovsky text to Music Group for Review
9/28 Theories: Piaget, Multiple Intelligences (MI), Vygotsky, Erikson, Reggio Emilia. [<i>Music Group leads class</i>] Prepare assignments (time permitting)	i. Beloglovsky & Daly (2015): <i>Early Theories made visible.</i> - Part 1 –Music Grp reads this <u>E- Reserve Readings</u> ii. Mayesky (2012) Ch.5 iii. From: Jackman (2012): <i>Chap 1 - pages 4-12;</i> <i>Chap 2- pages 41- 43</i>	<u>MUSIC group</u> leads class discussion on: - Theories & Perspectives on Expressive Arts =====	Send PDF document on <i>Brain Findings</i> by Dr. Leslie Wilson to class for 10/5
10/5 Brain Research & classroom practices [<i>Creative Movement Group leads class</i>] -Prepare assignments	<u>E- Reserve Readings</u> - - <i>Linking brain principles to high quality ECE.</i> By Rushton & Rushton PDF document – Brain Findings by Wilson	Creative Movement group leads class discussion	Everyone reads the PDF document on “ <i>Brain Findings</i> ” by Wilson * CD group will talk with Dr. O about next class discussions

(To learn more about Technology in ECE - check this out:**TECHNOLOGY:** National Association for the Education of Young Children. (2012). *Technology and interactive media as tools in early childhood programs* [Video file]. Retrieved from http://oldweb.naeyc.org/profdev/webcast/tech_young_children/player.html

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Date & Topic	Readings	Class Activities	Assignments
<p>10/12</p> <p>Teaching in a Global Classroom</p> <p>-Children’s Literature, Amaze Dolls</p> <p><i>[Creative Dramatics Group leads class]</i></p>	<p><u>E-Reserve Readings:</u></p> <p><i>A..Helping to end global poverty by Miller (2010)</i></p> <p>B. Groups find & review an <u>article each</u> on:</p> <p>i.<i>Teaching in Global classrooms</i> <u>OR</u> <i>Global Classrooms</i></p> <p>AND</p> <p>ii. <i>Persona Dolls in the EC classroom</i></p>	<p>Creative Dramatics group will lead discussion & think of using a book or activities for the Persona Dolls</p> <p>Dr. O will bring Persona Dolls</p> <p>-Begin Journal Reviews as time permits</p>	<p>Letter to Parents DUE</p> <p>***Dr. O will prepare meeting charts to discuss Art LP and inform students</p>
<p>10/19</p> <p>Exploring ART in EC classroom: Article Review & Hands –on presentation</p> <p><i>[Art Group leads class]</i></p>	<p>Kostelnik et al (2011) - Chapter 9- <i>The Aesthetic Domain</i> (Art Group ONLY reads)</p> <p>=====</p> <p><u>E-Reserve readings</u></p> <p>From: Mayesky (2012) Text</p> <p>i.Chap 11 <i>Deuptal levels of Art</i></p> <p>ii. p.44-48 : <i>Art Conversations w/ children</i> –by Mayesky</p>	<p>Art group leads class discussion, review, hands-on presentations.</p>	<p>Students begin to sign- up to discuss <u>Art lesson plans</u></p>
<p>10/26</p> <p>Peer Review of Journals & Preparation of Art Lessons (pairs)</p>		<p>- Journal Reviews</p> <p><u>Whole class prepares Plan on Art for practicum assignment:</u></p> <p><u>Planning:</u></p> <p>Pairs choose a book & write:</p> <ul style="list-style-type: none"> -reasons for choice -learning outcomes - activity & academic language - design rubrics 	<p>Students continue to sign- up to discuss <u>Art lesson plans</u> with Dr. O</p> <p>- Dr. O will give ECE Pink Handbook given to CD group</p>
<p>11/2</p> <p>Creative Dramatics in the EC Classroom: Article Review & Hands –on presentation [CD Group leads class]</p>	<p><u>E-Reserve Article</u></p> <p>- <i>Using story drama w/ young preschoolers- Wanerman (2010)</i></p> <p>-----</p> <p>- <i>ECE Pink Handbook</i> -p. 147 – 155.</p>	<p>Creative Dramatics group leads class discussion, review, & Hands-on presentations</p>	<p>Lesson Plan on ART should be completed.</p> <p>Begin to implement Art Lesson Plan in your practicum sites.</p>

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Date & Topic	Readings	Class Activities	Assignments
11/9 Discussion of Final Project on <u>Friendship</u>		Final Project Discussed in class CM & Music work on Presentation	
11/16 WORK DAY - bring your computer to class		Discuss Parental Reports Prepare Parental Reports in class	
11/23 NO CLASS	HAPPY THANKSGIVING!		Submit <u>Parental Reports & Rubric</u> into D2L
11/30 Music & Creative Movement in EC classroom: Hands- on presentation & review	-E-Reserve articles i. <i>Dancing the Curriculum</i> by Skoning - ii. <i>Music Play: Creating centers for musical play</i> – Kemple et al., iii. <i>Movement experiences for EC</i> . By Vagovic 2008; iv. <i>Young Children & Movement</i> – Dow, 2010	<i>Creative Movement group facilitates class discussion. Feel free to share ideas from www.songsforteaching.com (web site)</i>	Submit <u>Parental Reports & Rubric</u> into D2L
12/7 - Time off to prepare assignments			<i>Submit:</i> Complete Lesson Plan (1) & Evaluations (Self & Head Teacher) to D2L
12/14 Student Teaching, & Presentations of Final Unit Plans	Submit Hard Copies of Peer Reviewers' Comments to Dr. O	Final Unit Plans are presented	DUE in D2L by 12/16/16: (i) Final Project & Rubrics, (ii) Polished Journal – (at least 5 entries) (iii) Practicum Summary & Evaluation (iv) Submit Parental Report Receipt Form to Dr. O's mailbox

- Submit Parental Report Receipt Form to Dr. O before 12/16/2016
- Please submit all assignments by December 16, 2016.
- No extensions will be given to complete assignments.

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CCSS in ART (Addressed in ECE 368WE)

Content Standard: Art and Design, Standard B: *History, Citizenship, and Environment*

Students in Wisconsin will understand the value and significance of the visual arts, media and design in relation to history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

Ⓢ **Performance Standards (Grade 4): Art and Design, Standard B: *History, Citizenship, and Environment***

By the end of *grade four*, students will:

- B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places
- B.4.4 Know that art is influenced by artists, designers, and cultures
- B.4.5 Understand that their choices in art are shaped by their own culture and society
- B.4.6 Know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.4.7 Begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities

B.4.8 Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design

Activities may include:

- Comparing different artworks based on the same theme, such as a Nigerian sculpture of a mother and child and Mary Cassatt's painting of a mother and child
- Comparing a painting of an animal from a contemporary artist with that of a cave drawing of an animal (How are they similar? How are they different?)
- Looking at works of art and designed objects from different cultures, such as furniture or clothing, to become familiar with what is unique about each culture
- Looking for influences in artists' works such as the African art influence on Pablo Picasso's work
- Talking about students' work in terms of visual elements and purposes
- Talking and writing about a work of art about which the student previously knew nothing
- Listing ways in which art relates to environmental issues
- Discussing what art historians, cultural anthropologists, and philosophers do in relation to art

Content Standard: Art and Design, Standard C: *Visual Design and Production*

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, & bodies of knowledge that students learn, so do the visual arts.

® Performance Standards (Grade 4): Art and Design, Standard C: *Visual Design and Production*

By the end of *grade four*, students will:

- C.4.1 Explore the elements and principles of design
- C.4.2 Explore what makes quality design
- C.4.3 Know how the design of art changes its meaning
- C.4.4 Use design to improve artwork
- C.4.5 Look at nature and works of art as visual resources
- C.4.6 Use sketching to develop ideas for their artwork

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- C.4.7 Develop basic skills to produce quality art
- C.4.8 Explore the natural characteristics of materials and their possibilities and limitations
- C.4.9 Be aware of their creative processes to better understand their work
- C.4.10 Develop personal responsibility for their learning and creative processes

Activities may include:

- Discussing the use of color and shape in a painting, such as Pablo Picasso's Three Musicians
- Finding examples of good contemporary design in magazines from around the world
- Comparing and contrasting English, Japanese, and commercial teapots
- Critiquing a work of art in progress and finding the point of interest
- Keeping a sketchbook, an idea book, or picture file
- Drawing ideas in a sketchbook before making art
- Experimenting with different basic printing processes, such as relief and monoprint
- Experimenting with tempera paint, using it thick, thin, and dry and using different brushes
- Keeping a journal to record the progress of artwork
- Keeping a portfolio of work from early sketches to completed work

Content Standard: Art and Design, Standard D: *Practical Applications*

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art and design to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

® Performance Standards (Grade 4): Art and Design, Standard D: *Practical Applications*

By the end of *grade four*, students will:

- D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community

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D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community

D.4.3 Know that the environment influences the look and use of art, architecture, and design

D.4.4 Learn about basic concepts in art, such as “form follows function,” “less is more,” balance, symmetry, and originality

D.4.5 Learn basic language used in art

D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include:

- Identifying public art in the community
 - Identifying the people in the community who work with art
 - Studying the personal adornment of various peoples around the world
 - Comparing a water vessel from a culture and/or time period different from one's own and a glass from one's home (How are they similar? How are they different?)
 - Keeping a listing of art terms and definitions in a journal
 - Solving a visual problem in a variety of ways
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ART & DESIGN: COMMUNICATING

Content Standard: Art and Design, Standard E: *Visual Communication and Expression*

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

® Performance Standards (Grade 4): Art and Design, Standard E: *Visual Communication and Expression*

By the end of *grade four*, students will:

E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

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E.4.2 Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models

E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone

Activities may include:

- Using nature as a source to create a design, such as a paper maché (paper and paste) sculpture or piece of jewelry
- Creating a business card with a design that communicates the nature of the business
- Creating a quilt square expressing a deeply felt belief
- Creating a blueprint for the best school in the world
- Making a work of art, such as a poster, that expresses an idea or strong feeling about a social issue

Content Standard: Art and Design, Standard F: *Visual Media and Technology*

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

® Performance Standards (Grade 4): Art and Design, Standard F: *Visual Media and Technology*

By the end of *grade four*, students will:

F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films

F.4.2 Know that art techniques are used in mass media

F.4.3 Know that advertisements, news, and entertainment programs contain visual messages

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- F.4.4 Know that there are stereotypes in visual media
- F.4.5 Know that production techniques affect viewers' perceptions
- F.4.6 Learn simple media techniques
- F.4.7 Learn how media productions are made
- F.4.8 Learn to make changes in media production

Activities may include:

- Talking about a children's television program and describing why it is appealing
- Looking at an advertisement and discussing why the product is illustrated or photographed as it is (How is color used? Who is the audience?)
- Looking at a television show with the sound turned off and focusing on the visual images
- Listing the types of stereotyping one might find on a television show
- Creating a transparency or drawing on film
- Creating a story board
- Using a computer to create a work of art
- Analyzing and revising a video with input from class participants

ART & DESIGN: THINKING

Content Standard: Art and Design, Standard G: *Criticism*

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

® Performance Standards (Grade 4): Art and Design, Standard G: *Criticism*

By the end of *grade four*, students will:

- G.4.1 Know that art communicates ideas

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G.4.2 Know that artwork has meanings

G.4.3 Talk and write about the meanings of artworks and design

G.4.4 Know how to create works of art that have meanings

Activities may include:

- Looking at and describing a work of art, such as Pablo Picasso's *Salimbanques*
- Talking about the difference in the feeling of walking into a large building, such as the State Capitol, vs. walking into one's own home
- Studying a Northwest Coastal Indian mask to discover its meaning
- Creating a book or a container which tells something about one's self

Content Standard: Art and Design, Standard H: *Visual Thinking*

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

® Performance Standards (Grade 4): Art and Design, Standard H: *Visual Thinking*

By the end of *grade four*, students will:

H.4.1 Study the patterns and color in nature

H.4.2 Use drawing to examine objects closely

H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork

H.4.4 Create three-dimensional forms with paper, clay, and other materials

H.4.5 Be able to read simple maps, charts, and plans

H.4.6 Know how artists make photographs and films

Activities may include:

- Studying patterns and colors in nature, such as the wings of butterflies (How are they similar? How are they different?)
- Observing and drawing things found in nature, such as an insect
- Creating a drawing exploring the variety of shapes and textures observed in a bouquet of mixed flowers or in a field of wild flowers
- Following an origami (Japanese paper folding) plan to create a three-dimensional form
- Drawing a map of the student's neighborhood or community
- Using a simple camera to photograph things of nature

Content Standard: Art and Design, Standard I: *Personal and Social Development*

Students in Wisconsin will use their senses and emotions through art and design to develop their minds and to improve social relationships.

Rationale: Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

Ⓢ Performance Standards (Grade 4): Art and Design, Standard I: *Personal and Social Development*

By the end of *grade four*, students will:

- I.4.1 Use art to understand how they feel
- I.4.2 Make art that shows how they sometimes feel
- I.4.3 Talk or write about feelings in a work of art
- I.4.4 Recognize their own feelings when they look at work of art
- I.4.5 Understand that art is made by people from different times, places, and cultures
- I.4.6 Realize that creating or looking at art can bring out different feelings
- I.4.7 Work alone and with others to develop visual ideas and objects

Activities may include:

- Drawing a design using two basic colors and shapes to describe feelings
- Creating a collage (pasted two-dimensional materials) expressing a mood, such as using vibrant colors to create a sense of excitement
- Talking about why Vincent van Gogh used heavy textures in his painting, Still flowers, or why Pablo Picasso used blue during his Blue Period

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- Selecting works of art that appeal to them and talking about the reasons of this choice
- Describing paintings that evoke feelings such as Tanner's *The Banjo Player*
- Examining traditional pottery of the Anasazi Indians for symbols, materials, and techniques
- Studying reproductions and going to see original works of art at a gallery or museum to discover the power of the originals

Content Standard: Art and Design, Standard J: *Cultural and Aesthetic Understanding*

Students in Wisconsin will reflect upon the nature of art and design and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

® Performance Standards (Grade 4): Art and Design, Standard J: *Cultural and Aesthetic Understanding*

By the end of *grade four*, students will:

- J.4.1 Explore the purposes and functions of art
- J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art
- J.4.3 Learn that different cultures think about art differently
- J.4.4 Learn that philosophers think about art
- J.4.5 Begin to understand their own ideas about the purposes and meanings of art
- J.4.6 Begin learning the value of art as a basic part of being human
- J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design
- J.4.8 Know that different cultures have different concepts of beauty
- J.4.9 Understand the difference between original artworks, reproductions, and copies
- J.4.10 Talk about art in basic terms

Activities may include:

- Making a display that shows the difference between everyday objects and objects for special occasions
- Comparing the materials and techniques of two different paintings, such as *Starry Night* by Vincent van Gogh and *Composition #7* by Wassily Kandinsky

- Comparing two works, such as Eskimo and African masks, and talking about the materials and message
 - Making a list of important questions about art
 - **Talking about one's own artwork and what it means**
 - Imagining a world without art
 - Comparing the design of Falling water by Frank Lloyd Wright with the homes in local neighborhoods
 - Studying the shelters of various cultures and what makes them special
 - Taking a field trip to an art museum or gallery to compare reproductions with original works of art
 - Critiquing and changing work in progress
-


Wisconsin's Model Academic Standards in MUSIC (Addressed in ECE 368WE)

Content Standard: Music, Standard A: *Singing*

Students in Wisconsin will sing, alone and with others, a varied repertoire of music.

Rationale:

Singing is a basic means of musical expression in all cultures. Learning proper use of the voice in singing and speaking from an early age is vital for effective communication. Students' ability to use the voice effectively in singing opens the door to personal fulfillment and expression as well as to valuable activities in the school and community.

 Performance Standards (Grade 4): Music, Standard A: *Singing*

By the end of *grade four*, students in general music classes will:

- A.4.1. Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo
- A.4.2 Sing expressively with appropriate dynamics, phrasing, and interpretation
- A.4.3 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- A.4.4 Sing ostinati¹, partner songs, and rounds
- A.4.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor

By the end of *grade four*, students in instrumental classes will:

- A.4.6 Sing on pitch using neutral syllables, note names, or solfege²
- A.4.7 Sing with rhythmic accuracy

¹ *An ostinato is a recurring rhythmic, harmonic, or melodic motif over which the main melody is presented.*


² *Solfege is the set of syllables (do, re, mi...) commonly used to represent the tones of the scale.*

Content Standard: Music, Standard B: *Instrumental*

Students in Wisconsin will play, alone and with others, a varied repertoire of music on instruments.

Rationale:

Throughout history, people have played instruments as accompaniment, for communication, and as an important means of personal expression. Instrumental music thus has a unique history and a body of quality literature written for particular instruments or groups of instruments. Like singing, the students' ability to perform on an instrument opens the door to personal fulfillment and expression as well as to valuable activities in the school and community.

 **Performance Standards (Grade 4): Music, Standard B: Instrumental**

By the end of *grade four*, students in general music classes will:

- B.4.1 Play on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- B.4.2 Play easy rhythmic, melodic, and choral patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- B.4.3 Play expressively a varied repertoire of music representing diverse genres and styles
- B.4.4 Echo short rhythmic and melodic patterns
- B.4.5 Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- B.4.6 Play independent instrumental parts while other students sing or play contrasting parts

By the end of *grade four*, students in instrumental classes will:

- B.4.7 Perform on at least one instrument, alone and in small groups and large ensembles, with correct posture and playing position
- B.4.8 Perform a repertoire of instrumental literature with a level of difficulty of one on a scale of one to six³, using dynamic control and demonstrating a basic understanding of key and time signatures
- B.4.9 Perform independently against contrasting parts
- B.4.10 Demonstrate basic characteristic tone on their instrument

³ In music education, musical pieces are rated on a scale of difficulty from one to six.


MUSIC CREATIVITY

Content Standard: Music, Standard C: Improvisation

Students in Wisconsin will improvise music.

Rationale:

Indigenous music of every culture was first improvised and then passed on to subsequent generations through aural or *rote* learning. Improvisation continues to be an important means of self-expression in all cultures and is an integral part of students' musical heritage.

 **Performance Standards (Grade 4): Music, Standard C: Improvisation**

By the end of *grade four*, students in general music classes will:

C.4.1 Improvise in the same style *answers* to given rhythmic and melodic *questions*

C.4.2 Improvise simple rhythmic and melodic ostinato¹ accompaniments

C.4.3 Improvise simple rhythmic variations and melodic embellishments on given pentatonic⁴ melodies

C.4.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means

Wisconsin's Model Academic Standards for Theatre (addressed in ECE 368WE)

Overview of Theatre

Theatre is unique because it borrows its content from other disciplines and then applies it to an expressive, aesthetic form. Some may look at these standards and point out they are performance standards, not true content standards. However, the pure content of theatre is what is taught in history, language arts, science, and mathematics. What is unique to theatre is its active form.

It is unfortunate that most theatre available to students is as a co-curricular activity. In many instances, a student's only exposure to theatre is through the class play or school musical. While these opportunities are exciting and most worthwhile, they limit student participation and experience. Theatre and drama, to be effective, must be included in the school curriculum. The content standards in theatre were created to provide a framework for educators to examine how they could include theatre and drama within the school curriculum. Each standard identifies an element within theatre that would enable students to know and understand theatre by doing.

The standards also teach broader learning concepts. The skills of critical thinking, problem solving, working with others, communication skills, and decision-making are integral to every element of theatre and carry over into all of the other subject areas. Recent studies have shown that students who participate in the arts, especially theatre, do better academically, and are more successful in their career endeavors, than those who do not.

Content Standard: Theatre, Standard A: *Play Reading and Analysis*

Students in Wisconsin will attend live theatre and read plays, be able to analyze and evaluate the play, and articulate (create meaning from) the play's message for individuals and society.

Rationale:

The sense of immediacy and sense of community experienced at a live theatrical performance is a different kind of audience experience from attending a movie or watching television or a video. Attending live theatre helps students learn appropriate audience skills of listening and responding. Attending live theatre and reading plays also help students learn critical thinking skills and problem-solving skills. These experiences foster the use of imagination and the awareness of a variety of dramatic styles (genres) and cultures. They also develop a sense of aesthetics through exposure to and discussion of different artistic styles.

➤ **Performance Standards (Grade 4): Theatre, Standard A – *Play Reading and Analysis***

By the end of *grade four*, students will:

A.4.1 Attend a live theatre performance and discuss the experience

- explain what happened in the play
- identify and describe the characters
- say what they liked and didn't like
- describe the scenery, lighting and/or costumes

A.4.2 Read a play

- explain what happened in the play
- identify and describe the characters
- say what they liked and didn't like

Content Standard: Theatre, Standard B: *Performance*

Students in Wisconsin will work and think as actors and develop basic acting skills to portray characters that interact in improvised and scripted scenes.

Rationale:

Acting teaches students important communication skills. It teaches students to make ideas and feelings clear and to pay attention with their ears and eyes. Through acting, students learn to imagine, solve problems, and adapt to change. Improvisational acting (creating characters and scenes without a script) encourages students to use their creative powers to better understand how humans

think, feel, and live. By placing themselves in others' shoes, students also learn to empathize and develop a personal understanding of other people's situations and experiences. As Shakespeare wrote, "*All the world's a stage, and all the men and women merely players.*"

➤ **Performance Standards (Grade 4): Theatre, Standard B – Performance**

By the end of *grade four*, students will:

- B.4.1 Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas
 - B.4.2 Create a human or animal character through physical movement with sounds and/or speech, using facial expressions
 - B.4.3 Create a human or animal character based upon a costume or object (prop)
 - B.4.4 Create a human or animal character based upon an original idea
-

Content Standard: Theatre, Standard C: Research and Analysis

Students in Wisconsin will research and analyze methods of presentation and audience response for theatre, the interconnections of theatre, community, other cultures, and historical periods for use as general knowledge.

Rationale:

Research and analysis teaches students how to study subjects in great depth. It provides them with tools to make reasoned judgments, rational decisions, and critical choices. Students learn to understand subject matter in relationship to ideas, symbols, and images in society today and interpret these forms and their effect on an audience, culture, and society.

➤ **Performance Standards (Grade 4): Theatre, Standard C – Research and Analysis**

By the end of *grade four*, students will:

- C.4.1 Create a play based on information collected from another culture, subject area, or historic time period
- C.4.2 Select a story or topic and plan a play with a beginning, middle, and end
- C.4.3 Find information to help develop characters and the appropriate background for the presentation

Content Standard: Theatre, Standard D: *Analysis of Process*

Students in Wisconsin will work and think as theatre artists and reflect upon and assess the characteristics and merits of their own work and the work of others.

Rationale:

Theatre's uniqueness is rooted in the essential interaction with others. Exchange of feedback between actor and audience, director and actor, and director and designer is an essential component of theatre. What works, what doesn't work, and, perhaps more importantly, why or why not is at the heart of the theatre process and any problem solving activity. Good communication skills are vital for gaining greater understanding and working cooperatively with others.

➤ **Performance Standards (Grade 4): Theatre, Standard D – *Analysis of Process***

By the end of *grade four*, students will:

D4.1 Explain strengths and weakness of their own work and that of others

D.4.2 Identify strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class

D.4.3 Identify what they need to do to make their character or scene more believable and/or understandable

D.4.4 Share their comments constructively and supportively within the group

Content Standard: Theatre, Standard E: *Theatre Production*

Students will think and work as playwrights, designers, managers, and/or directors to create and interpret improvised and scripted scenes.

Rationale:

Production work based on personal experiences, cultural contexts, heritage, literature, and history enable students to better understand the diversity of the world, gain insight into how people think, feel, and live, and develop skills important to work within a variety of contexts. Play writing teaches basic script structure and developing character and story through dialogue. Design teaches students to develop their sense of spatial and geometric relationships, and increases students' sensory ability to work with color, texture, line, and form. Management teaches students basic business skills (such

as developing, maintaining, and working within a budget), technical writing skills, advertising skills, and life skills (such as goal setting and working with deadlines). Directing teaches students how to work with others in leadership roles, how to organize and carry out complicated tasks, how to analyze literature, and how to define and solve problems.

➤ **Performance Standards (Grade 4): Theatre, Standard E – Theatre Production**

By the end of *grade four*, students will:

- E.4.1 Create a scene or play based on a story, another piece of literature, or an idea with a beginning, middle, and end
- E.4.2 Use props or furniture to create an environment for drama and create a character with costume pieces
- E.4.3 Explain their choices for setting, characters, and other artistic elements
- E.4.4 Create publicity for a dramatic presentation
- E.4.5 Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit)
- E.4.6 Rehearse and perform a scene or play for peers and invited guests