George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: _____ NEW ___X__ MODIFY _____ DELETE

Local Unit: College of Education and Human Development

Graduate Council Approval Date:

Course Abbreviation: EDCI  
Course Number: 558

Full Course Title: Integrating Fine Arts, Movement, and Health in Elementary Education

Abbreviated Course Title (24 characters max.): Integrating Fine Arts

Credit hours: 2  
Program of Record: Elementary Education

Repeatable for Credit? ___ D=Yes, not within same term  Up to hours  
___ T=Yes, within the same term  Up to hours  
_X__ N=Cannot be repeated for credit

Grade Type: _X_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)  

Activity Code (please indicate): _X_ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)  
___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND)

Catalog Credit Format 2:2:0  
Course Level: GF(500-600) ___X__ GA(700+) ____

Maximum Enrollment: 25  
For NEW courses, first term to be offered:

Prerequisites or corequisites: Admission to Elementary Licensure Program

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: Examines children’s creative expression and physical development through movement, art, drama, and music. Emphasizes stages and types of movement, health and safety issues, developmental stages of art, interpreting music, and creative drama. Field experience required.

For MODIFIED or DELETED courses as appropriate:

Last term offered: Spring 05  
Previous Course Abbreviation: Same  
Previous number: Same

Description of modification:  
1) Change from 2 credits to 3 credits  
2) Change title  
3) Revise course description  
4) Revise course outcomes (see syllabus)

EDCI 558: Integrating Fine Arts and Movement in Elementary Education (3:30). Prerequisite: Admission to the PDS or Partnership Elementary Licensure Program. Includes art, drama, music and movement. Examines the central role of the arts in children’s learning. Focuses on integration and interdisciplinary learning experiences. Includes developmental theory, addressing diverse learners through multiple intelligences, and movement for physical health. Field experience required.
### APPROVAL SIGNATURES:

- **Submitted by:** _Shari Castle_  
  email: scastle@gmu.edu

- **Department/Program:** Elementary Education  
  Date: 3/31/05

- **College Committee:** Joan Isenberg  
  Date: 3/31/05

- **Graduate Council Representative:**  
  Date: ____________

### GEORGE MASON UNIVERSITY

**Course Coordination Form**

### Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ___________________________________________  
Date: ____________

Graduate Council representative: ________________________________  
Date: ____________

Provost Office representative: ________________________________  
Date: ____________
I. COURSE DESCRIPTION

Prerequisite: Admission to the Elementary Program.
Includes art, drama, music and movement. Examines the central role of the arts in children’s learning. Focuses on integration and interdisciplinary learning experiences. Includes developmental theory, addressing diverse learners through multiple intelligences, and movement for physical health. Field experience required.

II. COURSE DELIVERY

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

III. STUDENT OUTCOMES

At the conclusion of the course students will be able to:

A. Explain and apply the theoretical bases for movement, art, music, and drama including multiple intelligence theory
B. Address the diverse needs of individual students through the arts
C. Explain and apply the concept of integration in teaching
D. Plan and assess interdisciplinary learning experiences using art, movement, music and drama that enable children to integrate knowledge, skills, and inquiry from several subject areas
E. Explain the important role of the arts in children’s learning and development.
F. Integrate movement into instruction and explain its importance to physical health.
G. Reflect on their teaching and integration of the arts for the purpose of improving their practice.

IV. STANDARDS

INTASC Standards

This course addresses these standards:

1. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and the curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**National Educational Technology Standards**

This course addresses these standards:

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

**National Content Standards in Physical Education**

This course addresses these standards:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Demonstrates understanding and respect for differences among people in physical activity settings.
4. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**National Content Standards in Music**

This course addresses these standards:

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

This course addresses these standards:

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

National Content Standards in Visual Arts

This course addresses these standards:

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

National Content Standards in Dance

ADD

V. Relationship of Program Goals to INTASC standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
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<td>B.</td>
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<td>C.</td>
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<td>F.</td>
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<td>G.</td>
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VI. REQUIRED TEXT:


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

VI. COURSE REQUIREMENTS

<table>
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<th>Requirement</th>
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<tbody>
<tr>
<td>A. Public Service Announcement</td>
<td>15</td>
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<tr>
<td>B. Interview with Specialist</td>
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A. Arts Integration Public Service Announcement (15 points)

Using the information you have learned in class and from Chapters One and Two, prepare an Arts Integration Public Service Announcement/Commercial. It may be helpful to use the “Creative Brief” handout in organizing and guiding your creative process. Please keep a creative journal to document your brainstorming ideas. Your commercial will be graded in both EDCI 558 and 557 (PDS only). The commercial’s content will be graded in EDCI 558. The goal of your PSA is to influence public policy about the education reform movement-Arts Integration. The audience for your announcement/commercial is to be determined by you (for example, teachers, voters, parents, policy makers). You will need to turn in your creative journal and storyboard. (Objectives A, B, E)

B. Interview (15 points)

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

C. Student Directed Workshop (10 points)

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

D. Class Participation/ Blackboard (10 points)

Participation points will be received for in class or out of class responses to articles, student-directed workshops, and presentations. Participation points will also be given for participation during in class activities. Written reflections of course readings may also be assigned for participation credit. (Objectives A – G)

E. Arts Integrated Unit and Reflection (50 points) (designated performance assessment)
Students will design and teach a unit lesson plan (preparation for at least one week) which uses fine arts as part of the instruction. Students will specifically outline how they will use the fine arts they have selected to teach the subject matter. The Unit should be interdisciplinary and cover multiple content areas. Students will also indicate how they will adapt the lesson for students with special needs. Students will submit a graphic organizer/concept map of the unit plan and the written unit plan prior to teaching the lesson and will write a reflective paper after teaching the lesson. The paper should include the outcome of the lesson (what did the K-12 students do and what did they learn), lessons the student learned (what worked, what didn't), and suggestions for improving the lesson. (Objectives A-G)

Class presentations will take place the last two class meetings. Each presentation of approximately 8 minutes should include a visual aid, possible activities that were part of the unit, and discussion from your reflection directly relating to arts integrated activities. Your presentation should demonstrate how you taught (or plan to teach) core curriculum subject material with, about, in and/or through the fine arts.

VII. GRADING SCALE

A = 94-100  
A- = 90-93  
B+ = 84-89  
B = 80-83  
C = 70-79  
F = Below 70

VIII. GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved by GSE Faculty March 2004