Theme - Preparing Inquiring Educators for Diverse Settings: 
Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **Title and Number of Credits:** CIEE 3230: Arts and Creativity Methods/Assessment for Teaching K-5 (2 credits)

2. **Course Description:** Candidates will explore the visual arts, movement, sound, theater. They will discover how the arts and other expressive media contribute to creative forces and critical thinking in elementary school students. Through the use of different art forms and materials, future teachers learn that they can become more creative, interesting and thought provoking classroom teachers. They learn how to integrate the arts and use them as tools or mediums for teaching other core subjects in the curriculum. Candidates are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and consider programmatic and curricular possibilities for implementation in a diverse school setting.

3. **Pre-requisite:** CIEE 2290 or CIEE 3120

4. **Course Objectives:**

   1. To explore a range of creative activities in art, music, theater and dance by engaging in hands-on activities in these areas.
   2. To explore the creativity in the fine arts with a range of media appropriate for use by children by engaging in hands-on activities using a variety of media.
   3. To explore various design and technological skills through the use of computer technology as well as using technology as a planning and research resource.
   4. To develop skills in planning curriculum that includes visual and performing arts by preparing sample activities, lessons and curriculum.
   5. To experience a variety of motivational techniques including dialoguing, questioning, exploring materials as well as visiting performances and museums where children can explore and engage with the arts, the exhibition and media presentation.
   6. To investigate and research historical periods in the arts that relate to other subjects in the classroom through readings and projects.
   7. Integrate the arts with the broader curriculum by designing integrated lesson plans.
5. **Student Learning Outcomes:** The teacher-candidate will be able to:

1. Demonstrate an understanding of integrated curriculum and lesson planning by preparing two integrated lessons.

2. Demonstrate an understanding of how to make use of the arts as learning tools by completing two specific arts field experiences (visiting the museum, a dance, a musical or theater performance) and then writing a two page paper on what they have experienced. This paper will describe their experience as well as include an idea for how they will create a lesson based upon the performance or museum trip. Through this experience candidates will also demonstrate a familiarity with different arts resources in local colleges and communities.

3. Demonstrate an ability to understand how to integrate the arts throughout the curriculum as evidenced by a journal/portfolio. This will be a collection of in class studio art experiences and lesson ideas that can be used in the elementary classroom. Examples included are from the following categories: 1) Visual Art – two and three-dimensional work (i.e. painting, drawing, printmaking, mask making, sculpture); 2) Music (e.g., original song); 3) Dance/Movement and 4) Theater.

4. Demonstrate the ability to critique, discuss and reflect on students learning and development through the final class presentation of an integrated lesson plan. They will also learn to critique their own as well as other student’s ability to integrate the visual and performing arts into their lessons.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>ACEI Standards</th>
<th>NCATE Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE CCC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2.1-2.7; 3.1-3.5; 4, 5.1, 5.2</td>
<td>1</td>
<td>1, 2, 3, 4, 5, 6, 12</td>
<td>1.1, 1.3, 1.4, 1.5</td>
</tr>
<tr>
<td>2.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>1, 2.1-2.7; 3.1 - 3.5; 4, 5.1, 5.2</td>
<td>1, 4</td>
<td>9, 19, 12</td>
<td>1.1, 1.3, 1.4, 1.5</td>
</tr>
<tr>
<td>3.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>1, 2.1, 2.2, 2.3, 2.4; 3.1- 3.5; 4; 5.1, 5.2</td>
<td>1</td>
<td>10, 12</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
</tr>
<tr>
<td>4.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2.1-2.7; 3.3, 3.4, 3.5, 4, 5.1, 5.2</td>
<td>1</td>
<td>12, 20</td>
<td>1.1, 1.3, 1.4, 1.5</td>
</tr>
</tbody>
</table>
6. **Course Content:**
   1. Discussion of theory along with hands on studio activities in visual art, music, theater and movement.
   2. Exploration and experimentation with found sound, instruments, and group learning.
   3. Exploration and experimentation with visual arts materials, i.e. tempera paint, ink, crayons, papier-mâché, and many other materials.
   4. Exploration and experimentation with movement i.e. create movements, choreographing movement, how to teach from and with different kinds of movement, history of where certain movement comes from etc.
   5. Exploration and experimentation with theater, creating scripts, performance aspects, how to teach from and use different aspects of theater in the classroom.
   6. Teaching subject matter through lesson planning that is integrated with the visual and performing arts.
   7. Avoiding dangerous materials, safety precautions and potential hazards, learning what materials can be used in elementary school.
   8. The use of the museum and other performance spaces for dance, music and theater to motivate and engage students in creative learning and critical thinking.
   9. Assessment in the arts.

7. **Teaching Methods:**
   1. Dialogue/Lecture/Discussion
   2. Multimedia presentations
   3. Exploration and demonstration of different arts materials and techniques
   4. Field experiences in the visual and performing arts
   5. Demonstration of technology use in the classroom and arts integration

8. **Evaluation Methods:**
   1. SLO # 1: Two K-5 Arts lesson plans
   2. SLO # 2: Two field trip visits and paper
   3. SLO # 3: Portfolio/Journal with samples and lesson ideas
   4. SLO # 4: Final lesson presentation

9. **Recommended Texts/Readings:**

10. **Preparers’ Names and Date:** Dr. Stanley Wollock, 1998

11. **Original Department Approval Date:** 1998; Spring, 2003

12. **Reviser’s Name and Date:** Dr. Janis Strasser, Spring, 2010

13. **Department Revision Approval Date:** Spring, 2010

14. **Bibliography**


Prince, E.S. (2008). *Art is fundamental: Teaching the elements and principles of art in elementary school*. Chicago, IL: Zephyr Press.


Websites:
American Museum of Natural History: [http://www.amnh.org](http://www.amnh.org)

Americans for the Arts: [http://www.americansforthearts.org](http://www.americansforthearts.org)


Guggenheim Museum: [http://www.learningthroughart.org](http://www.learningthroughart.org)

National Art Education Association: [http://www.naea-reston.org](http://www.naea-reston.org)

North American Reggio Emilia Alliance: [http://www.reggioalliance.org](http://www.reggioalliance.org)

Ohio Partnership for Visual Arts: [http://www.arted.osu.edu/OPVA_/r_aew.htm](http://www.arted.osu.edu/OPVA_/r_aew.htm)

## SLO# 1 - Overall Rubric for the Arts K-5 Lesson Plan

<table>
<thead>
<tr>
<th>1 = No Evidence</th>
<th>2 = Emerging</th>
<th>3 = Developing</th>
<th>4 = Proficient</th>
<th>5 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major arts concepts such as dance, music, theatre and visual arts show no substance and evidence of research.</td>
<td>Major arts concepts such as dance, music, theatre and visual arts show poor substance and evidence of research.</td>
<td>Major arts concepts such as dance, music, theatre and visual arts show moderate substance and evidence of research.</td>
<td>Major arts concepts such as dance, music, theatre and visual arts show good substance and evidence of research.</td>
<td>Major arts concepts such as dance, music, theatre and visual arts show excellent substance and evidence of research.</td>
</tr>
<tr>
<td>Objectives and essential question are not at all aligned with learning experiences.</td>
<td>Objectives and essential question lack alignment with learning experiences.</td>
<td>Objectives and essential question are minimally aligned with learning experiences.</td>
<td>Objectives/ essential question are generally aligned with learning experiences.</td>
<td>Objectives and essential question are aligned with learning experiences.</td>
</tr>
<tr>
<td>Students are not at all motivated at the start of the lesson.</td>
<td>Students are minimally motivated at the start of the lesson.</td>
<td>Students are partially motivated at the start of the lesson.</td>
<td>Students are motivated at the start of the lesson.</td>
<td>Students are well-motivated at the start of the lesson.</td>
</tr>
<tr>
<td>Factual information is described in a way that is not understandable.</td>
<td>Factual information is described in a way that is hardly understandable.</td>
<td>Factual information is described in a way that is somewhat understandable.</td>
<td>Factual information is described in a way that is mostly understandable.</td>
<td>Factual information is described in a way that is very understandable to students.</td>
</tr>
<tr>
<td>Questions do not reflect synthesis level of Bloom’s taxonomy.</td>
<td>Questions reflect little of synthesis level of Bloom’s Taxonomy.</td>
<td>Questions somewhat reflect synthesis level of Bloom’s Taxonomy.</td>
<td>Questions mostly reflect synthesis level of Bloom’s Taxonomy.</td>
<td>Questions accurately reflect synthesis level of Bloom’s Taxonomy.</td>
</tr>
<tr>
<td>Math and/or language arts skills are not at all integrated.</td>
<td>Math and/or language arts skills are minimally integrated.</td>
<td>Math and/or language arts skills are somewhat integrated.</td>
<td>Math and/or language arts skills are integrated.</td>
<td>Math and/or language arts skills are well integrated.</td>
</tr>
<tr>
<td>A confused performance task is linked to a standard indicator, as the assessment piece.</td>
<td>An unclear performance task is linked to a standard indicator, as the assessment piece.</td>
<td>A partially clear performance task is linked to a standard indicator, as the assessment piece.</td>
<td>A mostly clear original performance task is linked to a standard indicator, as the assessment piece.</td>
<td>A clear, real world, original performance task, linked to an indicator and essential question, as the assessment piece.</td>
</tr>
<tr>
<td>Confused rubric.</td>
<td>Incomplete rubric</td>
<td>Partial rubric.</td>
<td>Developed rubric.</td>
<td>Well developed rubric.</td>
</tr>
</tbody>
</table>

Student Name_______________________Course________Grade and Comments:_______________________
## SLO# 2. a - CIEE 518 Rubric: Integrative lesson plan based upon field trips

<table>
<thead>
<tr>
<th>1 = No Evidence</th>
<th>2 = Emerging</th>
<th>3 = Developing</th>
<th>4 = Proficient</th>
<th>5 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used no part of the template for the William Patterson University standard lesson plan format</td>
<td>Used few parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used some parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used most parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used all parts of the template for the William Patterson University standard lesson plan format</td>
</tr>
<tr>
<td>Does not Incorporate the field trip as part of the motivation for the lesson.</td>
<td>Does not incorporate the field trip as part of the motivation, review and closure or as a follow up for the lesson.</td>
<td>Incorporated the field trip as a follow up after the lesson has been taught.</td>
<td>Incorporated the field trip as part of the review or closure for the lesson.</td>
<td>Incorporated the field trip as part of the motivation for the lesson.</td>
</tr>
<tr>
<td>Asks no relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is not based on the experience of visiting the museum and/or watching and listening to the performance</td>
<td>Asks no relevant, on target, interesting and thought provoking motivational questions based on the field trip. The learning of this lesson is based on the experience of visiting the museum and/or watching and listening to the performance</td>
<td>Asks at least one relevant, on target, interesting and thought provoking motivational question based on the field trip. The learning of this lesson is based on the experience of visiting the museum and/or watching and listening to the performance</td>
<td>Asks at least three relevant, on target, interesting and thought provoking motivational questions based on the field trip. The learning of this lesson is based on the experience of visiting the museum and/or watching and listening to the performance.</td>
<td>Asks all (4 or more) relevant, on target, interesting and thought provoking motivational questions based on the field trip. The learning of this lesson is based on the experience of visiting the museum or watching and/or listening to the performance.</td>
</tr>
</tbody>
</table>
SLO# 2.b CIEE 518 Rubric: Two field trip papers (to be handed in with lesson plans)

<table>
<thead>
<tr>
<th>1 = No Evidence</th>
<th>2 = Emerging</th>
<th>3 = Developing</th>
<th>4 = Proficient</th>
<th>5 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>One page, double spaced, based on performance paper and or museum paper outline, describing what you have seen, experienced and what show, music, dance, art, artist, time period, genre, etc. that you will be focusing on. No idea for an integrated lesson.</td>
<td>Two pages, double spaced, based on performance paper and or museum paper outline describing what you have seen, experienced and what show, music, dance, art, artist, time period, genre, etc. that you will be focusing on. No idea for an integrated lesson.</td>
<td>One page, double spaced, based on performance paper and or museum paper outline, describing what you have seen, experienced and what show, music, dance, art, artist, time period, genre, etc. that you will be focusing on.</td>
<td>Two pages, double spaced, based on performance paper and or museum paper outline, describing what you have seen, experienced and what show, music, dance, art, artist, time period, genre, etc. that you will be focusing on. A full explanation of what you plan to do for your integrated lesson plan.</td>
<td>Two pages, double spaced, based on performance paper and or museum paper outline, describing what you have seen, experienced and what show, music, dance, art, artist, time period, genre, etc. that you will be focusing on. A full explanation of what you plan to do for your integrated lesson plan.</td>
</tr>
<tr>
<td>1 = No Evidence</td>
<td>2 = Emerging</td>
<td>3 = Developing</td>
<td>4 = Proficient</td>
<td>5 = Exemplary</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Portfolio includes no photos and/or samples of artwork from different in class studio activities.</td>
<td>Portfolio includes a photo and/or sample of artwork from 4 different in class studio activities.</td>
<td>Portfolio includes a photo and/or sample of artwork from 6 different in class studio activities.</td>
<td>Portfolio includes a photo and/or sample of artwork from 8 different in class studio activities.</td>
<td>Portfolio includes a photo and/or sample of artwork from 10 different in class studio activities</td>
</tr>
<tr>
<td>None of the portfolio pages are designed with an interesting, detailed and neat composition.</td>
<td>Very few of the portfolio pages are designed with an interesting, detailed and neat composition.</td>
<td>Some of the portfolio pages are designed with an interesting, detailed and neat composition.</td>
<td>A majority of the portfolio pages are designed with an interesting, detailed and neat composition.</td>
<td>Each portfolio page is designed with an interesting, detailed and neat composition.</td>
</tr>
<tr>
<td>Portfolio does not include a written summary describing each in class activity, how it was done and an idea for an integrative lesson with one of the other core curriculum subjects.</td>
<td>Portfolio includes a written summary describing some in class activities and how they were done. In the summary there are no ideas for an integrative lesson incorporating one of the other core curriculum subjects.</td>
<td>Portfolio includes a written summary describing at least 4 in class activities and how they were done. In the summary there is also an idea for an integrative lesson incorporating one of the other core curriculum subjects.</td>
<td>Portfolio includes a written summary describing at least 8 in class activities and how they were done. In the summary there is also an idea for an integrative lesson incorporating one of the other core curriculum subjects.</td>
<td>Portfolio includes a written summary describing at least 10 in class activities and how they were done. In the summary there is also an idea for an integrative lesson incorporating one of the other core curriculum subjects.</td>
</tr>
<tr>
<td>Portfolio itself (along with the outside cover) is not neat or interesting, is not useful and accessible as a resource, the information inside is not logical and is not clear or well presented.</td>
<td>Portfolio itself (along with the outside cover) is not very neat, or well thought out, but is still useful and accessible as a resource, the information inside is not very well presented and is confusing.</td>
<td>Portfolio itself (along with the outside cover) is not very neat or well thought out, but is still useful and accessible as a resource, the information inside is logical makes sense and is clear and well presented.</td>
<td>Portfolio itself (along with the outside cover) is neat, interesting, useful and accessible as a resource, the majority of the information inside is logical makes sense and is clear and well presented.</td>
<td>Portfolio itself (along with the outside cover) is neat, interesting, useful and accessible as a resource, all of the information inside is logical, makes sense, is clear and well presented.</td>
</tr>
</tbody>
</table>
## SLO #4.a CIEE 518 Rubric: Final Lesson Plan

<table>
<thead>
<tr>
<th>1 = No Evidence</th>
<th>2 = Emerging</th>
<th>3 = Developing</th>
<th>4 = Proficient</th>
<th>5 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used no part of the template for the William Patterson University standard lesson plan format</td>
<td>Used few parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used some parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used most parts of the template for the William Patterson University standard lesson plan format</td>
<td>Used all parts of the template for the William Patterson University standard lesson plan format</td>
</tr>
<tr>
<td>Does not incorporate the field trip as part of the motivation for the lesson.</td>
<td>Does not incorporate the field trip as part of the motivation, review and closure or as a follow up for the lesson.</td>
<td>Incorporated the field trip as a follow up after the lesson has been taught.</td>
<td>Incorporated the field trip as part of the review or closure for the lesson.</td>
<td>Integrated one of the arts with another subject in the core curriculum.</td>
</tr>
<tr>
<td>Asks no relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is based on using the arts as a tool to teach another subject.</td>
<td>Asks no relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is based on using the arts as a tool to teach another subject. The activity or create relates to the objectives.</td>
<td>Asks at least one relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is based on using the arts as a tool to teach another subject. The activity or create relates to the objectives.</td>
<td>Asks at least three relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is based on using the arts as a tool to teach another subject. The activity or create fulfills the objectives</td>
<td>Asks all (4 or more) relevant, on target, interesting and thought provoking motivational questions. The learning of this lesson is based on using the arts as a tool to teach another subject. The activity or create fulfills the objectives</td>
</tr>
<tr>
<td></td>
<td>1 = No Evidence</td>
<td>2 = Emerging</td>
<td>3 = Developing</td>
<td>4 = Proficient</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Presentation of final lesson is not organized, and is completely incoherent.</td>
<td>Presentation of final lesson is not well organized, and is fairly incoherent.</td>
<td>Presentation of final lesson is less than well organized, but flows smoothly and is fairly coherent.</td>
<td>Presentation of final lesson is fairly well organized, flows smoothly.</td>
</tr>
<tr>
<td><strong>Motivation - How you engage the class in the lesson</strong></td>
<td>Asks no engaging questions. Does not ask any questions that will allow the students to relate to the subject.</td>
<td>Asks very few engaging questions. Does not ask questions that will allow the students to relate the subject to themselves.</td>
<td>Asks a few engaging questions. Asks questions that allow the students to somewhat relate the subject to themselves</td>
<td>Asks a fair amount of engaging questions. Asks questions that allow the students to somewhat relate the subject to themselves and their personal experiences.</td>
</tr>
<tr>
<td><strong>Visuals - Use of props, samples, arts materials, handouts, overheads, etc</strong></td>
<td>Uses no props, visual samples, arts materials, overheads, etc.</td>
<td>Uses few props, visual samples, arts materials, overheads, etc. These props do not promote or clarify the lesson.</td>
<td>USES FEW PROPS, VISUAL SAMPLES, ARTS MATERIALS, OVERHEADS, ETC. TO PROMOTE AND CLARIFY THE LESSON.</td>
<td>USES SOME PROPS, VISUAL SAMPLES, ARTS MATERIALS, OVERHEADS, ETC. TO PROMOTE AND CLARIFY THE LESSON.</td>
</tr>
<tr>
<td><strong>Mechanics - Timing and clarity of objectives of the lesson</strong></td>
<td>Badly timed and throughout class presentation objectives were /are not clear.</td>
<td>Not very well timed and throughout class presentation objectives were /are not very clear.</td>
<td>Fairly well timed and throughout class presentation objectives were /are not very clear.</td>
<td>Fairly well timed and throughout class presentation objectives were /are somewhat clear.</td>
</tr>
<tr>
<td><strong>Delivery - How well you speak to the class, deliver your questions, how you dialogue with the students</strong></td>
<td>Speech was very unclear, needed to project voice a much more, not comfortable delivering questions.</td>
<td>Speech was a bit unclear, needed to project voice a bit more, not very comfortable delivering questions.</td>
<td>Spoke fairly well to the class, needed to project voice a bit more, somewhat comfortable delivering questions.</td>
<td>Spoke well to the class, projected voice nicely, comfortable delivering questions, dialogued fairly well with students.</td>
</tr>
</tbody>
</table>