



This course supports the assessments for Elementary Visual and Performing Arts Methods. The course covers 9 competencies and represents 3 competency units.

Introduction

Overview

The arts are essential to the development and well-being of students. Arts integration, in which core academic content is incorporated in each of the arts areas, is becoming more common in classrooms across the country. Integrating visual and performing arts across the curriculum enables students with various learning needs the opportunity to experience success and demonstrate understanding in creative ways. Arts integration provides teachers with many opportunities to engage students in learning while simultaneously targeting learning objectives across the content areas. In this course you will explore the fundamental philosophies that support arts integration, and methods to implement dance, music, drama, and visual art throughout the curriculum.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 9 competencies:

- **Competency 673.1.1: Development and the Arts**
The graduate evaluates the impact of the visual and performing arts on childhood learning and development.
- **Competency 673.1.2: Creativity and the Arts**
The graduate integrates the content, functions, and achievements of performing and visual arts into the design of creative, engaging, and cooperative instruction and learning environments for elementary students.
- **Competency 673.1.3: Integrating the Arts across the Curriculum**
The graduate develops relevant and meaningful learning experiences that integrate visual and performing arts into other disciplines for elementary students.
- **Competency 673.1.4: Music Education**
The graduate effectively incorporates central concepts, tools, and structures of music in the design of learning experiences for elementary students.
- **Competency 673.1.5: Visual Arts**
The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of visual arts in the design of learning experiences for elementary students.
- **Competency 673.1.6: Dance and Movement**
The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of dance and movement in the design of learning experiences for elementary students.



- **Competency 673.1.7: Dramatic Arts**

The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of the dramatic arts in the design of learning experiences for elementary students.

- **Competency 673.1.8: The Arts and Exceptional Learners**

The graduate develops learning opportunities that allow for the full and equitable participation in and expression through the arts for students with diverse abilities, needs, backgrounds, and interests.

- **Competency 673.1.9: Diversity, Culture, and the Arts**

The graduate develops learning opportunities that allow students to explore the cultural dimensions and contributions of the arts from diverse places, peoples, and periods.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbook is available to you as an e-text within this course. Please note that



content may be aligned to different page numbers on occasion, which causes e-text page numbers to not always appear sequential. You will be directly linked to the specific readings required within the activities that follow.

- Cornett, C. E. (2011). *Creating meaning through literature and the arts: Arts integration for classroom teachers*. Boston, MA: Allyn & Bacon/Pearson. Print ISBN: 9780137048328

Note: This e-text is available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Additional Preparation

Setting Up Your Learning Journal

Throughout this course, you will be presented with questions and prompts that will help you reflect on material you are studying, engage more deeply in the content, and apply what you are learning to your personal and professional life. They will also help you prepare for the assessments you will take later in the course.

You may keep notes in this online course, blog your notes, or start an electronic file. You could also keep a paper notebook with your notes. However you choose to keep your notes, be sure keep your learning journal handy as you are learning the material and progressing through the course.

Write responses to the questions and prompts throughout the course in your learning journal. In addition to those responses, you may want to include more of your own thoughts and feelings in your notes. Think about

- your progress through the course, including any personal misconceptions you discover and correct through your studies,
- ways the activities and projects enhance your learning,
- your reactions to or reflections on the activities in the course, and
- topics that you want to remember and refer back to as you prepare for the assessments or begin your future teaching activities.

You can also use your learning journal as a place to review the material from each chapter of the textbook and answer chapter review questions. Your learning journal will be a great help to you as you study for the objective assessment and complete your performance tasks.

As a teacher-in-training, you could consider this note-taking process a way to begin modeling good study habits for your future students. Your experiences here will help you to become a well-prepared teacher and a reflective educator.

Throughout the textbook, you will encounter features titled Ready References, Planning Pages, and Research Updates. These are designed to provide you with resources that will be helpful as you enter the classroom.



It may be beneficial to create a section in your learning journal for recording the titles, descriptions of the content available, and explanations of how this content may be useful to you as you plan lessons and eventually enter the classroom.

Topics and Pacing

This outline is a guided structure of the topics recommended to complete the learning activities. It is provided as a suggested structure and can be adapted according to your knowledge, skills, and experience. Use the topics and pacing outline to support your completion of the course within the recommended timeframe.

Week 1

- Preparing for Success
- Development and the Arts
- Integrating the Arts Across the Curriculum

Week 2

- Visual Arts
- Dramatic Arts

Week 3 & 4

- Dance and Movement
- Music Education
- Creativity and the Arts

Week 5

- The Arts and Exceptional Learners
- Diversity, Culture, and the Arts

Week 6

- Final Steps – Part 1
- Final Steps – Part 2
- Final Steps – Part 3

Development and the Arts

Research has shown that numerous factors have an impact on the development of child's cognitive, social, and creative development, including exposure to the visual and performing arts. In fact, the arts have long played a vital role in child development. This section focuses on these growth processes and the research that reveals how a child develops in the arts.

Child Development in the Arts



In this topic, you will investigate how children learn to cultivate ideas about creativity and the arts, through peer interaction and play. You will also explore factors of interaction and play that contribute to student curiosity and motivation in the arts. A classroom that encourages creativity and expression can help to create a respectful learning environment, where students and teachers have a good rapport with one another. A creative classroom also helps you learn to appreciate the variety of learners and diverse learning needs in any given classroom. As you complete these activities, you should develop an understanding of how to encourage advocacy for the arts in the lives of children.

Watch: Transformation Through the Arts

Watch [Integrate the Arts, Deepen the Learning](#) (6 min.). As you watch, note in your learning journal the strategies used to introduce curriculum through visual and performing arts.

Reflect on the presented reasons for integrating visual and performing arts and why it is important for student development and achievement. Consider the following questions:

- How did integration of the arts save the school presented in the video?
- What skills do the arts help students learn?
- How do the arts engage students in learning?
- What were the content areas that the science teachers incorporated?
- What benefits did the teachers see when the arts were integrated?

In your learning journal, include notes for ideas of other areas that you can integrate the visual and performing arts into throughout your future classroom curriculum.

Read: The Arts as Meaning Makers

Read pages 1–17 (through "Wholes and Parts") of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

The National Governors Association concluded that the arts provide a competitive advantage to the future of children. List some of these advantages in your learning journal

Preview: Student Project and Lesson Plans

If you have not already done so, read the requirements for your performance assessment through the "Assessment" tab in this course. Be sure that you understand the way your assessment task will be evaluated by becoming very familiar with the rubric. Activities throughout this course will prepare you to complete the assessments for this course.

This performance assessment does not require that you create lesson plans, but you will be encouraged to create learning tasks (activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal) and lesson plans in this course. You may use the lesson plans you create during this course when you are in the classroom.

Read: School-Wide Reform



Read pages 28–30 (beginning chapter through the end of "LIES Update") of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

The principal at Lady's Island Elementary School utilized seven steps to infuse the arts at the school level. List these steps in your learning journal.

Analyze: Philosophy and Pedagogy

Read pages 30–35 ("Why Arts Integration?" through "Mission Statement") of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Consider why each of the five Ps and six Ts is applicable to elementary education, in regard to both teaching in general and arts integration specifically. Write a brief explanation for the important aspects that make each useful and effective.

Identify: Misconceptions about Learning

Three common misconceptions about learning are explained in "Misconceptions" on page 39 of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. Write these in your learning journal along with a brief explanation of how each could disrupt learning and instructional design.

Apply: Cognitive Development Theories

Read pages 41–46 ("Multiple Intelligences Theory" through "Vygotsky and AI") of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) covering the developmental theories of Gardner, Piaget, Maslow, and Vygotsky in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Review the developmental levels on pages 371–372 of [appendix A \("Developmental Stages and the Arts"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teacher*.

Write a brief description of each theory. How would you apply these theories to your lesson planning and instruction?

Read: Value of Play

In your learning journal, identify and explain several ways that play may contribute to the development of a child as you read pages 46–53 ("Creativity and Creative Problem Solving" through the end of the chapter) of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Understanding Creative Thought and Expression

Almost every classroom situation will have a diverse student population in terms of learning style, approach, and creative thought and expression. An observant teacher knows that



students can be good at different things in different ways. Think about how you can use this knowledge about your students to design and deliver learning experiences that align with their motivations and interests. There are three types of assets:

- **Personal Assets:** Specific background information that students bring to the learning environment. Students bring interests, knowledge, everyday experiences, and family backgrounds that a teacher can draw upon to support learning.
- **Cultural Assets:** Cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, and art that a teacher can draw upon to support learning.
- **Community Assets:** Common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices that a teacher can draw upon to support learning.

In this topic, you will explore these various avenues and investigate several ways teachers can incorporate personal, cultural, and community assets to encourage student creativity while targeting learning objectives across the curriculum.

Identify: Talent and Creativity

Talent and creativity can be exhibited in a variety of ways within the arts. Focus on the following sections of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- ["Ready Reference 2.7: Creativity Inhibitors"](#)
- ["Ready Reference 2.8: Creative Thinking Boosters"](#)

In your learning journal, write one example from each arts area (i.e., visual art, music, dance, and drama) for how a student that is not particularly skilled or gifted in that area may exhibit talent and creativity. Consider the following questions:

- How could a student who does not have strong drawing skills show success in an art?
- How could a student with limited vocal tone show success in a music class through other skills she may have?

Read: Creativity and Genius

While reading this section, think about the most creative people you have known throughout your life. What traits about them stood out to you?

Read "Ready Reference 2.5: Creative Profile" (p. 48) of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Using the list provided in Ready Reference 2.5 on page 48, identify three traits you find characteristic of highly creative people, and record them in your learning journal. For each trait listed, write an example of an activity that could be used to teach a student who exhibits the trait.



Read: Creative Problem Solving

Read "Ready Reference 2.6: Creative Problem-Solving (CPS) Process" (p. 49) of [chapter 2 \("Philosophy, Research, and Theories that Support Arts"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, list the steps in the creative problem-solving (CPS) process. Briefly explain an example of how a teacher could use (or teach) this process in an elementary setting in each of the arts areas (i.e., visual art, music, dance, and drama).

Review: Diverse Learners

Read [appendix B \("Differentiating for Students with Diverse Needs"\)](#) from *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

As you encounter examples of student needs, list them in your learning journal. For each example of student needs you listed in your learning journal, recommend an accommodation that would help a student be successful in a class for each arts area (i.e., visual art, music, dance, and theater).

Research: Big Ideas

Read the following section in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- "Planning Page 3.7: Unit Development Sources and Process" (p. 64) of [chapter 3 \("Arts Integration Building Blocks"\)](#)

Then use DataCenter to explore some of the resources your state uses for curriculum standards:

- [Education and Schools](#)

"Big idea" units should be designed to take individual themes and topics further. The standards provide for big ideas rather than individual topics and can help you to define the central focus, or core concepts that you want students to develop. Look for some big ideas that could serve as the central focus for your learning segments (sets of lessons that build upon one another toward a central focus) in the standards. Write them in your learning journal. Find opportunities to overlap the big ideas from the arts standards with the academic standards. This is a great first step to designing an arts-integrated unit.

Read: Competition, Cooperation, and Creative Development

Read the following pages of *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- pages 77–81 ("Building Block VII: Instructional Design" through "Clubs and Projects") of [chapter 3 \("Arts Integration and Building Blocks"\)](#)



You can skip the Planning Page on page 79.

This section from chapter 3 addresses instructional design. As the classroom teacher, how would you encourage healthy competition and cooperation through your choice of instructional strategies?

Integrating the Arts Across the Curriculum

This section addresses the integration of the different arts areas into academic curriculum. It is important for teachers to understand ways that the arts can be incorporated into subjects such as math, literature, science, and social science. Arts integration provides students with creative ways to showcase academic learning by giving them opportunities to express themselves beyond reading and writing. When creating these opportunities, it is essential that teachers are able to analyze the effectiveness of integration strategies and develop evaluation criteria to assess student learning for a variety of learning tasks.

Integrating the Arts

In this topic, you will explore a variety of strategies that help teachers integrate the arts into core curriculum.

Read: Meaningful Arts Integration

Read pages 17–23 ("What is Meaningful Arts Integration?" through "Center Stage: Teacher Changes") of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

In your learning journal, write down the definition for arts integration as concluded by the author of the text, and then write a definition in your own words.

Research: Arts Integration and Development

Research supports the integration of art to support student development. As you read these sections, identify any psychological, experiential, and social factors that may contribute to student curiosity and motivation in relation to arts education. Record the components and ideas of each theory in your learning journal.

Read pages 35–46 ("What Research Supports Arts Integration?" through "Child Development and the Arts") of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

You may want to locate other resources (e.g., books, articles, internet resources) that provide further explanation of the factors affecting artistic development. The research you do now will help you to be successful in the assessments for this course.

Read: Arts-Based Reform

This chapter presents several ideas regarding ways Fannie Petros integrates the arts into the curriculum. In particular, consider these ideas as you read the "Teacher Spotlight: First-Year Teacher" on page 26 of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.



Read pages 23–27 ("Arts-Based Reform: National, Regional, and State Efforts" through the end of the chapter) of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, list the approaches used for including the arts. Think of other connections that could be made between academic topics or activities and the visual and performing arts.

Read: Best Teaching Practices

Read "Ready Reference 3.9: Best Teaching Practices for Arts Integration" (p. 69) of [chapter 3 \("Arts Integration Building Blocks"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Ten best teaching practices for arts integration are listed in Ready Reference 3.9. List these in your learning journal along with a brief explanation for each.

Research: Standards

In a previous activity, you started a list of big ideas that could be used to help you develop a strong central focus for a learning segment. Review that list now.

Standards-based instruction is extremely important to teaching and learning. It provides teachers with guidance regarding what should be taught at each grade level and helps ensure that learning tasks are aligned to specific learning objectives. Each state decides what standards to use for its students; it is important for you to be familiar with the standards adopted by your state and to make sure that your learning tasks are aligned to those standards.

Read: Strategies and Vocabulary

This section addresses strategies for integrating the arts and assists you in identifying these strategies. Pay attention to the specific strategies used to connect and integrate the arts to academic subjects. In addition, note the vocabulary that is specific to integrating the curriculum (for example, words such as *aesthetics* and *anesthetic*).

Read pages 54–77 ("Introduction" through "Work Habits") of [chapter 3 \("Arts Integration Building Blocks"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

What specific strategies stood out while you were reading? What arts integration vocabulary did you notice? You may want to record these in your learning journal for future reference.

Analyze: Vocabulary

A central concern for arts integration is that learning tasks are designed to include appropriate academic language that supports arts education and appreciation. Academic language represents the language of the discipline that students need to learn and use to participate in the content area in meaningful ways. Vocabulary is one of the language demands that teachers need to consider as they plan to support student learning.



Read the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- pages 162–163 ("Building Block IV: Aesthetic Learning Environment" through "Art Sources") of [chapter 6 \("Integrating Visual Art Throughout the Curriculum"\)](#)
- "Building Block IV: Aesthetic Learning Environment" (p. 213) of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#)
- "Building Block IV: Aesthetic Learning Environment" (p. 273) of [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 321–323 ("Building Block IV: Aesthetic Learning Environment" through "Quotes and Poems") of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#)

You can skip the Ready Reference on page 322.

Incorporate: Arts and History

Weaving is a good description of what occurs during content integration. As a teacher incorporates visual and performing arts with core content, many facets are intertwined. There are many ways history can be woven into arts education. Discourse is one of the language demands that teachers should consider when planning learning tasks in history. Discourse includes the structures of written and oral language, as well as how members of a particular discipline talk, write, and participate in knowledge construction.

Students can use their knowledge of discourse to express understanding of history in various ways. For example, they can create illustrations and maps, demonstrate knowledge of culture, language, and dialect through dramatic representations, and analyze primary sources to learn about the vocabulary from historic time periods.

Review the following pages in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- pages 5–19 ("The Push for Arts Integration" through "Art Partnerships") of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#)
- pages 66–77 ("Integrating Arts With Arts" through "Work Habits") of [chapter 3 \("Arts Integration Building Blocks"\)](#)

Imagine that you are asked to develop a learning task that integrates one of the arts areas with a topic from history. Based on what you have read, think of one strategy you could use to make such a connection.

Design a short learning task that weaves together one arts area with content related to a historical event or other topic from history. As you begin your planning, be sure to consider the language functions (active verbs) in the stated learning task. Common language functions in history/social studies include interpreting maps, evaluating and interpreting an author's purpose and message, analyzing or describing causes of historical and political events, and defending arguments with evidence. There are many creative ways that you can integrate the arts into these types of learning tasks. You may also want to review the tips about lesson planning in the



activity "Preview: Student Project and Lesson Plans" under the topic "Child Development in the Arts" in this course of study.

Incorporate: Arts and Math

Read "Ready Reference 1.2: Integral Connections: Reading, Writing, Math, and the Arts" (p. 7) of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, briefly identify several ways mathematics could connect to each arts area (i.e., visual arts, theater, dance, and music). It is important to again focus on the language demands and language functions used to describe what students will demonstrate in math and how these demands integrate with the arts. Common language functions in math include verbs such as *predicting* from models and data, *recording* multiple ways to solve problems, *justifying* conclusions, *evaluating* data, and *explaining* why certain strategies work.

Read "Planning Page 6.16: Art/Math Lesson Plan Grade 4" (p. 161) of [chapter 6 \("Integrating Visual Art Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, explain how visual art and mathematics are interrelated in this lesson plan. Brainstorm three other ways you could integrate math and art in different types of learning tasks. Be sure to identify the appropriate standards and grade level for these lessons.

Visual Arts

This section covers the relationship of visual arts to the developmental levels of children, instruction of visual arts skills, and teaching students to appreciate the visual arts.

Visual Arts and Development

The abilities of children are demonstrated in different ways at various stages in the developmental process. This topic helps you make the connection between visual arts and social and cognitive development of children.

Identify: Contributions of Visual Arts

Read pages 141–148 of [chapter 6 \("Integrating Visual Arts Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. Based on your reading, identify five findings from the research that would support the value of teaching the arts.

Identify: Standards

Review the [Visual Arts standards](#) from the National Core Arts Standards.

Explore: Teaching Visual Arts

Review the cognitive developmental levels discussed on pages 371–372 of [appendix A \("Developmental Stages and the Arts"\)](#) *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. Then, read "Ready Reference 6.18: From Scribbles to Picture" (p. 171) of [chapter 6 \("Integrating Visual Art Throughout the Curriculum"\)](#). Based on



your reading, compare the scribbles at various developmental levels in Ready Reference 6.18 to Piaget's stages of development in Ready Reference 2.3. Briefly explain:

- why a child's artwork from ages 1–2 would appear as random scribbling
- why shapes would appear more evident from ages 2–7
- why symbolic images begin to emerge from ages 3–5

Read the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- pages 150–156 of [chapter 6 \("Integrating Visual Art Throughout the Curriculum"\)](#)
- pages 160-191 of [chapters 6 and 7 \("Integrating Visual Art Throughout the Curriculum" and "Visual Art Seed Strategies"\)](#)

Identify two elements of visual arts instruction from each of the following areas in the readings:

- Visual Art Literacy: Content and Skills
- Aesthetic Learning Environment
- Literature as an Art Form
- Best Teaching Practices
- Instructional Design: Routines and Structures
- Differentiating for Diverse Needs
- Energizers and Warm-ups
- Teaching Art Concepts and Elements
- Using Different Media

Integrate: Visual Arts across the Curriculum

Read pages 157–158, and 191–200 in [Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers](#). Based on your reading:

- Integrating visual arts, design an activity teaching a math concept.
- Integrating visual arts, design an activity teaching a language arts or literary concept.
- Integrating visual arts, design an activity teaching a science concept.
- Integrating visual arts, design an activity teaching a social studies concept.

Dramatic Arts

Drama is important to the development of children in several ways. To teach students the skills related to drama, teachers must create opportunities for enactment in various settings and content areas. Drama provides students with opportunities to orally express content understandings and academic language that can be shared with an authentic audience. This section addresses these different aspects of theater education.

Developing Drama Skills

A major component of a teacher's job is to make sure that lessons are relevant to students and that they include useful strategies for instruction. In addition to giving you guidance on these approaches, the activities in this topic will assist you in identifying appropriate standards,



processes, and materials for teaching drama skills and theatrical appreciation in a way that engages students in learning.

Read: Forms of Enactment

Read pages 201–210 (through "Styles, Forms, and Genre") of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

You can skip the Research Update on page 202. You will focus on this in a later activity. As you review these sections, identify the forms of enactment discussed. In your learning journal, explain the reasons for using each form.

Also review pages 41–50 ("Arts Integration and Learning Theories" through "After (Responses and Solutions)") of [chapter 2 \("Philosophies, Research, and Theories that Support Arts Integration"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*

Why is integrating drama important to child development and learning?

A major component of a teacher's job is to make sure that learning tasks are relevant to students and that they include useful strategies for instruction. It is also important to ensure that your learning tasks are aligned to your learning objectives. In addition to giving you guidance on these approaches, the activities in this topic will assist you in identifying appropriate standards, processes, and materials for teaching drama skills and theatrical appreciation.

Identify: Contributions of Drama

Read pages 201–207 ("Arts Integration Building Blocks" through "Drama is Fun-damental") of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, record two to three contributions of drama and a brief explanation of the importance of each contribution to student cognitive and social development and academic achievement.

Identify: Standards

Review the [Theater standards](#) from the National Core Arts Standards.

Explore: Teaching Drama

Read the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- [chapter 8 \("Integrating Drama throughout the Curriculum"\)](#)
- pages 229–252 in [chapter 9 \("Drama and Storytelling Seed Strategies"\)](#)

Identify two elements of drama instruction from each of the following areas in the readings:



- Arts Literacy: Drama Content and Skills
- Aesthetic Learning Environment
- Literature as a Core Art Form
- Best Teaching Practices
- Instructional Design: Routines and Structures
- Differentiating for Diverse Needs
- Energizers and Warm-ups
- Pantomime Seed Strategies
- Verbal Improvisation Strategies
- Story Telling, an integrated Art Form

Integrate: Drama across the Curriculum

Read pages 211–212 of [chapter 8 \("Integrating Drama throughout the Curriculum"\)](#) and pages 243–253 of [chapter 9 \("Drama and Storytelling Seed Strategies"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, you should design a learning task that integrates drama for each of the core curriculum areas. Make sure your learning task is aligned to specific learning objectives and utilizes vocabulary and academic language relevant to the subject area.

- Integrating drama, design a learning task to teach a math concept. Make sure to include some of the common language functions in mathematics such as *describing* mathematical phenomena, *justifying* conclusions, *evaluating* data, or *explaining* how or why certain strategies work.
- Integrating drama, design a learning task to teach a language arts or literary concept. Include at least one of the language functions in language arts such as *analyzing* characters and plots, *arguing* a position or point of view, *interpreting* an author's purpose, or *comparing* ideas within and between texts.
- Integrating drama, design a learning task to teach a science concept. Include at least one of the language functions in science such as *analyzing* scientific data, *explaining* models of scientific phenomena, *predicting* from data, and *justifying* conclusions with scientific evidence.
- Integrating drama, design a learning task to teach a social studies concept. Include at least one of the language functions in social studies such as *interpreting* a historian's purpose and message, *examining* evidence to support claims, *describing* causes of historical and political events, or *defending* argument with evidence.

Dance and Movement

This section covers the relationship of dance and movement to the developmental levels of children. You will learn about topics such as teaching students to gain an understanding of creative movement and dance appreciation. You will also learn about strategies for teaching dance skills.

Developing Movement and Dance Skills

When planning instruction for content relating to dance, a teacher must recognize the emergence of various skills in relation to a child's developmental level. Identifying appropriate



material and preparing activities that meet relevant standards becomes a focus of instructional planning. Using various strategies, the teacher can develop learning tasks that provide students with content, performance experiences, and opportunities to create their dances and engage them in learning.

Read: Contributions of Dance

Read pages 258–263 ("Building Block I: Philosophy: Why Integrate Dance?" through "Dance Gives Joy") of [chapter 10 \("Integrating Dance and Creative Movement"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. Based on your reading, identify three reasons to teach dance.

Identify: Dance Standards

Review the [Dance standards](#) from the National Core Arts Standards.

Explore: Teaching Dance

Prepare to read chapters 10 and 11 in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers* by setting up an organizer in your learning journal. Create sections where you can list ideas for different age groups to respond to dance and movement, improvise or create their own dance and movement, and perform dance and movement in various settings. Read the following:

- [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 288–293 of [chapter 11 \("Dance and Movement Seed Strategies"\)](#)

Identify two elements of dance instruction from each of the following areas in the readings:

- Dance Literacy: Content and Skills
- Aesthetic Learning Environment
- Literature as an Art Form
- Best Teaching Practices
- Instructional Design: Routines and Structures
- Differentiating for Diverse Needs
- Energizers and Warm-ups
- Dance Best Elements and Concepts

Integrate: Dance across the Curriculum

Read pages 268–271 of [chapter 10 \("Integrating Dance and Creative Movement"\)](#) and 293–301 of [chapter 11 \("Dance and Movement Seed Strategies"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

In your learning journal, list the elements of dance and a description of each element. Then complete the following in your learning journal:

- Integrating dance, design a learning task aligned to learning objectives in math.
- Integrating dance, design a learning task aligned to learning objectives in language arts or literature.



- Integrating dance, design a learning task aligned to learning objectives in science.
- Integrating dance, design a learning task aligned to learning objectives in social studies.

Music Education

This section covers topics relating to the integration of music education content. This information will assist you in effectively incorporating relevant concepts, resources, and lesson designs specific to music education.

Music and Development

In this topic, you will explore the connections between music and research in neuroscience and cognitive psychology. Teachers who are able to identify these connections will be better able to create learning segments and learning tasks that support the learning and development of children. Consider how you can apply what you know about your students' personal, cultural, and community assets and their prior experiences that may influence their understanding of music.

Read: Contributions of Music

Read pages 303–310 of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. Based on your reading, identify three reasons to teach music.

Identify: Music Standards

Review the [Music standards](#) from the National Core Arts Standards.

Explore: Teaching Music

Read the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- [chapter 12](#)
- pages [337–345](#) in chapter 13

Identify two elements of music instruction from each of the following areas in the readings:

- Music Literacy: Content and Skills
- Aesthetic Learning Environment
- Literature as a Core Art Form
- Best Teaching Practices
- Instructional Design: Routines and Structures
- Differentiating for Diverse Needs
- Energizers and Warm-ups
- Music Elements and Concepts

Integrate: Music across the Curriculum

Read pages [319–320](#) and [345–355](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:



In your learning journal, list the elements of music and a description of each element. Then answer the following questions in your learning journal:

- Integrating music, design a learning task aligned to learning objectives in math.
- Integrating music, design a learning task aligned to learning objectives in language arts or literature.
- Integrating music, design a learning task aligned to learning objectives in science.
- Integrating music, design a learning task aligned to learning objectives in social studies.

Creativity and the Arts

The integration of the arts into core curriculum is important for fostering student expression and strengthening academic success. Providing students with opportunities to express themselves creatively is often an effective way to engage students in learning and to differentiate instruction for a variety of learners. In this section, you will study various ideas relating to creative expression and ways teachers should approach creativity within the learning environment. You will also practice accessing and utilizing appropriate materials and relevant resources for planning learning segments and designing learning tasks.

Creative Materials and Resources

It is essential for a teacher to know the developmental level of each student in the classroom. It is equally important to understand that choosing developmentally appropriate materials and supporting resources is also vital to the success of students. This section provides guidance for these concepts.

Create: Technology in the Arts

Consider how you could integrate a digital learning experience into a learning task for one of the art areas (i.e., visual art, music, dance, and drama). Draft a basic concept for using technology as part of your instruction, student activity or alternative assessment approach.

You may reference the following readings:

- Page 335 "Technology" of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Read the Tools for integrating the arts with technology section of: [Integrating the Art with Technology: Inspiring Creativity](#) article by National Center for Technology Innovation and Center for Implementing Technology in Education (CITEd)

Design: Learning Centers

Imagine a scenario in which you must teach a dance and movement lesson to a second-grade class. Design a learning center for the lesson that creates opportunities for independent exploration and creative learning for students. Consider the following questions as you design the center:

- What opportunities for learning content would the learning center provide?



- How does the learning task align to learning objectives in other curriculum areas?
- How would the learning center look?
- What age and developmentally appropriate components would you include?

Review: Components of a Creative Environment

Recognizing what makes an effective environment for fostering creativity and arts-based learning is an important step in helping the creative development of students. Consider how an effective creative learning environment would look in a classroom setting. In your learning journal, design a learning environment (whether a whole classroom or a dedicated area within a classroom) that includes creative components and supports creativity in regard to the arts (i.e., visual art, music, dance, and drama). You may wish to review the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers* to support your work on this activity:

- page 169 of [chapter 6 \("Integrating Visual Arts Throughout the Curriculum"\)](#)
- page 213 of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#)
- page 270 of [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 332 ("Building Block IV: Aesthetic Learning Environment" through "Quotes and Poems") of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#)

Read: Current Research

There are various learning and development theories that support child development and creative expression. It is important to understand how theories are useful in designing learning segments and learning tasks that teach these creative skills.

Read the Research Updates on the following pages:

- pages 2, 8, and 14 in [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#)
- page 56 in [chapter 3 \("Arts Integration Building Blocks"\)](#)
- pages 142 and 144 in [chapter 6 \("Integrating Visual Art Throughout the Curriculum"\)](#)
- page 202 in [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#)
- page 259 in [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 306 and 307 in [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#)

In your learning journal, list several ways that the research you have learned about will affect the way you plan learning tasks for students. During your teaching career, how will you stay up-to-date on research findings that would be important to know about when planning learning segments?

Review: Teaching Strategies

In your journal, consider what an instructional strategy is. Make a list of those you can easily name. Here is one web-based [Glossary of Instructional Strategies](#) for you to explore. Are the strategies listed **research-based** instructional strategies? A research-based strategy, technically, is any strategy that has been measured in some way qualitatively or quantitatively to be an effective method of instruction. When considering a strategy, conduct your own research



on the approach. Can you find data to support that it is an effective method? You will be able to find support for direct instruction, indirect instruction, cooperative learning, project based learning and many more. What criteria will you use to assess understanding using a particular strategy?

Here are examples of articles that highlight a few research based instructional strategies:

- [Marzano's \(Nine\) High-Yield Instructional Strategies](#)
- [What Works in Classroom Instruction](#)
- [Teaching Strategies](#)

As you review the following sections in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*, make a list in your learning journal of teaching strategies that you could use for a grade level you would like to teach:

- "Ready Reference 2.1: Characteristics of Artful Teachers" (p. 31) of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#)
- pages 50–52 ("Creative Planning and Teaching" through Ready Reference 2.8) of [chapter 2 \("Philosophy, Research, and Theories that Support Arts Integration"\)](#)
- pages 179–183 ("I. Energizers and Warm-Ups" through "Art Bags") of [chapter 7 \("Visual Arts Seed Strategies"\)](#)
- "Ready Reference 9.2: Sound Story Example: 'Stolen Tarts'" (p. 238) of [chapter 9 \("Drama and Storytelling Seed Strategies"\)](#)
- page 289 ("I. Energizers and Warm-Ups for Cooperation" through "Human Spider Web") of [chapter 11 \("Dance and Movement Seed Strategies"\)](#)
- page 338–344 ("I. Energizers and Warm-Ups for Cooperation" through "Music Response Options") of [chapter 13 \("Music Seed Strategies"\)](#)

Complete the following simulation:

- [Integrating Visual and Performing Arts at Afeni Davis Elementary](#)

Different approaches work better for students of different ages. In your learning journal, identify three teaching strategies that might be effective in teaching creative thought or expression to a 12-year-old student. How would you modify these strategies for a 5-year-old student?

Respond: Students' Art

You have read and reviewed information about student development in and through the arts. Consider how developmental levels apply to all arts areas. Summarize what you have learned in your learning journal.

Answer the following questions:

- What are the expected dancing abilities at age 2, as compared to age 7?
- How might a child's singing ability be different at age 7 than at age 2?
- How would a child's ability to act change from age 2 to age 7?



- What differences would you expect to see between students' artistic products and expressions at different levels?

After you have completed your summary, explain how you could appropriately respond to students' art at different levels as a teacher. What type of positive interactions with teachers and peers would encourage students to explore their creativity? What will you do to create a supportive learning environment where teachers and students all have a good rapport with one another?

Incorporate: Arts and History

Weaving is a good description of what occurs during content integration. As a teacher incorporates visual and performing arts with core content, many facets are intertwined.

Review the following pages in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

- pages 5–19 ("The Push for Arts Integration" through "Art Partnerships") of [chapter 1 \("Creating Meaning Through the Arts: Why? What? How?"\)](#)
- pages 66–77 ("Integrating Arts With Arts" through "Work Habits") of [chapter 3 \("Arts Integration Building Blocks"\)](#)

Imagine that you are asked to write a learning segment that integrates one of the arts areas with a topic from history. Based on what you have read, think of one strategy you could use to make such a connection. Design a short learning task that weaves together one arts area with content related to a historical event or other topic from history. Describe how this learning task is aligned to standards and can address the needs of a variety of learners. Think about how you will assess understanding and what evaluation criteria you will use to provide students with feedback.

The Arts and Exceptional Learners

It is vital to the learning and development of children that various needs and ability levels are recognized, supported, and accommodated. It is also helpful to understand the unique personal, cultural, and community assets that your students each bring to the learning environment and to integrate this knowledge into your planning so that you can engage the variety of learners in your classroom. This section covers approaches and strategies for addressing different types of learners represented in a given classroom.

Student Needs and Abilities

This topic addresses strategies for making the arts accessible to students. As a teacher, you will use these types of strategies and approaches for appropriately differentiating instruction to meet the needs of all students.

Review: Strategies for Arts Accessibility

Review the following pages in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*, which provide various strategies for supporting accessibility



in the arts and differentiating instruction:

- page 67–68 ("Building Block IV: Aesthetic Learning Environment" through "Student Contributions") of [chapter 3 \("Arts Integration Building Blocks"\)](#)
- pages 169–173 ("Building Block VIII: Differentiating for Diverse Needs" through "Websites") of [chapter 6 \("Integrating Visual Arts Throughout the Curriculum"\)](#)
- page 222 ("Building Block VIII: Differentiating for Diverse Needs" and "Ready Reference 8.9: Particular Ways to Differentiate Drama") of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#)
- page 282 ("Building Block VIII: Differentiating for Diverse Needs" through "Differentiation for Special Needs") of [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 332–333 ("Building Block VIII: Differentiating for Diverse Needs" through "Intermediate Grades") of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#)

Answer the following questions in your learning journal:

- What different strategies for making the arts more accessible to all students do you notice in the readings?
- What strategies for differentiating instruction in learning tasks are mentioned?
- What additional strategies have you encountered or learned about that could be used to make the arts accessible to all students?

Reflect: Addressing Student Needs

Focus on "[Ready Reference 1.4: Fourteen Unique Contributions of the Arts](#)" on page 11 in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:

Teachers will always need to consider student needs when designing learning segments and learning tasks. Think about qualities of a learning environment that support the artistic and creative expression of children with special learning needs. Answer the following questions in your learning journal.

- What types of materials and resources would be appropriate to support different student needs in the classroom environment?
- What type of language supports (scaffolds and strategies teachers provide to help learners understand and apply the concepts and language they need to learn within disciplines) can you provide for students that are struggling?
- What strategies might you recommend for supporting learners who are gifted and talented in dance, visual art, music, and drama?

Differentiate: Creative Environment

These sections address differentiation, diversity, and appropriate modifications of learning environments.

Read the following pages in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*:



- pages 169–173 ("Building Block VIII: Differentiating for Diverse Needs" through "Websites") of [chapter 6 \("Integrating Visual Arts Throughout the Curriculum"\)](#)
- page 223 ("Building Block VIII: Differentiating for Diverse Needs" and "Ready Reference 8.9: Particular Ways to Differentiate Drama") of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#)
- page 282 ("Building Block VIII: Differentiating for Diverse Needs" through "Differentiation for Special Needs") of [chapter 10 \("Integrating Dance and Creative Movement"\)](#)
- pages 332–333 ("Building Block VIII: Differentiating for Diverse Needs" through "Intermediate Grades") of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#)

List components of a creative learning environment in your journal. Identify three special student needs for which you would make modifications to the learning environment. Describe the potential modifications and explain why they would be effective.

Create: Accessible Art Activities

Create outlines for two learning tasks (one each in two of the different arts areas) that would provide appropriate accessibility to a student with specific needs. You may choose a child with specific physical, mental, emotional, or social needs. While developing these activities, look for opportunities to make appropriate accommodations for the student you have chosen.

Consider the following questions:

- What modifications to the learning task may be necessary?
- What materials would better assist the student in being successful with the learning task?
- Are there any resources that you may need to acquire prior to the activities?

List: Strategies for Meeting Student Needs

Develop a list of strategies that would be effective for helping students with varying needs and abilities to participate fully in a dance activity. You may want to refer to other sections of the textbook that you have read to add more information to your list.

Once you have developed the list, consider various student needs that may require accommodations (such as students with varying physical abilities, gifted students, or students with learning difficulties). Beside each strategy, write any accommodations that may be necessary for meeting student needs throughout the dance activity.

Outline: Addressing IEP Goals

In any classroom, there will more than likely be students that have Individual Education Plans (IEPs), which have various goals to be met.

Consider the following scenario:

- Timmy is in the third grade and is diagnosed with autism. Timmy, the teacher, and Timmy's parents agree on the following goals for social interaction in the classroom:



1. Timmy will acquire two new skills per quarter, including classroom manners and social etiquette, at a level of 75% accuracy.
2. Given visual and verbal prompts, Timmy will follow classroom rules and directives 85% of the time.

Design an outline for a learning task that supports the goals of Timmy's IEP. While developing this activity, acknowledge the needs of the student and identify any materials you may need or modifications you may have to make to the environment. In addition, consider whether the expected outcome of the activity is appropriate and attainable for Timmy. What evaluation criteria will you use to measure success and understanding?

Diversity, Culture, and the Arts

Influences of society have major impacts on the creative development of children. Students come to the elementary classroom with distinctive backgrounds and diverse life experiences that are assets to their own learning and to the overall learning environment in your classroom. Teachers are responsible for creating inclusive, accessible learning environments that support learning for all students. There are three types of assets:

- **Personal Assets:** Specific background information that students bring to the learning environment. Students bring interests, knowledge, everyday experiences, and family backgrounds that a teacher can draw upon to support learning.
- **Cultural Assets:** Cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, and art that a teacher can draw upon to support learning.
- **Community Assets:** Common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices that a teacher can draw upon to support learning.

This section addresses how these assets can impact teaching and learning in the classroom.

Society and the Arts

Many components affect the artistic development of children. This topic deals with society's roles in arts education and includes strategies for meeting the needs of a diverse student population.

Read: Influences on Artistic Development

While reading, notice the ways that family and communities may support the development of artistic talent in children. Ready Reference 1.4 on page 11 in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers* lists fourteen unique contributions of the arts. You may want to make note of this useful resource for future reference.

Research: Family Roles in Creative Expression

Read [Encouraging Your Child to be Creative Through Art](#).

Next, locate additional resources (websites, articles, etc.) that could further explain the role of family, cultural assets, and community assets in the creative expression of children.



In your learning journal, respond to the following questions:

- What role does family play in promoting creative expression?
- How does the community affect artistic development in children?
- What are some useful strategies for unifying diverse beliefs, abilities, and backgrounds?
- What other influences in children's lives may affect their artistic development (in both positive and negative ways)?

Consider: How would you share this information with parents and other family members to encourage them to take an active role in the creative expressions of students?

Analyze: Possible Bias

Bias can present itself in a number of ways. It could be based on beliefs, abilities, backgrounds, culture, gender, race, etc.

If possible, obtain an outline of arts curriculum from the school or district in which you plan to complete your demonstration teaching. It may be a general arts curriculum or a curriculum for an individual area (i.e., visual art, music, dance, or drama).

Review the curriculum and make note of any areas where prejudice, unfairness, favoritism, or other forms of bias may arise.

Reflect: Bias

Read [TC Field Experiences \(PCE and DT\): 2653 Mentor Evaluations of Professional Behaviors and Dispositions](#) in the Teacher Handbook.

It is important for a classroom teacher to be fair, sensitive to diversity, and aware of potential biases. Several aspects discussed in this section deal with these types of teacher attitudes and dispositions. Answer the following questions in your learning journal:

- Which components do you think might be associated with the idea of "bias"?
- What are some ways that bias and favoritism can be avoided?
- What might you need to do to ensure that you are exhibiting appropriate professional behaviors and dispositions?

Assessing Creative Expressions and Products

A key component of developing learning tasks and learning segments is the assessment. This topic will assist you in identifying and implementing developmentally appropriate assessments related to visual and performing arts. This section reviews tools, methods and strategies of assessment.

Read: Assessments for Visual Arts

Various tools, methods, and strategies for assessment are discussed in detail in the *San Diego County Office of Education Arts Assessment Resource Guide*, and throughout chapter 3 of *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.



Also, Building Block IX in the chapters throughout the textbook discuss assessment in each arts area.

As you review the following guide, and pages in your textbook, list the tools, methods, and strategies used for assessment in your learning journal.

- [San Diego County Office of Education Arts Assessment Resource Guide](#)
- pages 83–88 ("Building Block IX: Assessment for Learning") of [chapter 3 \("Arts Integration Building Blocks"\)](#)
- pages 173–174 ("Building Block IX: Assessment for Learning" through "Program Evaluation") of [chapter 6 \("Integrating Visual Arts Throughout the Curriculum"\)](#)

Think of a learning strategy that might be appropriate for a lesson designed to teach the following objective to sixth-grade students:

- The student demonstrates appropriate contour drawing skills and basic light, medium, and dark shading techniques with 80% accuracy.

Why would you choose a particular strategy over another for this grade level and objective? Consider appropriate assessment strategies for determining the outcome of this lesson. Describe the evaluation criteria you will use to assess understanding and describe how you will provide students with feedback. How could you use a rubric to assess this learning task?

Read: Assessments for Drama

Notice the approaches used to teach drama in this section. Describe the tools, methods, and strategies in your learning journal.

Read pages 222–223 ("Building Block IX: Assessment for Learning" through "Arts Program Evaluation") of [chapter 8 \("Integrating Drama Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Think of a learning tool that might be appropriate for a lesson designed to teach the following objective to third-grade students:

- The student writes, memorizes, and performs a skit about life as a Pilgrim, including three of the four necessary elements (i.e., plot, characters, setting, and dialogue).

Why you would choose a particular strategy over another for this grade level and objective? Consider appropriate assessment strategies for determining the outcome of this lesson.

Read: Assessments for Dance

Notice the various approaches that allow students to demonstrate knowledge and skills related to dance content. List these different assessment strategies in your learning journal.

Read pages 282–284 ("Building Block IX: Assessment for Learning" through "Portfolio Entries") of [chapter 10 \("Integrating Dance and Creative Movement"\)](#) in *Creating Meaning through*



Literature and the Arts: Arts Integration for Classroom Teachers.

Consider appropriate strategies to assess student achievement of the following learning objective for fourth-grade:

- The student works with a partner to create and perform a dance sequence with at least 10 movements.

Read: Assessments for Music

Notice the approaches used to teach music in this section. Describe the tools, methods, and strategies in your learning journal. What evaluation criteria will you use to assess the student?

Read pages 333–334 ("Building Block IX: Assessment for Learning" through "Program Evaluation") of [chapter 12 \("Integrating Music Throughout the Curriculum"\)](#) in *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*.

Think of a learning tool that might be appropriate for a lesson designed to teach the following objective to second-grade students:

- The student claps whole notes and half notes with 100% accuracy.

Why you would choose a particular strategy over another for this grade level and objective? Consider appropriate assessment strategies for determining the outcome of this lesson. What evaluation criteria will you use to assess the student?

Revise: Teaching Philosophy

Throughout your reading, there has been discussion of teacher attitudes and dispositions regarding the arts and teaching in general. If you have already started to create a Philosophy of Teaching Statement in a previous course, review that statement now. You may want to add to or modify the statement based upon what you have learned in this course. Consider the following questions:

- How has your attitude towards arts integration changed or developed?
- What have you learned or realized in relation to the importance of the arts in the development of children?
- How can you create a supportive learning environment in your classroom where students and teachers have a good rapport with one another?

Include a paragraph in your philosophy of teaching statement that addresses the integration of the visual and performing arts with academic content.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.