



Syllabus: Florida Campus

**EDA 276
Arts and Humanities and Practical Living/Vocational
in the Elementary Classroom
K-Gr 6**

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**Course Prerequisites-None
Course Co-requisite-None**

Text and Required Materials-Florida Elementary Education K-6 Music, Visual Arts, Physical Education, and Health and other articles and materials as assigned by the instructor.

Course Description-This course, Arts and Humanities and Practical Living/Vocational in the Elementary Classroom EDA 276 (K-Gr 6) will provide an overview of the content knowledge in the areas of arts and humanities and practical living/vocational that teacher need to have mastery in order to deliver the instruction and asses that content needed in the K-6 grades. Some of the content included in these areas are music, drama, visual arts, dance, safety, careers, and health. Candidates will be presented this content through the Florida Elementary Education K-6 Music, Visual Arts, Physical Education and Health and learn the methodology in these content areas for instructional design and assessment. In addition the candidates will see how the curriculum in this course fit into the bigger picture of the entire curriculum in an elementary school program.

Link to Department Mission & Theme	<i>Facilitators of student success:</i> This course prepares candidates to facilitate learning by fostering an understanding of the content knowledge in arts and humanities and practical living/vocational.
Link to Conceptual Framework	This course emphasizes the knowledge needed to facilitate students in understanding the content areas of the arts (visual, drama, dance, and music), practical living, and vocational. Within the Education Department's conceptual framework the declarative knowledge portion is where the candidates learn the subject matter necessary to be the facilitator of student success. The focus of this course is the content in the areas of curriculum assessed in the state of Kentucky which also align with national content standards in arts and humanities, practical living, and vocational.
Summary Standards Addressed in Course	Florida Accomplished Practice-4, 5, 6, 7, 8 Florida Elementary Competencies 60.27, 28, 29, 30, 31, 32, 33, 34, 35 English for Speakers of Other Languages Performance Standards-2 ESOL Competencies 47.4 Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose
Attention to Culturally Responsive Teaching	The arts and humanities, practical living, and vocational knowledge presents a wonderful opportunity in presenting a diverse and rich content that spans many and varied cultures. The candidates will have many opportunities to see how the arts, practical living, and vocational can be a door for understanding and appreciating the diversity in our world.
Attention to Technology Integration	
Professor's Use	In this course the professor uses the following technology: PowerPoint presentations & Elmo visual presenter used with lectures; Internet web sites for background research; Word processing for various documents
Candidate's Use	The course will utilize many aspects of technology to enhance and enrich instruction. Many aspects of the arts, practical living, and vocational can be explored via the web, power point presentations, and virtual field trips. The scope of technology is limitless in dealing with the content of the arts, practical living, and vocational.
Attention to Dispositional Development	The dispositions of the teacher education department will be woven into the fabric of each class and topic. From a focus of modeling a passion and enthusiasm for teaching to working together in collaborative efforts to deliver, explore, and analyze the content of the arts, practical living, and vocational, the candidate will be challenged to refine, define, and expand the quality of their dispositions.
Impact on Candidate Learning	This course is designed to teach candidates the critical content in the areas of the arts, practical living, and vocational. Assessment tasks are integrated within the instructional design to create an authentic context for measuring candidate achievement. The impact of this course is measured through the demonstration of content assessment tasks and performance tasks required for the course.
Attention to Multiple Instructional Methods	Instructional methods used in this course include, but are not limited to, the following: in-class collaborative group activities, small and large group discussions, lecture, video viewing, guest speakers, reflective seminars, service projects, field trips, and

individual observations.

COURSE OBJECTIVES:

<i>The candidate will:</i>	Specific type of knowledge developed	Link to NAEYC Standards	Link to Course Activities/Assignments	Link to Portfolio (possible evidence)
1-Examine and understand the different structures in the Arts, including music, dance, drama/theatre, visual arts	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
2-Understand and explore the purposes for creating the Arts, including music, dance, drama/theatre, visual arts	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
3-Understand and explore humanity in the Arts, including music, dance, drama/theatre, and visual arts	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
4-Explore and examine the processes in the Arts, including music, dance, drama/theatre, and visual arts	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
5-Demonstrate skills that promote individual well-being and healthy family relationships.	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
6-Evaluate consumer products and services and make effective consumer decisions	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
7-Demonstrate the skills to evaluate and use services and resources available in their community	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
8-Perform physical movement skills effectively in a variety of settings	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I

9-Demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
10-Demonstrate strategies for becoming and remaining mentally and emotionally healthy	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
11-Demonstrate knowledge and skills that promote physical activity and involvement in physical activity through lives	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
12-Use strategies for choosing and preparing for a career	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
13-Demonstrate skills and work habits that lead to success in future schooling and work.	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I
14-Demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into the world of work	Declarative	Standard 4-c	Tests, Collaborative Project Design, In-class Discussion, Research Project	Standard I

Course Objectives and Standards Addressed

1-Examine and understand the different structures in the Arts, including music, dance, drama/theatre, visual arts

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

2-Understand and explore the purposes for creating the Arts, including music, dance, drama/theatre, visual arts

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

3-Understand and explore humanity in the Arts, including music, dance, drama/theatre, and visual arts

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

4-Explore and examine the processes in the Arts, including music, dance, drama/theatre, and visual arts

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

5-Demonstrate skills that promote individual well-being and healthy family relationships.

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

6-Evaluate consumer products and services and make effective consumer decisions

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

7-Demonstrate the skills to evaluate and use services and resources available in their community

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

8-Perform physical movement skills effectively in a variety of settings

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

9-Demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

10-Demonstrate strategies for becoming and remaining mentally and emotionally healthy

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

11-Demonstrate knowledge and skills that promote physical activity and involvement in physical activity through lives

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

12-Use strategies for choosing and preparing for a career

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

13-Demonstrate skills and work habits that lead to success in future schooling and work.

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

14-Demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into the world of work

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

Instructional Strategies Used in this Course

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Collaborative Groups

Lecture

Video Clips

Course Topics

Music

Visual Arts

Dance

Drama

Health

Safety

Vocational

Careers

Wellness

Course Assignments

Music	Dance and Drama	Visual Arts	Health Education and Consumerism	Physical Education and Vocational
*Test-50 pts *Tune Ups 50 pts	*Test-50 pts *Step Ups 50 pts	*Test-50 pts *Sharpen Ups 50 pts	*Test-50 pts *Shape Ups 50 pts	*Test-50 pts *Crunch Ups 50 pts

Project-150 pts-M/D/D/VA	Project-150 pts-HE/C/PE/V
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Grading Scale

Grade	%Mastery	Points Earned
A	96-100	800-761
A-	93-95	760-737
B+	91-92	736-721
B	87-90	720-689
B-	85-86	688-673
C+	83-84	672-657
C	78-82	656-617
C-	76-77	616-601
D	70-75	600-560
F	below 70	below 560

Module I, II, III Collaborative Project (150 points)

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

A group of students from the class will form a collaborative team to create a presentation to perform for the class. This presentation will contain the elements of music, dance, drama, and visual arts. Each group will identify a topic/theme/content area that the group agrees on as a hook to build the presentation around. The presentation will be part of an enrichment experience for elementary age students at a grade level that you specify.

The project will be completed in **Phases** throughout the first 3 weeks of the class. Each group will present their project to the class on the third night of class.

Phase I-Agreement on a theme/topic/content area

An outline of responsibilities for each member of the team

Phase II-Rough Draft of the performance including music, drama, dance and visual arts

A list of materials needed for the performance

Phase III-Final Draft of the performance

*actual script of the performance

*assessment/evaluation/study guide for the students

Phase IV-A 2 page reflection paper on the success of the project

(each individual student in the group does this reflection)

Tune-Ups-50 total points

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

25 points-attend a musical event

25 points-watch a musical (live or DVD)

Step-Ups-50 total points

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

25 points-attend an event that involves dance and/or drama

25points-watch a movie that has won an Oscar for best picture

Sharpen-Ups-50 total points

FEAP-4, 5, 6, 7, 8

NAEYC-4-c

FEC-27, 28, 29, 30, 31

ESOL P-2

25-points-visit an art museum through a virtual tour

25-points-visit an art museum

Module IV and V Individual Project (150 points)

FEAP-4, 5, 6, 7

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

Each student will design a Health Day for an elementary school including:

Speakers, Stations of interest, Title/Theme for the Day, Schedule,

Written assessments for students, teachers, and presenters
The Health Day will be assembled in a packet format so this packet could be used the day of the Health Day for presenters, teachers, and other support staff working the event.

The Health Day from each group will be presented on the last night of class for Module IV and V.

Shape-Ups-50 total points (select two of three)

FEAP-4, 5, 6, 7

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

25 points-interview an elementary teacher to see how health education is taught in his/her classroom

25 points-explore a web site that would help you teach a unit on the systems of the body

25 points-locate, read, and do an analysis of an elementary school's program for sex education

Crunch-Ups-50 total points (select two of the four)

FEAP-4, 5, 6, 7

NAEYC-4-c

FEC-32, 33, 34, 35

ESOL P-2

25-points-observe a field day at a local elementary school or interview a coordinator of a field day at a local elementary school

25-points-observe an event that involves the components of this module

25-points-keep a log of your own physical activity for 2 weeks of this module

25-points-construct a career web that you could use with a group of students in an elementary classroom

Attendance Policy

This course requires in-class and out-of-class time to complete the assignments.

Attendance is very important in this class and will be assessed consistently.

Students are expected to attend class consistently.

Position on Academic Integrity

Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and - presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the Internet and will check these sources when there is legitimate suspicion.

Penalty is a "0" on the assignment. In cases where there is a major or continuous breach of trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity.

Course Schedule

Session I

Overview of Syllabus and Assignments

Music-Structure of Music

Humanity of Music

Purposes of Music

Processes of Music

Session II

Dance and Drama-Structure of Dance and Drama

Humanity of Dance and Drama

Purposes of Dance and Drama

Processes of Dance and Drama

Due-Take Home Test I-Music

Phase I and II of Collaborative Project (one per group)

Session III

Visual Arts-Structure of the Visual Arts

Humanity of the Visual Arts

Purposes of the Visual Arts

Processes of the Visual Arts

Due-Take Home Test II-Dance and Drama

Collaborative Project Presentations

Phase III of the Collaborative Project (one per group)

Session IV

Health Education and Consumerism

Due-Phase IV of the Collaborative Project (individual)

Take Home Test III-Visual Arts

Session V

Physical Education and Vocational

Due-Health Day Presentations

Take Home Test IV-Health Education and Consumerism

Post Session Week

Due-Take Home Test V-Physical Education and Vocational

Last opportunity to turn in any of the 10 “Ups”

ESOL Performance Standard Addressed	Related Course Objectives	Related Readings, Class Activities, and Assignments	Related Assessments
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Florida Elementary Education K-6 Music, Visual Arts, Physical Education and Health and other assigned readings, video clips, and websites	Tests, Collaboration Project, Health Fair Project