

Course Syllabus

Course Title: How to Integrate Art in Every Day Learning

Course Grader: Sophia Thwaites

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Grader Bio: Sophia Thwaites earned her Master’s degree in Education from Teacher’s College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

Course Description: Bringing art into the general classroom can make students better observers, thinkers, and doers in all their subjects. Presenter Nica Lalli helps educators discover routes to access art—through reproductions, the Internet, and museums—and for various purposes—to introduce diverse cultures and points-of-view; to enhance language arts, social studies, and math curricula; to animate the past and present; and to instigate creative writing and art-making. Participants will become adept at asking basic questions of art—from ‘how is it made?’ to ‘what does it say?’—which will help their students to improve observation, inference, and interpretation skills. The course features classroom footage of Lalli modeling the rewarding tasks of looking at art with students and engaging with them in hands-on projects that reinforce lessons.

Course Objective/Goals:

At the end of this course, educators will know:

- How to use art in the general education classroom to introduce diverse cultures and points-of-view
- How to use art in the general education classroom to develop and support other curricula
- How to use art to stimulate writing and other art
- How to conduct a productive and stress-free trip to an art museum

At the end of this course, educators will be able to apply the following skills:

- Discuss the essential components of art
- Engage in basic art-making
- Design and incorporate curriculum across subject areas that incorporate art



- Use art to introduce diverse cultures and points-of-view
- Use art to stimulate writing and other art
- Organize and execute productive visits to art museums

Course Outline:

Six Sections Students Will Be Focusing On:

1. Introduction to Art in the Classroom
2. The ABCs of Art
3. Art and Writing
4. Art and Community
5. Art and the Ancient World
6. Planning a Trip to the Art Museum

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	(6 points)	(9 points)	(12 points)	(15 points)



<p>Reflection questions</p>	<p><u>Quizzes:</u> 0-40% correct <u>(10 points)</u></p> <p><u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed</p>	<p><u>Quizzes:</u> 60% correct <u>(15 points)</u></p> <p><u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully</p>	<p><u>Quizzes:</u> 80% correct <u>(20 points)</u></p> <p><u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions</p>	<p><u>Quizzes:</u> 100% correct <u>(25 points)</u></p> <p><u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful</p>
<p>Midterm</p>	<p>(10 points)</p>	<p>(15 points)</p>	<p>(20 points)</p>	<p>(25 points)</p>
<p>Final</p>	<p>(20 points)</p>	<p>(25 points)</p>	<p>(30 points)</p>	<p>(35 points)</p>



	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan



	assessments—that the learner comprehends the course content	quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Introduction to Art in the Classroom
2. The ABCs of Art
3. Art and Writing
4. Art and Community
5. Art and the Ancient World
6. Planning a Trip to the Art Museum

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Burnafor, Gail E., Arnold Aprill, and Cynthia Weiss, Eds., *Renaissance in the Classroom: Arts Integration and Meaningful Learning*, New Jersey: Lawrence Erlbaum Associates, 2001.

Culham, Ruth and Amanda Wheeler, *Writing to Prompts in the Trait-Based Classroom*. New York: Scholastic, 2003.

Douglas, Katherine, and Diane B. Jaquith. *Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom*, New York: Teachers College Press, 2009.



Herz, Rebecca Shulman, *Looking at Art in the Classroom: Art Investigations from the Guggenheim Museum*, New York: Teachers College Press, 2010.

Mulcahey, Christine, *The Story in the Picture: Inquiry and Artmaking with Young Children*, New York: Teachers College Press, 2009.

Williams, Rick, and Julianne Newton, *Visual Communication: Integrating Media, Art, and Science*, New Jersey: Routledge, 2007.