D. Abbey Alter, MFA
Orr Auditorium Mezzanine, Monday/Wednesday
Russell Room 3, Fridays
Phone: 724.946.7270 (office)
724.533.3414 (home)
E-mail: alterdm@westminster.edu

Required Texts:
Art is Fundamental, Teaching the Elements and Principles of Art in Elementary School
Eileen S. Prince
Zephyr Press

Smart Moves, Why Learning is Not All in Your Head
Carla Hannaford, Ph.D.
Great Ocean Publishers, Inc.

Additional Materials:
Sketch book with paper able to handle watercolors, spiral bound the best.
Portable water color pallet with at least one small brush
Markers, sharpies are best: black with at least three other colors.
Folder or small portfolio.

Rational:
The use of the Arts in elementary Education has been proven to enhance the overall development of the total child. Application of Arts methodologies into non-Arts subject areas creates a richer and more enjoyable learning experience. This proven outcome can be easily adapted as a tool for Interdisciplinary education. These qualities make it a valuable area of study for the future teacher. However, before the methods can be implemented, the basic elements, principles and compositional rules of each Art form must be understood and the connections between them illuminated.

This course will use a Project Based Educational style to teach Music, Dance, Visual Arts and Theater. By using analytical deconstructions of the emersion experiences in these Art forms, students will discover and abstract the elements and principles intrinsic and common to all. Using this information, the students will devise teaching strategies to enhance the learning experience in other selected subject areas.
Course Objectives:

1) Identify, explain, analyze and implement Pennsylvania Academic Standards for the Arts and Humanities 9.1, 9.2, 9.3, 9.4 for grades 1 through 5.

2) Demonstrate competence in performing/manipulating the basic elements of Music, Dance, Visual Arts and Theater for grades 1 through 5 and know and use the principles and vocabulary within each art form.

3) Create and perform original works in each discipline.

4) Examine the historical role of the Arts as a part of the “human experience”.

5) Analyze the nature of creative problem solving in the Arts and transfer the mechanism of it to other subject areas.

6) Identify and analyze the elements that are fundamental to an aesthetic response and use this information to examine your own personal aesthetic response.

7) Examine the body/mind complex as the most sophisticated information gathering and processing instrument available and relate this information to early child development.

8) Examine the importance of context to the evaluation and creation of art works, it’s shaping of historical works and it’s role in understand culture.

9) Experience the intimate and personal connections established in the creation of art and define the areas that it influences beyond the specific art form. Deconstruct this and imagine the education outcomes created/destroyed by it’s removal/absence/inclusion in early childhood development.

Student Evaluation:

Student performance in this course will be based on the following breakdown of a 455 point total.

Performance Pieces. Students will create and perform 2 original pieces: a piece of choreography and a musical composition. (80 points)

Project Based Arts Experience. Topic to be assigned at a later date. Students will use a project-based methodology to examine the relationship of Art to other subject areas and utilize the learning opportunities the arts provide to the other subject areas. Students will create an original performance piece built around specific learning objectives, create lesson plans to accompany the piece and perform the piece in front of an audience. An evaluation of the performance experience from an educational and personal perspective will be submitted with the lesson plans. (125 points)

Art Reviews/Critiques. Students will attend 4 events, one in each of the following disciplines; Visual Arts, Dance, Theater and Music and write a review of each. (80 points)
Assessment. Three quizzes of 40 points each covering assigned readings. (120 points)

Critique of current literature on the topics of Arts Based Learning, Neural Plasticity, Multi-Model Education. Student will read, evaluate and critique and submit a one page summery of 10 articles (50 points)

Attendance and Participation. (5 points) will be deducted for every unexcused absence.

Grading Criteria:
Based on the above 455 point breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>423 – 455</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>410 – 422</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>391 – 409</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>382 – 390</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>364 – 381</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>346 – 363</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>337 – 345</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>319 – 336</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>300 – 318</td>
<td>66%</td>
</tr>
<tr>
<td>D-</td>
<td>273 – 299</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>below 272</td>
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</tr>
</tbody>
</table>

Expectations:
1) Professionalism. Be on time. Be there. Each absence will reduce your grade by 5 points
2) Integrity in you assignments. All assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class. Late assignments will not be accepted. Quizzes may be made up if the instructor has been notifies in advance and documentation of the reason submitted. It will be the students responsibility to contact the instructor to make arrangements.
3) Plagiarism or turning in the work of others will result in meeting with the department chair of your selected major to determine your continuing status as a student in that department.

Disability Policy:

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructor at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities should also inform the Disabilities Coordinator in the Career Development Center, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student's classes and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be the discretion of the College.
FALL 2017 MUSIC 185 ASSIGNMENTS:

Week 1:  
Monday August 28 – Friday September 1  
Mon. Aug 28  
Course overview. Intake quiz  
Weds Aug 31  
Wear clothes you can move in  
Read Smart Moves (SM) chapters 1& 2: Intro & Neural Net  
Friday Sept 1  
Meet in Russell Room 3. Art as a group activity.

Week 2:  
Monday September 4 – Friday September 8  
Mon Sept. 1.  
Read SM chapters 3 & 11: Senses, & Vestibular  
Weds. Sept 3.  
Movement...Developmental Movement  
Fri. Sept. 5.  
Read AF First year & Second Year - Unit 1: COLOR

Week 3:  
Monday September 11 - Friday September 15  
Mon. Sept. 11  
Read SM chapters 4 & 12: Emotions & Stress  
Weds. Sept 10.  
Movement...Group Movement  
Fri. Sept 12.  
Read AF First & Second Year. Unit 2 : VALUE

Week 4:  
Monday September 18 – Friday September 22  
Mon Sept. 15  
Read SM chapter 5: Making Connections...Rhythm circle  
Weds. Sept 17.  
Developmental Movement  
Fri. Sept 19.  
Read AF First & Second Year Unit 3: TEXTURE

Week 5:  
Monday September 25 – Friday September 29  
Mon Sept 22  
Read SM chapter 6: Movement...Rhythm circle  
Weds. Sept 24.  
Movement and Rhythm  
Fri. Sept 26  
Read AF First and Second Year Unit 4: SHAPE

Week 6:  
Monday October 2 – Friday October 6  
Mon Sept 29  
QUIZ # 1; SMART MOVES chapters 1 – 6, 11,12  
Weds. Oct 1  
Movement...Elements of  
Fri. Oct 3  
Read AF First and Second Year Unit 5: LINE

Week 7:  
Monday October 9 – Friday October 13  
Mon Oct. 6  
Music Elements: Rhythm, Melody, Expressive Qualities.  
Movement and Music....making connections/Rhythm  
Friday Oct 10  
Read AF First and Second Year Unit 6: FORM

Week 8:  
Monday October 16 – Friday October 20  
Mon. Oct 16  
Music Elements: Harmony, Form  
Weds Oct 18  
Movement and Music...making connections/Form  
Friday Oct 20  
First set of 5 Articles DUE. Be prepared to discuss

MID-TERM BREAK  October 21 - 24
Review Format

Each review must contain the following basic information:
- What was the event. Include title of event/performance, producer or sponsor.
- Where was it located. Describe the venue.
- When was the event. Include the dates of all public performances and the date that you specifically attended. Attach ticket stub or program.

Body of the Review:
- Short description...plot, gallery notes/artists description, program order/selection. Enough to give a reader a sense of WHAT you attended.
- Historical context if needed. If you know NOTHING about the event....some research is required so that your comments have relevance to the event you are reviewing. For example, if you don't know who Bach is or in what era he created his works, you must do some research.
- If the work is not contemporary, comment on the execution of a historical/classical work presented in a different time period. How do the performers handle the material? Do they understand it? Do they present it so that you understand it? How relevant is it to modern times? Is it “dated”?
- If you know nothing about the art form or the program, say that. Being a novice is not negative. The novice gives a different view/review that is very helpful to people creating art.
- Impressions. What are your impressions? How did the work make you feel? Did you learn something? Did it change the way you look at things? Did it present and idea/opinion that you never considered? Were you moved?
- Negatives. What could have been done better? Was the piece executed with professionalism? What were the limitations of the venue? Could they be worked with?
- Your review must cover the above mentioned areas, but is not limited to that. Say what you want to say, include anything that is meaningful or relevant to you.

Grading will be based on the following point breakdown: out of 20 possible points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/20</td>
<td>Language. Proper use of grammar, writing mechanics and spelling.</td>
</tr>
<tr>
<td>12/20</td>
<td>What you say about it. See “body of the Review” above.</td>
</tr>
<tr>
<td>2/20</td>
<td>Attendance proof....ticket stub, program.</td>
</tr>
<tr>
<td>2/20</td>
<td>Basic Information</td>
</tr>
</tbody>
</table>

All reviews will be due one week after you attend the event.