

Creative Curriculum Design/Development and the Language of Standards

Community Arts Partnership, CalArts, Summer 2014, Syllabus

Instructor

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Office Location

Class Time

Tue/Wed/Thurs

May 20 – June 20, 2014

Office Hours



21 st Century Thinking and Learning Skills

*"Texts are only representations
but people process images as reality."*

Media Education Lab website:

<http://mediaeducationlab.com/>

Course Description

Students in this course will develop and design their own curriculum based on in-depth research of curriculum design and development. Students will learn standards-based lesson planning, will understand how to apply the Visual and Performing Arts Standards and the Common Core State Standards, understand 21st Century Learning Skills, and learn how to develop lesson plans that utilize arts integration—all fundamental skills necessary to teach in a K-12 school environment. (Catalogue description)

Course Goals

Upon completion of this course students will...

- 1 Demonstrate knowledge of curriculum design and development;
2. Appreciate content and common core standards as supports for building meaningful and accountable lesson plans;

3. Implement theory based on 21st Century Learning Skills to construct intentional classroom curricula through integrated arts education;
4. Develop a curriculum design to reflect collaborative arts integration within STEM disciplines and language arts to foster visual literacy and text interpretation;
5. Realize the effects of meaningful curriculum planning as a professional goal and a reflective tool that supports authentic art educational practice.

Required Readings:

Schon, Donald: "Philosophy of Design and Design Education", 2001;
 Slattery, Patrick: "Blurring Art and Science", 2002;
 Winslow, Leon Loyal: *The Integrated School Art Program*, 1938, excerpts;
 Walker, Sydney: *Teaching Meaning in Artmaking*, 2001, excerpts;
 Walker, Decker, & Soltis, Jonas: *Curriculum and Aims*, 2009, excerpts;
 Other sources of readings include websites and internet source material exploring and defining theories related to multiculturalism and art.

Website Research:

- The California Arts Project: <http://csmp.ucop.edu/tcap>
- California Visual and Performing Arts Standards: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>
- California Common Core State Standards: <http://www.cde.ca.gov/be/st/ss/documents/finaelacccsstandards.pdf>
- Understanding by Design framework: http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- UbD Template: <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>
- National Coalition for Core Art Standards: <http://nccas.wikispaces.com/>

Tentative Course Assignments and Grading Policy

Classroom Presentation on Selected Topic (G)	15%
What are standards and what do they mean for curriculum design? (G)	20%
Arts Integration Lesson Planning – Blog/Virtual Culminating Project	30%
Reflective Research Paper	20%
Overall Class Participation and Summary on Assigned Readings	15%

Grade Scale:	95 -100 = A	80 - 84 = B	65 – 69 = D
	90- 94 = A-	75 - 79 = C	54 – 64 = D-
	85- 89 =13	70 - 74 = C	0 – 53 = F

A = Excellent B = Good C = Average D = Poor F = Fail

Absences: Aim to be present and engaged in your learning process. Unexcused absences will have a decisive impact upon grades received in this course. **Two such absences will result in a one letter grade reduction** from your final grade. A third absence will further reduce the course grade by another letter.

Tardies: Be on time for class meetings as a respectful gesture to your classmates, your instructor, and your professional development. Excessive tardiness may impact your overall grade and accomplishments over the duration of the course.

Tentative Course Assignments:

Classroom Presentation on Selected Topic – Group Presentation (G)

Students work in collaborative groups to research and present material to the class based on curriculum design theory and formation. Presentations can include informative Power Points – but the emphasis on the content of the PPT should be on images not words. Students must also engage the class in an interactive component to the presentation that illustrates how the frameworks being presented could be used in constructing engaging curriculum for teaching and learning.

Arts Integration Lesson Planning – Blog/Virtual Culminating Project

Students devise three (3) lesson plans that integrate an arts component into the following discipline subject areas: math, science, language arts, social studies/civics, or history. Lesson plans reflect a strong emphasis on deep thinking and creative design that promote 21st Century Learning Skills while responding to and including specifically selected State and Common Core Standards. The culminating process of this assignment results in a blog or virtual environment that includes lesson plans, images, video demonstrations, and other source material that assists viewer engagement and appreciation. Meaningful student engagement and collaborative teaching arrangements should be included and emphasized within the culminating project.

What are standards and what do they mean for curriculum design? (G)

The focus of this assignment relates to State Standards and Common Core Standards and how they impact and support curriculum design and implementation. Students work in collaborative groups to address various grade levels that represent anticipated learning requirements, benchmarks, and expectations for teaching and learning. Each group selects a different grade level to examine and creates a visual representation with examples for classroom practice through arts integrated lessons that carefully reflect the content of the leveled standards chosen.

Reflective Research Paper – 5-7 Pages

Students write a reflective research paper based on course readings and independent research revealing knowledge of curriculum planning and implementation for contemporary arts integration classroom practice. Students may choose to develop a reflection based on a particular curriculum philosophy and build resource research that supports a personal philosophy of curriculum design and planning. In your written reflection, you must include reference citations from reputable sources. (APA Format required – Consult the Purdue Online Writing Lab – OWL - for assistance in writing your citations, <https://owl.english.purdue.edu/>)

Summary of Assigned Readings

The readings you encounter in this course may be unfamiliar and provide a challenging learning encounter. Please read texts carefully and plan on reading articles/texts more than once to fully comprehend and be able to discuss ideas and concepts presented in the readings during our class meetings. Consider stages of reading: 1. a quick read to become familiar with the tone of the reading assigned; 2. a deep read where you search for intent/meaning and analysis.

Consider these pointers for the Analytic approach to reading assignments:

- What major claims does the reading support/promote?
- What evidence is given to support these claims?
- What explicit (openly stated) assumptions support the reading?
- What implicit (unstated) assumptions support the reading?
- Does the author sufficiently support his/her claims in the reading?
- What evidence might lie in opposition to the author's claims?
- How can the claims be applied to arts practice? Should they be applied?
- How would you assess the reading?

You will be expected to use critical thinking skills and writing skills that reflect the professional nature of your position in university. The following attributes will be considered in grading your written reflections:

- Quality and content of written submission;
- Tone/manner of writing;
- Grammar and mechanics;
- Supported writing with appropriate citations;
- Plagiarism.

Written reflections based on assigned readings will be submitted for credit via Online through the Turnitin submission platform. Specifics/rubric to be discussed in class.