



**University of La Verne
COURSE SYLLABUS**

**Instructor: Michael Mastagni,
M.A., Education Administration;
Certificate, Chinese
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**Main Campus Office Hours:
Tuesdays, Thursdays
one hour prior to class and one hour after
class
in Office of Liberal Studies, D Street**

Course Number: EDU349

Course Title: *Visual and Performing Arts for the Elementary School Teacher* (4 units)

Textbook: Creativity for Young Children, (8th Edition) by Mayefsky, Mary

Course Description:

This course is to provide the student with an overview of the visual and performing arts curriculum mandated through the California Department of Education for all students K-12. The main objective of this course is to explore the importance of the creative arts in society and their effectiveness in teaching.

Course Objectives:

- 1) This course is designed to prepare students to take the Visual and Performing Arts (Theatre, Art, Music) section of Domain III on the CSET.
- 2) To develop students' abilities to critically experience, respond to, analyze, and evaluate dance, music, theatre, and visual art in the classroom.
- 3) To introduce pre-service elementary school teachers to the methods of integration of the Visual and Performing Arts (Theatre, Art, Music) into standard core curriculum (Language Arts, Math, Science, Social Studies).

Course Requirements:

20%- five quizzes

20%- attendance and participation

50%- course assignments and projects

10%- reading selections

Course Assignments: (50 points)

Visit to a local museum and attendance at a performance.

Students will attend an exhibit and attend a performance during the course of the course. The performance can include a student performance in lieu of a professional performance. The performance must be a minimum of one hour in length. The museum visit may include the Getty, the Norton Simon, the Museum of Contemporary Art. For the exhibit or performance, write a one page summary of the experience and **how it relates to the elementary or secondary student.**

Lesson Plans. (30 points)

Students must submit **three lesson plans** (one in visual arts, one in theatre or dance, one in music). Each lesson plan must show an integration of one core subject (math, science or language arts) into the unit.

Quick Writes. (5 points)

There will be between **three to five quick writes** based on lecture or discussion throughout the course which will constitute part of the participation grade that week. No quick write will exceed one page in length, and they will be written during class time.

Presentation (Final Exam). (5 points)

One the last day of class, students will present **one** of their three lesson plans from their notebook. Bring copies of that plan for each member of the class in attendance. Do not exceed 15 minutes in length (This is a **condensed** presentation of the material--it usually reflects the "hook" or introduction to the lesson).

Notebook. (10 points)

The notebook will be turned in at the final class session. It will include the three lesson plans, the museum visit, the performance attendance review and any material the student finds germane to include to support his/her contributions. The professor will distribute all graded quizzes, quick writes, etc. to be included in the notebook.

Course Requirements:

Students must come to class on time. **Three absences will constitute a drop from the class.** For any absence, contact the professor in advance.

Students are expected to complete all assignments on time. No late assignments will be accepted without previous arrangement with the professor.

An atmosphere of academic honesty and integrity will be in evidence.

The grading policy outlined in the ULV Catalog will be followed:

- A- evidences insightful mastery of the subject matter and exceptional quality in written and oral communications
- B- evidences professional competence in the subject matter
- C- results from completing course assignments and requirements with minimally acceptable proficiency.

Any student not meeting the criteria for a C grade will fail the course..

(Please note that you **WILL NOT** normally be granted an extension of time to complete the work.)

Incomplete grades (INC) are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause, and only with a formal written petition (available from the registrar) from the student to the professor which is approved before the end of the term.

In progress grades (IP) are reserved for those directed studies, independent studies, field work courses, senior projects and graduate culminating activities where the contract at the time of registration specifies a date of completion which is beyond the end of the term of registration. A **withdrawal (W)** may only be granted **during the first 60% of the term.**

A grade change may only be granted **(a) within four weeks** after the original grade was issued; and **(b) if the original grade was posted in error** at the time it was issued; and **(c) the revised grade is officially reported by the instructor to the registrar.**

Competence will be demonstrated through activities such as: participation, exams, individual projects, and writing assignments.

**The ULV writing standards rubric is explained at
<http://faculty.ulv.edu/~barteltj/WritingStandards.htm>**

Attendance is mandatory. There is no making up of missing time.

ACADEMIC HONESTY: University policy is as follows:

- All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a “quotation” format. Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
- Academic dishonesty will result in appropriate disciplinary action, which may involve additional and/or revised work, refusal of course credit, probation, suspension, or expulsion from the program.

THE MISSION STATEMENT OF THE UNIVERSITY

(A paraphrase)

Values Orientation

Community and Diversity

Lifelong Learning

Community Service

How to handle problems or complaints?

As problems arise, contact the professor individually through emails or make an appointment to meet with Mr. Mastagni for a private conference in the liberal studies office. It is appropriate to discuss personal issues outside of the classroom with the professor in his office. Individual matters are exactly that.

The course is designed to follow ten components over the respective time frames of main campus and extension settings.

Component One:

Structure of the Arts

Component Two:

Integrating Visual Arts

Component Three:

Criticism/Evaluation of the Arts

Component Four:

Value of the Arts in Education

Component Five:

Integrating Dance Arts

Component Six:

Integrating Theatre Arts:

Component Seven:

Integrating Music

Component Eight:

Integration of all of the Arts

Component Nine:

Review of all components

Component Ten:

Final examination/Notebook submission

ADDENDUM A: Bibliography

ADDENDUM B: Course outline

MJM:mjm

Attachments (Bibl, Outline)

About the Instructor:

Michael Mastagni is lead faculty for fine arts for the University of La Verne, Office of Liberal Studies. Additionally, he is an evaluator for the College of Education and Professional Leadership at ULV. Three days of the week, he supervises student teachers in Orange County for another university. He has authored a course of study for the largest university in the world on creativity as well as assisted the California Department of Education in developing model curriculum standards for fine arts (studio, music, drama, movement). He is a juried abstract expressionist painter in addition to having a long history of musical comedy performances. He has been a classroom teacher (elementary, junior high, secondary, community college and university), counselor, administrator. Honors include the Kennedy Foundation award, All-American awards (Ohio State University) as well as Teacher of the Year for Kern County (2000).

Addendum B Outline of EDU 349

Component One: Structure of the Arts

- Nature of creative expression
- Common elements among the four art disciplines
- Unique qualities of dance, music, theatre and visual art

Component Two: Integrating Visual Art

Elements of visual design

- Line
- Shape
- Color
- Form
- Texture

Principles of visual design

- Balance
- Continuity
- Emphasis
- Media and the arts
- Looking at art
- Learning about art through seeing, thinking, imagining, reading, doing

Production of art

- Media
- Style
- Technique

Process and product

- Drawing
- Painting
- Printmaking
- Sculpture

Architecture

Component Three:

Integrating Visual Arts

Evaluation of visual design

- Exhibitions
- Critiques
- Reviews

Visual symbols and international language

- Multiculturalism and art
- Locating visual art learning materials and resources

Component Four:

Value of the Arts in Education.

Aesthetic value

Utilitarian value

Cognitive value

- Critical thinking
- The role of memory

Affective value

- Motivation
- Special needs
- Cooperative learning
- Socialization

Psycho-motor value

- Spatial-temporal
- Kinesthetic awareness

The role of actual experience

- Creative experience
- Re-creative experience

Component Five:

Integrating Dance

An introduction to various folk dances around the world

- The Americas
- Europe and Asia
- The Pacific Rim and Oceania
- Others

Creative movement

- The role of creativity
- Structural improvisation

Children's rhythms

- Tempo, pace, and speed
- Accents and rhythms
- Movement with accompaniment

Locating materials and resources for dance learning

Component Six:

Integrating Music

Singing as a means of learning and expression

Utilitarian selection of songs

- Aesthetic value
- Enhanced value
- Multicultural enrichment

Using instruments in expressive ways

- Creating sound pieces
Adding expressiveness to poetry and stories

Musical listening activities

- Artistic learning
- Critical thinking

Creative experiences

- Divergent thinking
- Problem solving
- Locating materials for music learning

Component Seven:

Integrating Theatre

Creative Drama

- An art, a socializing activity, and a way of learning
- Play and the values in creative playing
- Definitions/terminology

Drama as a teaching tool

Drama as a learning medium

- Techniques in drama and theatre education
- Artists/arts specialists in the schools
- Children's theatre
- Production values
- Dramatic activities
- Movement, rhythms, and dramatic play
- Improvisation/pantomime/play
- Puppets/masks
- Writing/performing plays from simple stories
- Speech-related activities in:

Storytelling

Choral speaking

Oral interpretation

Creative drama in alternative spaces

- a. Libraries
- b. Museums
- c. Parks
- d. Churches
- e. Other locations

Locating materials and resources for theatre learning

Component Eight:

Integration of the Arts

- *Communication through the arts*
- *Evaluation of integrated arts experiences*
- *Presentation of interdisciplinary projects*
- *Awareness of arts community resources*
- *Assessment of student products and performances*

Component Nine:

Review of all components including assessment tools

Component Ten:

Performance and presentation of student materials