Welcome to Creative Arts in Elementary Classrooms!
Creative Arts is an introduction to Visual Arts and Arts Integration as powerful pathways to learning for all students. This intensive workshop course is concentrated into two four-day weeks that build sequentially to explore the practice and role of arts education and arts integration in K-6 classrooms. Focusing on visual and literary arts, we will discover how art and visual literacy can help students learn across the curriculum, creating lively, equitable learning communities in culturally and linguistically diverse classrooms.

Week 1 is an exploration of Visual Art as a discipline and a vital partner in academic learning. Direct experience, observation, sensory learning and interaction with the world around us model visual literacy and foundation skills that can transfer across the curriculum. Hands-on engagement with art materials, works of art, children’s illustrated books and book making, art museums and real-world environments will make visible how in-depth learning and inquiry can come alive through the practice of arts integration.

Week 2 leads us further into arts integration, critical thinking, and problem solving as we create interdisciplinary art and book arts projects that address social justice and environmental issues, modeling how K-6 students can engage in purposeful, in-depth learning across the curriculum. We’ll connect the visual arts to academic subjects through the design and planning of a simple interdisciplinary project that can guide your work with young students.

Through interactive “studio” art sessions and collaborative small group work and discussion, we will experience and think about making art and making learning visible in the K-6 classroom. Creative Arts in Elementary Classrooms encourages critical exploration, open-ended questions, imagination and surprise. Be ready to get messy, think deeply, and have fun!

Course Objectives: to develop new ways of seeing & thinking about the role and practice of the arts in education by...
- Engaging ourselves in hands-on art exploration and discussion of art education practices to understand how to engage children in meaningful learning IN, WITH and THROUGH visual and integrated arts
- Understanding the value of the arts to the whole child: cognitive, linguistic, emotional, social, cultural, and physical
- Understanding the arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration across the academic curriculum
- Exploring how the arts promote inclusive, equitable learning communities, and why arts advocacy is crucial to educational equity

STEP ED 219E:
CREATIVE ARTS in
ELEMENTARY CLASSROOMS

Leadership:
Susan Freeman (Instructor) – artsmind21@gmail.com
Lisel Murdock-Perriera (TA) – murdockl@stanford.edu
AUGUST 7 – 10 and AUGUST 14 – 17, 2017
M & W: 3:30–6:20 pm
Tu & Th: 3:30–5:50 pm
CERAS 300 (Except on Weds. 8/16 in CERAS 204)

“The arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed.” – Elliot Eisner
**Creative Arts Assignment Schedule**
There will be ONE assignment for the course, and it has TWO parts as posted below. The first part is an in-class arts integration project and presentation done in collaborative teams. The second part involves writing an individual reflection and analysis of the project the its implications for K-5 student learning and classroom teaching.

<table>
<thead>
<tr>
<th>DATE ASSIGNED</th>
<th>ASSIGNMENT</th>
<th>DATE DUE</th>
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<tbody>
<tr>
<td>Thursday, 8/10</td>
<td>Collaborative Integrated Art Project and Presentation</td>
<td>Thursday, 8/17</td>
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<tr>
<td>Thursday, 8/10</td>
<td>Individual Reflection &amp; Analysis of the Collaborative Art Project</td>
<td>Sunday, 8/20</td>
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All assignments must be completed by the due date unless prior arrangements have been made. Students will be asked to revise assignments that do meet the rubric criteria.

**COURSE READINGS** There is one required text for the course:


*Please purchase this inexpensive anthology online before the class meets on Monday, August 7. (Available new and used from Amazon, Barnes & Noble, and Teachers College Press. No eBook.)

*It is also available at Cubberley Library, call # LB 1591.S5 .U6 167 2010

Other readings posted in the syllabus are either short professional articles or 1-2 page overviews of important practices, instructional strategies, and ideas in art education and arts integration.

**Titles of course readings are posted in the right-hand column of the course calendar by the date for which they are due.** We will discuss these in class, and many of them reflect work we’ll be doing in class. It will help to get a head start before the course begins.

**The shorter readings can be downloaded as PDFs on the Creative Arts Canvas site “Readings” page.**

**Grading**

Assignment:
- In-class, collaborative Integrated Arts Project and Presentation = 30%
- Individual Integrated Arts Project Reflection & Analysis = 40%

**Attendance and quality of in-class participation** in small and whole group work = 30%

**An “A” grade on projects & written work is based on rubric scoring and a demonstration of the following:**

- a demonstrated understanding and ability to apply concepts, content, and practices central to this course
- strong depth of thinking, creative contributions, and relevance of your work to course discussion
- clear evidence, in written work and discussion, that you make connections between your own thinking and experiences in the class, arts education theory, and the implications for teaching & learning in and through the arts in elementary classrooms.

STEP ED 219e
Summer 2017
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Creativity belongs to the artist in each of us.
To create means to relate. The root meaning of the word art is 'to fit together' and we all do this every day….  
  – Corita Kent

**Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Ideas</th>
<th>Readings &amp; Media for in-class discussion</th>
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| Monday 8/7/17 | **Focus: Elements of Art – A language for learning**                      | Please read and annotate before August 7:  
  • Donahue & Stuart: Intro (pp.1-16)  
  and watch either (or both) of these videos:  
  • Elements of Art: Color, Space & Texture  
  • Examining the Stories Behind Art  
  To read and annotate for Tuesday, 8/8:  
  • Greene: “On Education & the Arts” (2 pp.)  
  • Donahue & Stuart, Ch. 2: How Does Art Connect to Social Justice?  
  Record your reflections in Wonder Book |
| 3:30-6:20     | • Art Cards & Welcome and introduction to the course  
  • Open discovery: Elements of Art Stations  
  • Small group reflection, deconstruction & discussion of today’s work, media and readings  
  • Syllabus review & Q&A                                                                 |                                                                                       |
| CERAS 300     | **Focus: Aesthetic Valuing – Meaning & Equity Through Art**               |                                                                                       |
| Tuesday 8/8/17| • Visual Thinking/Visual Literacy intro  
  • Van Gogh’s Bedroom: Ways of seeing works of art  
  • Small group discussion: VTS art prints & discussion  
  How do the arts encourage student voice & visibility, social justice & equity?  
  • Discovery: illustrated children’s books — a way in to art                                                                 | To read and annotate for Weds., 8/3:  
  • Eisner: 10 Lessons the Arts Teach (1 pg.)  
  • Karen daSilva: “Drawing on experience”  
  • “Visual Investigations Across Curriculum”  
  • Integrated Project Guidelines (course assignment) – please review  
  Record your reflections in Wonder Book |
| 3:30-5:50     |                                                                           |                                                                                       |
| CERAS 300     | **Focus: Coming to our senses: Art, observation & experiential learning**|                                                                                       |
| Wednesday 8/9/17| "Oh! Oranges!" – an inquiry cycle through art & language  
  • *Encountering an Orange* - close observation  
  • Frame poems: An ode to the orange  
  • Accordion books  
  • Small group discussion “Oranges!” discoveries & readings  
  • Preparing for the Arts Integration Projects: a quick overview                                                                 | To do for Thursday: Arts Ed Camp prep –  
  What issues or questions do you have about teaching art? Bring in a question for the Arts Ed Dialogue Thursday afternoon.  
  Record your reflections in Wonder Book |
| 3:30-6:20     |                                                                           |                                                                                       |
| CERAS 300     | **Focus: Multiple Literacies - Reading art to make meaning of the world & to connect with something bigger than ourselves** | Thursday: Class meets at the Anderson Collection across campus at 3:30!! |
| Thursday 8/10/17| • Gather at The Anderson Collection Modern Art Museum  
  • Museum Walkabout & Visual Thinking exploration (pairs)  
  • Small group dialog: Discuss your thoughts about the potential for learning, equity, and how engaging with art in a museum can connect kids with “something bigger than themselves.”  
  • Reminder: start planning your Arts Integration Projects!                                                                 |                                                                                       |
| 3:50-5:50     | * Please turn in Wonder Books today                                       |                                                                                       |
| at the Anderson Collection | To Read and annotate for Monday, 8/14:  
  • Kennedy Center: “What Is Arts Integration?”  
  • Donahue & Stuart, Ch.10: Keeping Reading & Writing Personal & Powerful  
  Do a QUICK SCAN of the following PDFs:  
  • Thinking Like an Artist (1 pg.)  
  • Studio Thinking Habits of Mind (1 pg.)  
  • Planning for Arts Integrated teaching (1 pg.)  
  Please bring a laptop or tablet for project research on Monday!                                                                 |                                                                                       |
**Professional Attendance and Participation**

The arts facilitate the growth of a community where creative ideas and opinions can be expressed and heard openly; where there is room to agree and disagree, and where collaboration is valued. In this spirit, we welcome you. Working in the arts, we see mistakes as opportunities to rethink and try again to resolve a particular challenge or problem, and we encourage you to engage and persist, stretch and grow!

We expect you to attend all classes, turn in all assignments, and be actively engaged and constructive participants in daily class discussion and activities. We respect the different backgrounds, knowledge and interests you bring to this class, and our shared goal is to develop a culture of mutual trust and respect. We maintain high expectations for your learning and performance, while trusting your good intentions and commitment to the teaching profession.

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**Monday 8/14/17**

**Focus: Designing an Arts Integration Project & Making Thinking Visible**
- Design Challenge: Creating collaborative arts integration projects that use visual art & picture books to teach
- Project research – children’s picture books & Internet
- Video: Eric Carle
- Creating Textured Papers for collage
- Discussion: Creating multiple literacies in the K-5 classroom – integrating visual art, Language Arts & content area learning

**Please bring a laptop, tablet or other Internet-capable device to use for research on your collaborative project this week.**

**To Read and annotate for Tuesday, 8/15**
- Donahue & Stuart, Ch. 4: Seeing Is Believing
- Arts & the Common Core (3 pp.)

**Tuesday 8/15/17**

**Focus: Continuing work on Arts Integration Projects**

**In Design Teams:**
- Continue working in teams on projects
- Planning for teaching in Arts Integration

**We’ll be moving downstairs to CERAS 204 after class. If you can, please stay and help us move the stuff. Thanks!**

**To review and annotate for Weds. 8/16/17:**

**Review for Tuesday:**

**Reflect on your experience in Wonder Books**

**We’re moving to CERAS 204 after class!**

**Wednesday 8/16/17**

**Focus: Completing Arts Integration Projects**

**In Design Teams:**
- Complete collaborative projects
- Planning for teaching in Arts Integration

**PLEASE MEET TODAY IN CERAS 204!!**

**To do for Thursday, August 13:**
- Complete your collaborative project & in-class presentation. Each collaborative group will present on Thursday.

**Reflect on your experience in Wonder Book**

**Thursday 8/17/17**

**Focus: Sharing and celebrating our work**
- Prepare classroom art gallery
- Gallery walk
- Project presentation check-in/prep
- Project presentations
- Celebrate!

**PLEASE MEET IN CERAS 300 TODAY and Bring something for Potluck!**

**DUE SUNDAY, August 20 at 5:00 pm:**
- Project reflection & analysis (online)

**PLEASE TURN IN TODAY:**
- Your Wonder Book
- Your team’s project presentation
Technology in the Classroom
Please bring laptops, iPads or tablets during the 2nd week of class for in-class research.

We appreciate your tech-savvyness and hope you will apply it to the inquiry research involved in the course project. However, at all times, we ask you NOT to use cell phones or devices of any kind for texting, email or social networking during class! Please give the course your professional best and stay focused. If you have an emergency and must use your phone for that, please step outside the room. Thanks.

Stanford University Honor Code
The focus of this course is on creativity and expression. Student work is expected to reflect original thinking and personal integrity. Please note the standards of Stanford's Honor Code, the University's expectations for academic integrity, establishing and maintaining the highest standards in academic work. When submitting written work, please respect copyrighted materials in print or online: plagiarism will not be tolerated. For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)

Please note: If you need support, resources, or accommodation to ensure your success in this course due to a disability of any kind, please contact the Student Disability Resource Center at 723-1066. We will work with you to ensure that you receive the support that you need in this course. Thanks!

"We are interested in education here, not in schooling. We are interested in openings, in unexplored possibilities, not in the predictable or the quantifiable, not in what is thought of as social control.
For us, education signifies an initiation into new ways of seeing, hearing, feeling, moving.
It signifies the nurture of a special kind of reflectiveness and expressiveness, a reaching out for meanings, a learning to learn."
– Maxine Greene (1917-2014)
Emerita Professor of Foundations of Education, Art History, Philosophy and Social Justice, Columbia University

“To conceive of students as artists who do their art in science, in the arts, or the humanities, is, after all, both a daunting and a profound aspiration. It may be that shifting the paradigm of education reform and teaching – from one modeled after the clocklike character of the assembly line into one that is closer to the studio or innovative science laboratory – might provide us with a vision that better suits the capacities and the futures of the students we teach.”
– Elliot Eisner (1933-2014)
Emeritus Professor of Art and Education, Stanford University