Welcome to Creative Arts in Elementary Classrooms!

Creative Arts is an introduction to Visual Arts and Arts Integration as powerful pathways to equity and access to learning for all students. This intensive, hands-on course is concentrated into two 4-day weeks that build sequentially to explore the practice of experiential arts education and arts-integrated, project-based learning in K-6 classrooms. We will discover how art and visual literacy support academic inquiry, critical thinking, and problem-solving, helping students build content comprehension and make connections across the curriculum. We will experience how to foster lively, equitable learning communities in culturally and linguistically diverse classrooms. Through interactive studio art sessions and collaborative small group work and discussion, Creative Arts in Elementary Classrooms encourages in-depth exploration, open-ended questions, imagination and surprise. Be ready to get engaged, think deeply, and have fun!

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 foundational skills that can transfer across the curriculum. Hands-on engagement with art materials, works of art, children’s illustrated books, art museums and real-world environments will make visible how inquiry and in-depth learning can come alive through the practice of arts integration.

Week 2 leads us further into arts integrated learning and design process. We stretch the limits of critical thinking and complex problem solving by creating art-centered interdisciplinary projects addressing social justice or environmental issues. We experience how children can engage in purposeful, in-depth learning across the curriculum as the visual arts connect to academic subjects through the design and planning of these collaborative projects to provide models for arts integrative teaching with elementary students.

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 and arts integration 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 and access to learning
**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 and its implications for K-5 student learning and classroom teaching.

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<tr>
<th>DATE ASSIGNED</th>
<th>ASSIGNMENT</th>
<th>DATE DUE</th>
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<tbody>
<tr>
<td>Tuesday, 8/6</td>
<td>Collaborative Integrated Art Project and Presentation</td>
<td>Thursday, 8/15</td>
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<tr>
<td>Thursday, 8/8</td>
<td>Individual Reflection and Evaluation of your project and work in the course</td>
<td>Monday, 8/19</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 not meet the rubric criteria.

**REQUIRED COURSE READINGS:**

We’ll be reading selections from one or two textbooks, as well as shorter articles. Please be prepared to reflect on and discuss each of these readings by the dates posted on the course calendar below.

A. **TEXTBOOK:** Donahue & Stuart. (2010) *Artiful Teaching: Integrating the Arts for Understanding Across the Curriculum K-8*

   *This title is available with a 20% discount from the publisher, Teachers College Press. Use the promo code TCP2019 to receive the 20% discount making the price $23.96 + tax. Artiful Teaching is also available on Amazon.*

   - *Artiful Teaching will be available for a 2-day loan at Cubberley Library.*

B. **BEFORE CLASS STARTS ON AUGUST 5, PLEASE READ and annotate the following PDF selections:**
   (On Creative Arts Canvas Website READINGS folder)

   - Silverstein & Layne. *What is arts integration?* (Kennedy Center)
   - Donahue & Stuart. *Artiful Teaching: Introduction*, pp.1-15 (PDF version will be available on Creative Arts Canvas READINGS if you haven’t purchased the textbook by August 5.)

   - And watch the video: *Arts Integration: Deepening understanding of core content*
     https://www.youtube.com/watch?v=IUsWCdu9Q_Q

Titles of course readings and media are posted in the right-hand column of the course calendar by the date for which they are due. Please come to class ready to discuss and possibly write about these readings!

**GRADING:**

- Assignments:
  - In-class, collaborative Integrated Arts Project and Presentation = 30% of course grade
  - Individual Integrated Arts Project Reflection & Analysis = 40% of course grade

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

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

- evidence of 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 content & discussion
- clear evidence, in written work and discussion, of significant connections between your own thinking and experience, arts education theory, and the implications for teaching & learning in and through the arts in elementary classrooms.
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

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<tr>
<th>Date</th>
<th>Key Ideas</th>
<th>Readings &amp; Media for in-class discussion</th>
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| **MON.** 8/5/19 3:00-5:45 CERAS 300 | Focus: Elements of Art – A language for learning  
• Welcome and introduction to the course  
• Open discovery: Elements of Art Stations – (30 min. each) Art center rotations to explore Color, Value, Texture, Line, Space/Perspective & Design – building blocks of visual art  
• Small group reflection & discussion of today’s work, media and pre-class readings  
• Syllabus review & Q&A  
*Remember to record your investigations in your Wonder Book!* | **BEFORE August 5:** Please read and annotate:  
• Silverstein & Layne: What Is Arts Integration?  
• Artful Teaching, Intro pp.1-15 [PDF]  
And WATCH THIS VIDEO:  
• Arts Integration: Deepening understanding of core content [5:42 min.] Two Rivers School [https://www.youtube.com/watch?v=UUsWcdu9Q_Q]  
**Read and annotate for Tuesday, 8/6:**  
• Greene: “On Education & the Arts” (3 pp.)  
• Artful Thinking Overview (2 pp.)  
• VIDEO: Examining The Stories Behind Art [https://www.teachingchannel.org/videos/teaching-young-students-art] [15:02] |
| **TUES.** 8/6/19 3:00-5:45 CERAS 300 | Focus: Visual Literacy: Access to Learning Through the Arts  
How do the arts encourage close reading and critical thinking, student voice & visibility, social justice & equity?  
• Visual Literacy & Visual Thinking Strategies (VTS)  
• The Stories We See in Art: Understanding art as visual text  
  • VTS art prints & 6 Qs  
• Small group discussion: linking readings, video & today’s lesson  
INTRO to Collaborative Integrated Arts Project & Book Discovery  
• Project Overview, Mentor Book selection, building the Collaborative Project Teams, start planning. | **Read and annotate for Weds., 8/8:**  
• Artful Teaching, Ch. 10: Keeping Reading & Writing Personal & Powerful pp.122-137  
• Karen daSilva: “Drawing on experience”  
• Eisner: 10 Lessons the Arts Teach (1 pg.)  
• Studio Thinking 8 Habits of Mind (1 pg.)  
• Review the Integrated Project Guidelines (course assignment)  
**WATCH VIDEO:** Art as Text: Bridging Literacy [https://www.youtube.com/watch?v=es1lwrdKxtQ]  
**Record reflections in your Wonder Book** |
| **WEDS.** 8/7/19 3:00-5:45 CERAS 300 | Focus: Coming to our senses: Art, observation & inquiry through experiential learning  
•“Oh! Oranges!” – a science-based inquiry cycle integrating art & literacy: close observation, art/science inquiry & writing  
• Small group discussion linking class discoveries & readings  
*Reminder for Thursday: Class meets at the Anderson Collection at 3:30!*  
• Bring any questions or concerns you have about arts integration and teaching art to our dialogue Thursday at The Anderson.  
*Record investigations in your Wonder Book* | **Read and annotate for Thursday, 8/8 for discussion following our museum visit:**  
• Visual Investigations Across Curriculum  
• The Arts & Equity in the Classroom (2 pp.)  
• Rothko-How to teach art to children  
• Preparing Children for Art Museums (2 pp.)  
**WATCH VIDEO:** Inquiry-Based Learning [4:16] [https://www.youtube.com/watch?v=OdYev6MXT0A]  
• Choose 2-3 Gallery Partners for tomorrow’s visit to the Anderson Collection. |
| **THURS.** 8/8/19 3:30-5:30 Anderson Collection 314 Lomita Dr. next to The Cantor Art Center | Focus: Multiple Literacies – Finding the stories in art; making meaning of the world & ourselves  
3:30-3:45: Gather at The Anderson Modern Art Collection  
3:45-5:00: Museum Walkabout & Visual Thinking exploration  
Gallery partners dialog: Discuss your thoughts about…  
• Finding the stories in art & the potential art has for learning, equity, and helping kids connect with cultures and community  
5:00-5:30: Snacks & Discussion–Making connections: abstract art & the possibilities for self-expression, equity & social justice  
• Start thinking about your collaborative project for Mon. 8/12!  
• Bring a laptop or tablet for project planning & research on Monday! | **Please turn in Wonder Books today**  
Read and annotate for Monday, 8/12:  
• Marshall: Transforming education thru Art…  
• Review: What Is Arts Integration [Kennedy Ctr.]  
• Kennedy Ctr: Visual Arts Inclusion Strategies  
**WATCH VIDEO:** Design Thinking [5:22] [https://www.youtube.com/watch?v=kfBa2AdjR84]  
**READ** the following PDFs for Monday’s planning:  
• Thinking Like an Artist (1 pg.)  
• Studio Thinking Habits of Mind (1 pg.)  
• Stanford Design Process (1 pg.)  
• Calif VAPA Standards Introduction |
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<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Class Title</th>
<th>Additional Information</th>
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<tr>
<td>Monday 8/12/19</td>
<td>3:00-5:45</td>
<td>CERAS 300</td>
<td><strong>Focus</strong>: Design Challenge - Create collaborative arts integration projects using visual art &amp; illustrated children’s books to teach&lt;br&gt; a. Project research – children’s picture books &amp; Internet REVIEW: • Thinking Like an Artist • Studio Thinking Habits of Mind • Studio Thinking Habits of Mind • Planning for arts integrated teaching&lt;br&gt; b. Intro to collage process – Video: Eric Carle&lt;br&gt; c. Creating Textured Papers for collage&lt;br&gt; d. Discussion: Creating multiple literacies in the K-5 classroom&lt;br&gt; Marshall: Transforming Education Through Art-Centered Integrated Learning – what possibilities do Marshall &amp; the Kennedy Center model of arts integration open up for teaching in K-5 classrooms?</td>
<td>Bring a laptop, tablet or phone to use for research on your collaborative project this week. To Read and annotate for Tuesday, 8/13&lt;br&gt; • Stevens: Impact of Arts Education on Students •&lt;br&gt; WATCH and annotate for Tues. 8/13: Arts Is the Root: Why Arts In Schools Matter [<a href="https://www.youtube.com/watch?v=CRkusFzVVAU&amp;feature=youtu.be">https://www.youtube.com/watch?v=CRkusFzVVAU&amp;feature=youtu.be</a>] [11:48]&lt;br&gt; Record investigations in your Wonder Book.</td>
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<tr>
<td>Tuesday 8/13/19</td>
<td>3:00-5:45</td>
<td>CERAS 300</td>
<td><strong>Focus</strong>: Continuing work on Arts Integration Projects&lt;br&gt; In Design Teams: • Continue working in teams on projects • Planning for teaching in Arts Integration&lt;br&gt; Discussion: Why Arts Advocacy?&lt;br&gt; <strong>We’ll be moving downstairs to CERAS 204 after class. If you can, please stay and help us move the stuff. Thanks!</strong></td>
<td>No readings or videos for 8/14. Just apply what you’ve been reading and watching! Continue working on your Collaborative Project Reflect on your class &amp; project experiences in your Wonder Book.</td>
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<td>Wednesday 8/14/19</td>
<td>3:00-5:00</td>
<td>CERAS 204</td>
<td><strong>Focus</strong>: Completing Arts Integration Projects&lt;br&gt; In Design Teams: • Complete collaborative projects • Planning for teaching in Arts Integration&lt;br&gt; <strong>We’ll be moving upstairs to CERAS 300 after class. If you can, please stay and help us move the stuff. Thanks!</strong></td>
<td>PLEASE MEET TODAY IN CERAS 204!! To do for Thursday, August 16: • Complete your collaborative project &amp; in-class presentation. Each collaborative group will present on Thursday. Reflect on your experience in Wonder Book WATCH and ENJOY! for THURS. 8/15: San Francisco School-Body music: <a href="https://www.youtube.com/watch?v=xLrhjfl&amp;list=RDdOwNqmdNE8&amp;index=11">https://www.youtube.com/watch?v=xLrhjfl&amp;list=RDdOwNqmdNE8&amp;index=11</a></td>
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<tr>
<td>Thursday 8/15/19</td>
<td>3:00-5:45</td>
<td>CERAS 300</td>
<td><strong>PLEASE MEET IN CERAS 300 TODAY</strong>&lt;br&gt; <strong>Focus</strong>: Sharing and celebrating our work&lt;br&gt; • Prepare classroom art gallery. Go through your portfolio &amp; select &amp; present samples of your work.&lt;br&gt; • Gallery walk &amp; friendly critiques&lt;br&gt; • Project presentations: check-in/prep&lt;br&gt; • Project presentations&lt;br&gt; • Closure&lt;br&gt; • Potluck! Celebrate!</td>
<td>As you enter class, enjoy... San Francisco School-Body music: <a href="https://www.youtube.com/watch?v=xLrhjfl">https://www.youtube.com/watch?v=xLrhjfl</a> Bring something for Potluck! <strong>DUE Monday, August 19 by 5:00 pm:</strong> • Your team’s project presentation • Your individual project reflection &amp; analysis (submit by email online) • Your Wonder Book</td>
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**Professional Attendance and Participation**<br>The arts facilitate the growth of a community where collaboration is valued and creative ideas and different perspectives can be expressed and heard openly and respectfully. In this spirit, we welcome you. Working in the arts, we see mistakes as opportunities to rethink and see new ways 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, constructive participants in daily class discussion and activities. We respect the different experiences, knowledge, and interests you bring to this class. 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.
Technology in the Classroom
Please bring laptops, iPads or tablets during the 2nd week of class for in-class research & project design. 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 to NOT use cell phones or devices of any kind for personal texting, email or social media 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 for that time. 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

Learning Support & Accommodations:  If you need support, resources, or accommodation to ensure your success in this course due to a disability or learning difference, please let Ira or Susan know or contact the Student Disability Resource Center at (650)723-1066. We will work with you to ensure that you receive the support you need in this course.

Stanford Anti-Discrimination and Sexual Harassment Policy
Stanford takes your safety and well-being seriously, and we strive to make the Creative Arts class a safe, non-judgmental and equitable space for all. If you experience discrimination, verbal or physical harassment or assault in class or anywhere on campus, please let Susan or Tasha – or any STEP staff or faculty – know how we can assist you. We are here to help. Resources on campus are available, offering confidential counseling, support, and services. 
For more information: https://harass.stanford.edu/help/resources