



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

**EDCI 3103 Art & Theatre in Elementary Classrooms
Department of Curriculum and Instruction**

Instructor Name: Mrs. Kim Garza Chbeir, M.A.	A&M-San Antonio email: kchbeir@tamusa.edu
Office Hours and Location: Mondays by appointment only Madla 254	Course Location & Time: Madla 254 & on specific dates @ the Auditorium Mondays 5:30pm-6:20pm or 7:00pm-7:50pm

REQUIRED TEXTBOOK:

- There are no required texts for the course. All readings and articles and links will be available on Blackboard or in class as assigned by instructor throughout the semester.
- Standards/competencies for [ART](#) and [THEATRE](#) EC-6
- [Kinder-5th grade TEKS](#)
- [National Core Art Standards](#) & [National Core Theatre Standards](#)

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs.
- 3 ring-binder for keeping course materials and handouts.
- Sketchbook & Pencil and/or Pens.
- Apron, cover-up t-shirt or change of clothes it may get messy
- Regular and reliable access to the internet and ability to print copies for class.
- Phone Camera/Digital Camera/Camera to document projects for portfolio.
- Optional Materials: gloves (disposable), costumes, props, drawing paper, drawing pencils, markers, and other art media.

COURSE DESCRIPTION:

The purpose of this course is to provide teacher candidates with the knowledge and skills necessary to teach art and theatre to early childhood and elementary students. Teacher candidates will learn to plan and engage students in integrated learning experiences in the classroom and special areas.

MAJOR COURSE COMPONENTS:

Aug 26th	Lecture: Art History + Introduction Laboratory: Art Media Experimentation Collaborative Research: Sketch Notes Document Standards Independant Study: Read, Reflection Sketch 1. Pre-Test: Elements & Principles
Sept 9th	Lecture: Art History + Elements of Art Laboratory: Shading a Foam Cup Independant Study: Read, Practice, Reflection Sketch 2. Self/Peer Critique Worksheet
Sept 16th	Lecture: Art History + Painting Intro Laboratory: Painting Experimentation Color Techniques Collaborative Research: Sketch Notes Document Elements of Art Independant Study: Read, Practice, Reflection Sketch
Sept 23th	Lecture: Art History + Principles of Design Laboratory: Implement Color Techniques Collaborative Research: Sketch Notes Document Principles of Design Independant Study: Read, Practice, Reflection Sketch 3. Color Wheel
Sept 30th	Lecture: Art History + Differentiation in the Art Room Laboratory: Lesson Plan by Grade Level Collaborative Research: Create Lesson Sample/Observations Independant Study: Read, Practice, Reflection Sketch
Oct 7th	Lecture: Art History + Copyright Laboratory: Lesson Plan by Grade Level Collaborative Research: Create Lesson Sample/Observations Independant Study: Read, Practice, Reflection Sketch 4. Collaborative Poster
Oct 14th	Lecture: Art History + Sculpture Laboratory: Art Media Experimentation Collaborative Research: Sketch Notes 3D Media Independant Study: Read, Practice, Reflection Sketch
Oct 21st	Lecture: Art History + Architecture Laboratory: Lesson Plan by Grade Level Collaborative Research: Create Lesson Sample/Share out Independant Study: Read, Practice, Reflection Sketch 5. 3D
Oct 28th	Lecture: Art History + Repurpose Laboratory: Art Media Experimentation Collaborative Research: Sketch Notes Principles of Design Independant Study: Read, Practice, Reflection Sketch

Nov 4th	Lecture: Art History + Costumes Laboratory: Art Media Experimentation Collaborative Research: Create a Costume Sample/Share out Independant Study: Read, Practice, Reflection Sketch
Nov 11th	Lecture: Art History + Photography Laboratory: Basic Photography Independant Study: Read, Practice, Reflection Sketch 6. Photograph
Nov 18th	Lecture: Art History + Theater Standards Laboratory: Props & Costumes Collaborative Research: Sketch Notes Poster Independant Study: Read, Practice, Reflection Sketch
Nov 25th	*MEET @ THE AUDITORIUM Laboratory: Art History Period Scene Collaborative Research: Design and plan a short performance Independant Study: Read, Practice, Reflection Sketch
Dec 2nd	*MEET @ THE AUDITORIUM Laboratory: Art History Period Scene Collaborative Research: Design and plan a short performance Independant Study: Read, Practice, Reflection Sketch 7. Art History Scene
Dec 9th	Final Exam Digital Portfolio Due by 11:59 PM Submit on Blackboard

STANDARDS:

Art Generalist EC–6 Standards

Standard I. The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

Standard II. The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

Standard III. The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

Standard IV. The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and can help students make informed judgments about personal artworks and those of others.

Standard V. The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Theater EC-12 Standards

Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.

Standard II. The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.

Standard III. The theatre teacher understands and applies skills for producing and directing theatrical productions.

Standard IV. The theatre teacher understands and applies knowledge of design and technical theatre.

Standard V. The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.

Standard VI. The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theatre and other disciplines.

GRADING POLICIES

Semester Project: Students will participate in a variety of collaborative art & theatre activities throughout the semester; accompanying vocabulary, rubrics and additional resources provided are to be collected, printed, and maintained in an organized binder, include tabs by project title, art period and date.

- Photographic examples of every group and individual activity must be included in a digital portfolio to be submitted via Blackboard. You may use a phone camera, digital camera or any device used to collect photographic evidence.

Portfolio: (showcase of your learning) include sketch notes, activities and reflections from each class period, connect activities with standards. Teacher/Student Standards/Strands/Teks to be kept in your portfolio.

- Align standards to the hands-on activities and document them in your portfolio.
- This course is recursive meaning that all standards will be integrated throughout the course.
- The portfolio may be physical but must be submitted digitally in Blackboard; may be created via Google Slides, [CANVA](#) save as PDF.

Assessment	Accompanying Standard	Points
1. Pre-Test	1.3k – 1.4k and 1.2s – 1.3s	10
2. Critique	4.4k – 4.1k and 4.3s – 4.4s	10
3. Color Wheel	2.2k – 2.8k and 2.6s – 2.8s	10
4. Collaborative Poster	3.1k – 3.21k and 3.1s – 3.3s	10
5. 3D	3.4k – 3.5k and 3.4s – 3.9s	10
6. Photograph	4.1k – 4.2k and 4.2s – 4.3s	10
7. Art History Scene	5.4k – 1.5k and 1.6s – 1.7s	10
8. Daily Sketch Notes	5.1k – 5.2k and 5.2s – 5.3s	10
9. Final Exam Portfolio	5.2k – 4.1k and 4.4s – 4.1s	20

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 & Below

Grading Scale

✓ A 90 or above	100-90 points = A
✓ B < 90% to 80%	89-80 points = B
✓ C < 80% to 70%	79-70 points = C
✓ D < 70% to 60%	69-60 points = D
✓ F < 60%	59 and below = F

COURSE POLICIES

ATTENDANCE:

This course is offered as an in-person course. We will meet **every week** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom that will be documented, some being temporary art projects and performances.

Students are expected to be at all class sessions and prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will be worth points toward the final grade in the course but, equally as important, I use these to gauge the students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken every class period. I understand that emergencies or crisis situations that cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, altering me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the way we conduct ourselves, including attendance, reflects on the

teacher candidate and their commitment to the profession.

LATE WORK POLICY:

Any assignments submitted after the due date will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Electronic Devices:

All students in this class can use a computer for educational purposes. Cell phones are to be silenced during class time. If you are dealing with an emergency, please put your cell phone on vibrate and sit at the back of the classroom. There is no texting or using email during class.