



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3103 Art & Theatre in Elementary Classrooms

TAMUSA Department of Curriculum and Instruction

Instructor: Mrs. Kim Garza Chbeir, M.A.

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Location: **PHEB 130** and on specific dates @ the Auditorium & a museum

Office Hours: By Appointment

Meeting Day: Wednesdays

CRN 11936 5:30pm-6:20pm

CRN 11935 7:00pm-7:50pm

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. Prerequisite(s): EDCI 3303 and EDCI 3309.

Required Textbooks:

- 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 EC-6
- [Kinder-5th grade Fine Arts 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.

Major Components:

Workshop	Lesson & Activity
Day 1	Lecture: Introduction: Elements of Art & Principles of Design Activity: Imaginative Play & Collaborative Lesson Planning
Day 2	Lecture: Drawing Techniques Activity: Shading & Drawing Techniques
Day 3	Lecture: Printmaking Activity: Make a Print inspired by Art History
Day 4	Lecture: Color Theory Activity: Create a color wheel & Art Accommodations
Day 5	Lecture: Watercolor Techniques Activity: Technique Chart & Step-by-Step Mixed Media Painting
Day 6	Remote Learning: Tutoring 240 Asynchronous Work Activity: 240 Tutoring TExES Core Subjects EC-6 (391): Fine Arts course materials & Test #2
Day 7	Lecture: Fabric Arts Activity: Weaving
Day 8	Lecture: Ceramics Day 1 Activity: Make an object with air-dry clay
Day 9	Lecture: Ceramics Day 2 & Intro to Art History Mini Play Activity: Make an object with air-dry clay
Day 10	Lecture: Sculpture Day 1 Activity: Make a prop, scene or costume piece for the mini play
Day 11	Lecture: Sculpture Day 2 Activity: Make a prop, scene or costume piece for the mini play
Day 12	Lecture: Basic Photography Activity: Photographs with digital camera from various perspectives
Day 13	Lecture: Perform Mini Art History Play I Activity: Meet @ Auditorium
Day 14	Study Day (no class meeting) Activity: Work on portfolio for Final Exam & Review 240 Tutoring
Day 15	Lecture: Resources (Local Connections) Activity: Museum Location TBA

*Syllabus activities may be changed or updated due to unforeseen circumstances.

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.

Coursework Overview & Expectations:

Project Based Learning: 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, including tabs by project title and date.

Complete 240 Tutoring TExES Core Subjects EC-6 (391): Fine Arts course and study materials. Students will receive an email invitation at the beginning of the semester. If you do not have access, contact a representative to get access ASAP. Email: rkapavik@tamusa.edu if you have any issues accessing the resource. Complete Test #2 and submit the grade summary PDF to Blackboard. *Exceptions to this requirement: students are not in the education degree plan or have already passed the certification exam. If you have already passed the certification exam, submit proof on Blackboard.

Final Exam Art Portfolio: Take pictures of every project for the final portfolio. The portfolio should include various photographs of each art project, connect the activities with the TEK's for your preferred grade level, and include a brief artist statement for each art project.

The final portfolio may be physical but must be submitted digitally as a PDF in Blackboard; it may be created via Google Slides, [CANVA](#) or other platform as long as it can be saved as PDF. If there are technical difficulties submitting requirements via Blackboard, you must email a PDF by the designated date and time directly to kchbeir@tamusa.edu

Final Grade:

40% of the course grade is based on class participation, includes:

Attendance, Padlet Gallery Posts, Blackboard Discussions, Participation, Exit Tickets

15% End of Course Reflection

15% Exam #2 in 240 Tutoring

30% Final Exam Portfolio

Assignments	Accompanying Standard
Team Challenge Poster	1.3k – 1.4k and 1.2s – 1.3s
Drawing	2.1k – 2.2k and 2.1s – 2.8s
Print	3.5k – 3.7k and 3.7s – 3.9s
Clay coil pot	5.1k - 5.4k and 5.1s - 5.2s A
Papier Mache	2.2k - 5.2k and 5.2s - 5.3s A
Fabric Arts	2.1k - 4.4k and 2.1s - 2.8s A
Photographs	2.5k - 4.4k and 2.12s - 4.4s T
Prop or costume	4.5k - 4.7k and 4.5s - 4.9s T
Still image/video of Mini Play	2.1k - 2.5k and 2.4s - 2.8s T
Mini Play Script & Stage Directions	1.5k - 2.2k and 2.2s - 2.3s T
Course Reflection	5.4k - 5.1k and 5.2s - 5.2s T
Final Exam Portfolio	4.1k - 4.4k and 4.4s - 4.3s T

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

Grading Scale

✓ A 90 or above	1000 points = A	Grade Points 4.0
✓ B < 90% to 80%	900 points = B	Grade Points 3.0
✓ C < 80% to 70%	800 points = C	Grade Points 2.0
✓ D < 70% to 60%	700 points = D	Grade Points 1.0
✓ F < 60%	600 and below = F	Grade Points 0.0

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. Emergencies or crises 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 they are able and inform me of the situation. Students are expected to be at all class sessions and prepared for each class. There are no "excused" absences. There is ONE "discretionary absence" to use in case of emergency or illness. Documentation is not necessary; however, it is the student's responsibility to complete the work completed in class to receive credit. This course is designed to prepare future teachers for the classroom, and a large part of that preparation is part of the learning community. Daily attendance enables this preparation and community building to happen. And the way we conduct ourselves, including attendance, reflects the teacher candidate and their commitment to the profession.

Late Work Policy:

All work completed in class must be submitted on the same day and no later than Friday by midnight of the week assigned for participation credit. Completion of the 240 Tutoring Course is an essential component to the course; students must complete the #2 Test by date published. Final Exam requirements must be submitted by the due date and time.

If there are technical difficulties submitting via Blackboard, you must email a PDF of the requirements by the designated date and time directly to kchbeir@tamusa.edu.

Late work will not be accepted beyond the published due dates. Accommodations will be made on a case-by-case basis. The student may request a meeting to discuss additional concerns regarding late work.

Assignment Submissions on Blackboard:

All assessments must be neatly typed and or photographed with proper lighting. The content of tests and assessments will be evaluated based on the level of higher-order 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.

Studio Artwork will be submitted at the end of each class on the course of Padlet Gallery as listed on the Syllabus Calendar. Work completed at home may be submitted by Friday at midnight of the assigned week.

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 or leave the classroom to text or talk. There is no texting or using email or social media during class.