

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: Madla 254 & on specific dates @ the Auditorium

Office Hours: Monday by appointment only

Meeting Day & Time: Wednesdays 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 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.
- 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. Prerequisite(s): EDCI 3303 and EDCI 3309.

Major Components:

Day 1	Lecture: First Art Memory Activity: Imaginative Play
Day 2	Lecture: Art History Mini Play Activity: Develop a mini play with a team
Day 3	Lecture: Sculpture Activity: Make a prop, scene or costume piece for the mini play
Day 4	Lecture: Sculpture Activity: Make a prop, scene or costume piece for the mini play
Day 5	Lecture: Art History Mini Play Activity: Practice mini play with team
Day 6	Lecture: Perform Mini Art History Play I Activity: Meet @ Auditorium
Day 7	Lecture: Photography Perspectives Activity: Pictures with a phone or a digital camera from 5 perspectives
Day 8	Lecture: Drawing Techniques Activity: Draw a foam cup with drawing pencils
Day 9	Lecture: Printmaking Activity: Make a print with a foam plate
Day 10	Lecture: Color Theory Activity: Create a color wheel
Day 11	Lecture: Watercolor Techniques Activity: Mixed Media Painting
Day 12	Lecture: Ceramics Activity: Make an object with air-dry clay
Day 13	Lecture: Fabric Arts Activity: Weaving
Day 14	Lecture: Final Portfolio Activity: Mini Plush

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 Policy:

Mid-Term & Final 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, including tabs by project title and date.

Photographic examples of every group and individual activity must be included in a digital portfolio. You may use a phone camera, digital camera, or any digital device used to collect photographic evidence for the Mid-Term and Final Portfolio.

Mid Term Playbill: Create a playbill for the Art History Mini Play with documentation of the work leading up to the performance, including prop/costume elements, set design, summary of plot, actor photos, inspiration artwork image, and information about the inspirational artwork.

Studio Art Portfolio: Include edited photographs of each art project and connect the activities with the TEK's for your preferred grade level, and a brief artist statement for each art project.

The mid-term Playbill & Final portfolio may be physical but must be submitted digitally as a PDF in Blackboard; it may be created via Google Slides, [CANVA](#) and saved as PDF.

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. Complete Test #2 and submit the grade summary.

Final Grade:

30% (300 points) of the course grade is based on class participation, which includes: Daily Attendance, Padlet Gallery Posts, Course Reflection, and Exam #2 in 240 Tutoring.
 35% (350 points) of the course grade is the Midterm Playbill
 35% (350 points) of the course grade is the Studio Art Portfolio

Assignments	Accompanying Standard	Final
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	

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. I understand that 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 possible and inform me of the situation. 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. Midterm Exam & 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. 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. There is no texting or using email or social media during class.