

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EDE 2221

COURSE TITLE: Integrating Art, Music, and Health Education across the Curriculum

PREREQUISITE(S): EDF 1005 & EDG 2701 with a C or above

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

## CATALOG COURSE DESCRIPTION:

This course examines the methodology for the integration of art, music and health education into the elementary school curriculum based on the theory of multiple intelligences. Age and grade appropriate methods, materials, activities and assessment will be introduced through practical applications, which are based on current research. In addition to class sessions, at least ten hours of clinical experience is required.

SUGGESTED TEXT(S): Armstrong, T. (2000). Multiple Intelligences in the Classroom, 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum Development

SUGGESTED TEXT(S): (Continued)

\* The book listed above covers all of the competencies for this course. Any of the additional texts listed below only cover 1 to 2 sections of the required course topics. See parentheses

(Curriculum development & Kinesthetic Intelligence)

Isenburg, J.P., & Jalongo, M.R. (2006). Creative Thinking and Arts-Based Learning. Upper Saddle River, NJ: Pearson Education

Cornett, C.E. (2007). Creating Meaning Through Literature and the Arts. Upper Saddle River, NJ: Pearson Education

(Musical Intelligence)

Winslow, R.W., Dallin, L., & Wiest, S.B. (2001). Music Skills for Classroom Teachers. New York, NY: McGraw Hill

Richardson, C.P., & Atterbury, B.W. (1997). Music Everyday: Transforming the Elementary Classroom. New York, NY: McGraw-Hill

(Visual-Spatial Intelligence)

Herberholz, D., & Herberholz, B. (2002). Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness. New York, NY: McGraw-Hill

Linderman, M.G. (1997). Art in the Elementary School. New York, NY: McGraw-Hill

(Positive Interpersonal Environment)

Tellijohann, S.K., Symons, C.W., & Pateman, B. (2007). Health Education: Elementary and Middle School Applications. New York, NY: McGraw-Hill

IMPLEMENTATION DATE:

Fall Term, 2008 (20091) Proposal 2008-44

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Intelligences	5-6
A. Definition of Human Intelligence	
B. Description of Eight Intelligences	
C. Intelligent Environments	
D. Foundations of the Theory of Multiple Intelligences	
E. M.I. and Personal Development	
F. Describing Intelligences in Students	
II. Curriculum Development through Multiple Intelligences	5-8
A. Implications of the Theory of Multiple Intelligences	
B. Intelligences for the Curriculum	
C. Lesson Planning through the Multiple Intelligences	
D. Discovering Curriculum Bias	
E. Project-Based Curriculum	
F. Apprenticeships	
G. Teaching for Understanding: rubrics and matrices	
III. Establishing a Positive Interpersonal Environment	5-6
A. Criteria for effective groups	
B. Determining class values and rules	
C. Class Meetings	
D. Collaborative grouping	
E. Social Skills	
F. Cooperative learning activities	
G. Conflict Management	
H. Appreciating Differences	
I. Local and Global Problem-Solving	
J. Multicultural Education	
K. Technology - Multiple Intelligences and Classroom Environment	
L. Multiple Intelligences and Classroom Management	
IV. Assessment	5
A. Principles to guide classroom assessment	
B. Assessment of the intelligences	
C. Assessment through multiple intelligences	

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
V. Visual-Spatial Intelligence Learning Processes	5-7
A. Establishing a visual learning environment	
B. Pictorial representation	
C. Visual note-taking and brainstorming	
D. Visualization	
E. Visual variety in learning materials	
F. Architecture	
G. Visual Arts	
H. Technology	
VI. Musical Intelligence Learning Processes	5-7
A. Musical learning environments	
B. Musical listening	
C. Music for skill building	
D. Musical notation	
E. Creativity through music	
F. Creating musical instruments	
G. Technology	
VII. Kinesthetic Learning Processes	5-7
A. Physical learning environments	
B. Drama	
C. Creative Movement	
D. Manipulative	
E. Physical Education	
F. Technology	

### Course Objectives

By the end of the course, students will be able to:

1. Demonstrate an understanding of the application of the theory of Multiple Intelligence across the elementary curriculum
2. Develop a theoretical framework for integrating artistic, musical, and healthful interactions into all subject areas in the elementary curriculum
3. Demonstrate their ability to use artistic, musical, and healthful activities to enhance student learning with enrichment, remediation or reinforcement
4. Demonstrate proficiency in diagnosis, assessment and evaluation
5. Demonstrate familiarity with research, standards, ethics, practices and trends
6. Plan, implement and evaluate effective instruction in a variety of learning environments
7. Use appropriate technology in teaching and Learning processes



**NOTE:** Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EDE 2221</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Integrating Art, Music, and Health Education across the Curriculum</u>	

Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy
<input type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Scientific Method of Inquiry
		<input checked="" type="checkbox"/> Working Collaboratively

Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	Students will demonstrate an understanding of the application of the theory of Multiple Intelligence across the elementary curriculum	Participation in group activities and discussions
	Students will develop a theoretical framework for integrating artistic, musical, and healthful interactions into all subject areas in the elementary curriculum	Graded assignments/projects
	Students will demonstrate their ability to use artistic, musical, and healthful activities to enhance student learning with enrichment, remediation or reinforcement	Completing a minimum of 10 hours of clinical experience
	Students will demonstrate proficiency in diagnosis, assessment and evaluation	Graded tests
	Students will demonstrate familiarity with research, standards, ethics, practices and trends	Reflective writing

(Section 5 Continued)

<b>Section 5</b>		
	<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
	Students will plan, implement and evaluate effective instruction in a variety of learning environments	Graded assignments/projects
	Students will use appropriate technology in teaching and learning processes	Graded assignments/projects
	Students will apply the Scientific Method of Inquiry to their mathematic and science lesson plans	Graded assignments/projects
<b>Section 6</b>		
Name of Person Completing This Form: <u>Kathlene Holmes and Dr. Carole Byrd</u>		Date: <u>8/26/2008</u>