

APPLIED ARTS DIVISION  
School of Health, Education & Human Services  
Fall 2019

University  
of Regina



**COURSE OUTLINE**

**ECS 310**

**Introduction to Arts in Education**

**39 HOURS  
3 CREDIT COURSE**

**PREPARED BY: Rhoda Merkel**

**DATE: June 2019**

*Acknowledging that we live and work in the traditional territory of the Kwanlin Dun First Nation and the Ta'an Kwäch'än Council.*

**Arts in Education**

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**INSTRUCTOR:** Rhoda Merkel    **OFFICE HOURS:** Available by email or phone

**OFFICE LOCATION:**    N/A

**CLASSROOM:**

**E-MAIL:** rlmerkel@yahoo.ca

**TIME:** Friday, 9 am to 3 pm

**TELEPHONE:** 867.335.1761    **DATES:** September 13- December 6, 2018

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**PREAMBLE**

There is a word in every First Nation language that describe education/learning as a whole life experience. Dooli, Haa Kusteeyi, A'ı, Dän K'e are Yukon First Nation words that mean 'our entire traditional/cultural way of life'. These words describe how we learn as a whole, through our lifestyle. Not separately, but collectively; not in timed out increments – but all day, everyday. It is the First Nation way. The 'Arts' operate on the same premise.

- Art communicates new ways of looking at and interpreting the world around us.
- It is the most reliable, comprehensive record of interpretation of truths in history. The Arts help your eyes to open up, the world moves from black and white to an array of vivid colours.
- It is such a small word to describe something so immense, yet – so simple.
- It the story of the transcendence of humanity through creativity.

My goal is to help you to have the skills to enable students to use various art forms throughout their learning journey.

**COURSE DESCRIPTION**

EAES 310 is an introductory arts education course designed to demonstrate how the *Arts* (Music, Visual Arts, Drama and Dance) are pillars in developing core competencies in students. It will provide training that will inspire teachers to integrate the *Arts* into all areas of the curriculum with confidence.

The *Arts* are an expression or application of human creative skill and imagination, typically in a visual form such as:

Acting - Musical Theatre – Ceramics - Computer Animation - Creative Writing – Dance – Drawing - Film production - Graphic Design – Illustration - Industrial Design - Interior Design - Metal work – Music- Painting – Mosaics – Calligraphy – Photography - 3-Dimensional Works – Architecture - Television production – Printmaking - 2-Dimensional Works - Stage Management – Sculpting - Architecture

## LEARNING OUTCOMES

Upon successful completion of the course, pre-service teachers will be able to:

- Use curricular content to develop competencies.
- Reflect on personal experiences and philosophies and the importance that the arts have played in our own lives and in history.
- Develop art skills to explore the growing artist within you.
- Demonstrate knowledge of teaching strategies and how to connect the larger concept of arts IN education linked to all subjects in the curriculum using effective theme based integrated units.
- Transform the B.C. curriculum into meaningful arts in education classroom experiences.
- Research and apply Yukon history and Yukon First Nation's ways of doing and knowing into lessons.
- Consider ways to include Indigenous content.

## COURSE FORMAT

This course is 39 hours delivered bi-weekly, for a full day, 6-hours on Friday (7.5).

The sessions will model how to develop a theme-based integrated unit that includes music, visual arts, drama and dance. The theme will be integrated into all subjects and will consider all grade levels, in a wide variety of art centered, creative ways.

It will be delivered using an interactive, hands on style designed to ensure confidence when delivering Arts in Education into your classrooms.

Class	Date/Time	Course Content
1	Friday, September 13  9 to 12 1 to 3	<b>Theme: Raven – The Mastermind</b> We will analyze the elements of a story using First Nation storytelling tradition, focusing on our northern hero – Raven. <u>Compare</u> Yukon stories to other First Nation Folklore Stories. <u>Listen</u> to a story about Raven, <u>illustrate</u> it In groups, <u>generate</u> a skit about 'How Raven Created.....(Anything) <u>Construct</u> the setting, props, and costumes for your skit. <u>Perform</u> the Skit.
<b>Assessment:</b>		<b>1. Journal Question:</b> Identify – from the Yukon Education Poster – what learning can happen through story and drama? <b>Due:</b> September 27 <sup>th</sup>
2	Friday, September 27  9 to 12 1 to 3	<b>Theme: The Potlatch</b> We will explore what a Potlatch is, its significance, and culturally appropriate ways to teach its history to students. <u>Design, Draw,</u> and Paint 'YOUR TOTEM STORY' art activity. <u>Explain</u> your Totem choices in a written paragraph. <u>Identify</u> a First Nation name for each member of the class based on Totem Stories. <u>Plan and host</u> a Name Giving Ceremony.
<b>Assessment:</b>		<b>2. Journal Question:</b> Why is teaching cultural content like the Potlatch necessary? What would you need to do in order to do this? <b>Due:</b> October 4 <sup>th</sup>
<b>Assessment:</b>		<b>Final Assignment Assigned:</b> Develop a theme-based integrated unit presented in a Heritage Fair Format.

3	Friday, October 04 9 to 12 1 to 3	<b>Theme: How Summer Came to Be...</b> Storytelling a First Nation story that reinforces scientific truths. <u>Listen</u> to a story about How Summer Came to BE... <u>Examine</u> plants and <u>duplicate</u> various replicas using various visual arts. <u>Describe and Present</u> using an Arts focus, how the seasons come and go.
<b>Assessment:</b>		<b>3. Journal Question:</b> Using the B.C. Curriculum – identify how Arts can be integrated with a Big Idea in a Subject of your choice. <b>Due:</b> October 25 <sup>th</sup>
4	Friday, October 18  9 to 12 1 to 3	<b>Theme: The Spirit of the Yukon</b> We will be introduced to the way various Yukon Artists have described the Yukon through Music, Visual Arts, Drama and Dance. Including: Ted Harrisons; Jim Robb; Robert Service; Hank Karr, Allan Benjamin, Al Oster, ect... <u>Create</u> an art piece that describes what the Spirit of Yukon is, <u>Paint</u> an image of Ted Harrisons.
<b>Assessment:</b>		<b>4. Journal Question:</b> Express in whatever Art Medium you choose, what you feel the Spirit of the Yukon is today.
5	Friday, November 1 Practicum	<b>5. Journal Question:</b> <b>During your Practicum:</b> In preparation for your next class: How is Arts in Education being implemented in your host school? A. Include visual examples B. Consider strategies that would make the school more Art Centered. <b>Due:</b> November 15 <sup>th</sup>
6	Friday, November 15  9 to 12 1 to 3	<b>Theme: The Arts in Classrooms, The Arts in Schools</b> How are we going to make Arts in Education happen? In groups, <u>design</u> a school that's first focus is Arts in Education. <u>Describe</u> how the ARTS influenced throughout history'. <u>Analyze</u> what the ARTS say about our era. <u>See</u> a movie that describes an alternative school.
<b>Assessment:</b>		<b>6. Journal Question:</b> Why should we use the arts to deliver curriculum content? <b>Due:</b> November 29 <sup>th</sup> .
<b>Assessment</b>		<b>Final Assignment Check In</b>
7	Friday, November 29  9 to 12 1 to 3	<b>Theme: 'Oh Canada'</b> We will identify the impact of first contact comparing First Nations governance to England's Parliamentary government system. <u>Define, List, and Explain</u> the characteristics of the Leaders in a journal writing session. <u>Perform</u> in an interactive storytelling story that demonstrates consensus decision making. <u>Create Puppets</u> <u>Assemble</u> Parliament Members to debate and defend a proposed Bill.
<b>Assessment:</b>		Complete Final Assignment
8	Friday, December 6 9 to 12	<b>Theme: Presentations</b> Heritage Fair: Students will set up their projects in the PIT for display and for judging.

<b>Assessment:</b>	<b>Completion of Final Assignment</b>
<b>Assessment:</b>	<b>Art Portfolio:</b> Collection of examples of art prototypes. <ol style="list-style-type: none"> <li>1. 5 prototypes from in Class</li> <li>2. 2 prototypes from Practicum – host school</li> <li>3. 1 prototype that you create. <ol style="list-style-type: none"> <li>A) include instructions to give students about how to complete the project.</li> </ol> </li> <li>4. Pick one curriculum outcome for each example.</li> </ol>

## ASSESSMENTS AND EVALUATION

#	Assignment	% of Mark
1	6 - Journal Questions	30 %
2	Art Portfolio- 8 Art Prototypes	30 %
3	Final Assignment	40%

## **ASSESSMENTS AND EVALUATION ATTENDANCE AND PARTICIPATION**

**Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.**

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

## **TEXTBOOK AND MATERIALS**

### **Book Recommendations:**

Cameron, Julia., C., (1992). **The Artist Way**. Penguin Putnam Inc. ISBN 1-58542-146-4

Gardner, Howard., (1983). **Frames of Mind**. Basis Books, Harper Collins Publishing. ISBN: 0-465-02510-2

Robinson, Ken., (2009). **The Element**. Viking, Penguin Group. ISBN 978-0-670-02047-8

Caduto, Michael, Bruchac, Joseph., (2015). **Keepers of the Animals**. Fifth House Publishers. ISBN: 0-920079-88-1

Egan, Kieran. (1989). **Teaching as Story Telling**. The Althouse Press. ISBN 0-920354-17-3

Neihardt, John G., (1932). **Black Elk Speaks**. University of Nebraska Press. ISBN: 978-8032-8391-6

Campbell, Joseph., (1949). **The Hero with a Thousand Faces**. Princeton University Press. ISBN: 0-691-01784-0

Clark, Kenneth., (1969). **Civilization – A Personal View**. British Broadcasting Corporation. SBN: 7195-1933-0

## **Responsibility for Learning Environment**

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

## **Cell Phone Use / Social Networking**

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca/downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.) Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **CHEATING**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented

disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca). The LAC staff assists the student in communicating accommodations that are needed to support student success.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

### **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website:

[www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre)

### **OTHER STUDENT SUPPORTS**

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website:

[https://www.yukoncollege.yk.ca/student\\_info](https://www.yukoncollege.yk.ca/student_info)

## **University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)**



### **University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)**

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic

regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “Responsibilities of Students” (§5.1), “Student Behaviour” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the **Centre for Student Accessibility**, located in Riddell Centre 251, phone 306-585-4631, or email [accessibility@uregina.ca](mailto:accessibility@uregina.ca).
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality (§5.3)** - Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
  - The University of Regina Academic Regulations
  - The Canadian Teachers' Federation Code of Ethics
  - The Saskatchewan Teachers' Federation Code of Ethics
  - The Education Act, 1995, Saskatchewan
  - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
  - Student Review Policy, Faculty of Education.
6. **Progress in the Program (§11.5.2)** - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.
7. **Faculty Action:** At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.
8. **Student Behaviour (§5.13)** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.
9. **Academic Misconduct (§5.13.2.2)** - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in [§5.13.1](#). In this section, some of these acts are

described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.

*Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:*

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

**Plagiarism** - *Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.*

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet. **Students who are uncertain what plagiarism is should discuss their methodology with their instructors.** Note: *The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.*

10. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.
11. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email [Education.Counselling@uregina.ca](mailto:Education.Counselling@uregina.ca)) or your faculty student services office as soon as possible for advice regarding deferrals.

12. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
13. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306- 585-5400 or email at [respect@uregina.ca](mailto:respect@uregina.ca).
14. **U of R Email (<https://webmail.uregina.ca/>)** -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. Please ensure that you monitor your university email account regularly. All students are provided email, Novell and Unix accounts. Students have a 2GB quota for email and can obtain information about their email address and password at [www.uregina.ca/is/student/](http://www.uregina.ca/is/student/). If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. Email delivery cannot be guaranteed if it is being forwarded.
15. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: [https://banner.uregina.ca/prod/sct/twbkwbis.P\\_WWWLogin](https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin). Using UR Self- Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to- date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

## **5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)**

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

### **5.9.1 GRADING DESCRIPTIONS 5.9.1.1 Percentage grades**

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:  
an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

**5.9.1.2 Alphabetical grades** With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral. 